

Implementation of Islamic Religious Education Learning and Character in the New Normal Era

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ABSTRACT: *This article aims to describe the planning, implementation, and evaluation of IRE (Islamic Religious Education) and Character learning at SMK Thoriqul Ulum Pacet. This article uses qualitative research with a case study approach. For data collection, researchers used observation, interviews, and documentation techniques. Data analysis techniques were carried out by data reduction, data presentation, and conclusion drawing. This study obtained the following results: 1) General learning planning, a) determination of health protocols, b) preparation of lesson plans, c) face to face assessment during the new standard period d) evaluation. 2) Implementing Islamic Education and Character Learning in the New Normal Era at Thoriqul Ulum Pacet Vocational School using face to face but reducing learning hours. 3) Evaluation of Islamic Education and Character Learning in the New Normal Era at Thoriqul Ulum Pacet Vocational School with the teacher giving exams, oral tests, assignments, and homework.*

Tujuan artikel ini adalah untuk mendeskripsikan perencanaan, pelaksanaan dan evaluasi pembelajaran PAI dan Karakter di SMK Thoriqul Ulum Pacet. Artikel ini menggunakan jenis penelitian kualitatif dengan pendekatan studi kasus. Untuk pengumpulan data peneliti menggunakan teknik observasi, wawancara dan dokumentasi. Tehnik analisis data dilakukan dengan reduksi data, penyajian data dan penarikan kesimpulan. Penelitian ini memperoleh hasil sebagai berikut: 1) Perencanaan pembelajaran secara umum a) penentuan protokol kesehatan b) penyusunan RPP c) asesmen PTM pada masa new normal d) evaluasi. 2) Pelaksanaan Pembelajaran PAI dan Budi Pekerti Pada Era New Normal di SMK Thoriqul Ulum Pacet dengan menggunakan PTM akan tetapi jam pembelajaran berkurang. 3) Evaluasi Pembelajaran PAI dan Karakter Pada Era New Normal di SMK Thoriqul Ulum Pacet dengan guru memberikan ujian, tes lisan, tugas, dan pekerjaan rumah (PR).

Keywords: *Islamic Religious Education, Character, New Normal.*

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I. INTRODUCTION

After the Government issued (Joint Decree) the Decree of the Four Ministers on Guidelines for the Implementation of Learning in the 2019 Coronaviruses Disease (Covid-19) Pandemic, this policy is expected to be able to carry out Face-to-face Learning after the New Normal. This PTM can also be started since the Decree of the Four Ministers issuance or at least starting in July 2021 at the beginning of the new school year (Bahri, 2022);(Budiya, 2021). The Government also hopes PTM activities will be carried out after the Government completes vaccinations for educators and education personnel. Thus, the health and safety of all citizens of the education unit is a top priority that must be considered in setting PTM policies during the Covid-19 pandemic. Therefore, the education unit prepares alternative PTM by continuing to apply the health protocol and PJJ so that parents/guardians of students can choose PTM or PJJ for their children (Hanno, Gardner, Jones, & Lesaux, 2022).

Institutions or schools must ensure that teaching and learning activities continue even in new normal conditions. Furthermore, not only institutions or schools think about how learning goes. However, educators must also have a way to deliver learning materials so that students do not fall behind in education and continue learning about students progress and achievements (Laili, Hasanah, & Roifah, 2022);(Rouzi, Afifah, Hendrianto, & Desmita, 2020).

In reality, educators often face many obstacles in carrying out learning. One of the contributing factors is the lack of students' understanding of the teacher's explanations, especially those who previously did online or online learning (Novianti, Fatkhia, & Nuryana, 2020);(Wahyono, Husamah, & Budi, 2020). Therefore, to estimate this, the teacher must have a way of learning that makes it easier for students to get explicit assumptions and can improve student learning achievement and get optimal results as expected by the teacher (Badrus & Arifin, 2021);(Ma'arif, Zuana, & Sirojuddin, 2022);(Syukkur, A.Fauzan, 2021). In the world of education, to create an educational goal, an educator must be able to carry out or organize an activity where this is the main task, namely the implementation of learning activities (Berlingerio, Bonchi, Gärtner, Hurley, & Ifrim, 2019);(Degner, Moser, & Lewalter, 2022).

To create effective and efficient Islamic Religious Education, there must be good education management (Annisa, Akrim, & Manurung, 2020);(Kango, Kartiko, & Zamawi, 2021). Learning will run well if the process in learning there is a relationship between teacher and student interactions going well. And learning activities in schools should ideally lead to students learning (Azis, Abou-Samra, & Aprilianto, 2022);(Budiarto & Salsabila, 2022).

Teachers must adjust the conditions when teaching students in the New Normal era (Haseski, 2020). Teachers must be creative in the learning process (Kaplan, 2019);(Mendoza, López, & Villamil, 2018). The New Normal era is different from usual, meaning that teachers can apply learning strategies either online or blended learning (Tarigan, Nugroho, Susanty, Khasanah, & Surfaifel, 2021). Blended learning is considered a solution when experiencing a pandemic (Tajuddin & Syafi'i, 2021). Tarigan explained that, facing a pandemic, the application of learning carried out by teachers was more comprehensive than before the pandemic.

The learning of IRE and Character in SMK differs from that of madrasas and Islamic boarding schools (Hanafi et al., 2021). Islamic boarding schools apply face-to-face total, which can also do online learning. The results of Amrin research are strategies

applied by teachers in the New Normal period with mixed and innovative designs. The teacher's motto in implementing IRE learning cannot be separated from the support of the principal and school infrastructure (Amrin et al., 2022);(Malik, Trisnamansyah, & Mulyanto, 2021);(Muslimin & Kartiko, 2020). Many schools, especially teachers, may still find it challenging to carry out the learning process during this new normal. Especially in class X, students who have just graduated from junior high school/equivalent are still in their teens, still eager to learn, and are currently required to continue studying even in this new normal situation.

From the explanation above, the writer will describe the planning, implementation, and evaluation of IRE learning and character education at Thoriqul Ulum Vocational School. This research complements previous research by comprehensively analyzing performance. Thus, the researcher wants to describe further the implementation of learning that has been carried out by the educational institution, especially in carrying out Islamic religious education and character education in this new normal era. Thus, researchers are interested in taking the title "Implementation of Islamic Religious Education and Character in the New Normal Era". The research focus of this article is on how to plan, implement and evaluate PAI and Character learning in the New Normal period at SMK Thoriqul Ulum Pacet Mojokerto, East Java, Indonesia.

II. METHOD

This article has used a qualitative type of research with a case study approach in that the research focuses on only one phenomenon that is selected and understood in depth (Lune & Berg, 2017). An interesting case in this study is how the teacher's efforts to do something unusual with limited hours aim to shape students' attitudes and character. IRE and character subjects in SMK are challenging to apply because the learning is little.

The research carried out is at Thoriqul Ulum Middle Vocational School, Pacet, Mojokerto. This research was conducted from December 2021 to March 2022. The informants of this research were the principal of the Thoriqul Ulum Vocational School, the Deputy Principal for Curriculum, Islamic Education Teachers, and staff who helped in the learning process.

Data collection techniques during the field were carried out by non-participant observation. Namely that the researchers were not directly involved. Interviews were conducted with several informants in a structured manner (Creswell, 2012). Meanwhile, documentation was conducted to strengthen interviews and observations by looking at documents and archives at the school. The data analysis technique followed the (Miles, Hubberman, & Saldana, 2014) model: data collection, reduction, data display, and verification. The data validity technique is carried out by triangulation of technical sources and time (Ikhwan, 2021).

III. RESULT AND DISCUSSION

Islamic Religious Education Learning Planning at SMK Thoriqul Ulum Pacet

Planning is an important part when going to do an activity. Planning involves a broad series of decisions and explanations of objectives, policies, programs, specific methods and procedures, and program activities (Cordeiro et al., 2020);(Lambrecht et

al., 2022). Learning planning is a systematic approach that includes analysing learning needs, formulating learning objectives, developing teaching materials, and evaluating tools to achieve the expected learning objectives (Arora, Fiorino, Pellier, Métivier, & Pesty, 2018);(Hayes et al., 2022).

From the research that has been carried out, this research gets results about the planning process of Islamic Religious Education learning in this new normal era. At SMK Thoriqul Ulum Pacet, the 2013 curriculum is used. The following is the presentation of the results of interviews with resource persons who are IRE teachers for class X SMK Thoriqul Ulum Pacet. According to the results of an interview with Mr Wahyudianto for IRE and Character learning in the new normal era, careful planning is needed to obtain maximum learning outcomes. From the data that the researchers got, the planning of Thoriqul Ulum Pacet Vocational School, in general, is a plan carried out by the school.

The Thoriqul Ulum Pacet Vocational High School, which implements learning, first prepares a plan for its implementation. This action can be seen from the statement of Mr Murjoko, S.S as the deputy principal of the school as follows:

"After the government implemented a new regulation, namely the new normal, it allowed face-to-face teaching and learning activities in the new school year. This school implemented a face-to-face learning system, or what is called PTM." (Interview: Murjoko; 2022).

From this statement, planning is carried out from the beginning of the new school year with the preparation of a work program related to the assessment. Preparing health protocols to prevent the spread of the COVID-19 virus includes preparing classrooms, washing hands, and measuring body temperature.

From the research that has been carried out, this research gets results about the planning process of Islamic Religious Education learning in this new normal era. At SMK Thoriqul Ulum Pacet, the 2013 curriculum is used. The following is the presentation of the results of interviews with resource persons who are IRE teachers for class X SMK Thoriqul Ulum Pacet. According to the results of an interview with Mr Wahyudianto for PAI and Budi Pekerti learning in the new normal era, careful planning is needed to obtain maximum learning outcomes. From the data that the researchers got, the planning of Thoriqul Ulum Pacet Vocational School, in general, is a plan carried out by the school.

The general planning of learning Islamic Religious Education and Character at Thoriqul Ulum Pacet Vocational School is carried out with Face-to-face Learning (PTM). All students come to school, but during Face-to-face Learning, learning hours are reduced, based on what was conveyed by Mr Murjoko, S.S as the representative principal.

"After the government implemented a new regulation, namely the new normal, it allowed face-to-face teaching and learning activities in the new school year. This school implemented a face-to-face learning system or PTM." (Interview: Murjoko; 2022).

Planning, in general, means determining what will be done. Planning involves a series of objectives, decisions, policy determination, program determination, and activity methods based on schedule (Astuty & Suharto, 2021);(Sabunge, 2021). Moreover, this application occurred at the Thoriqul Ulum Pacet Vocational High School, where

information was obtained about the Covid-19 virus and efforts to reduce the spread of the Covid-19 virus in schools, and regulation was made, namely the new standard or so-called new normal. This is then followed up with the preparation of a health protocol.

The planning components for the preparation of face-to-face learning at Thoriqul Ulum Vocational School are; *First*, preparing for the application of using masks and maintaining a minimum distance of 1.5 meters. *Second*, preparation for entering the school is washing hands with soap (CTPS) with running water or hand sanitiser. *Third*, following a thermogenic health check (shooting body temperature gauge). Furthermore, *fourth*, make arrangements for the layout of the room (classroom, educator's room, and others).

In particular, each subject teacher carries out learning planning in the new normal era at Thoriqul Ulum Pacet Vocational High School. In this case, the researcher focuses on the subject of Islamic Religious Education. The planning carried out, in this case, is carried out by Islamic religious education teachers, namely by compiling a Learning Implementation Plan (Abbas, Suriani, & Muchlis, 2021). The stages in the preparation are, first, the formation of learning hours and lesson plans so that the preparation for the course of learning in the new normal era can be carried out and run smoothly (Irsad, 2016).

Second, determine the method. Determination of learning methods and techniques aims to convey material to students so that students can quickly grasp the material explained by the teacher. *Third*, PTM assessment in the new normal period is a systematic process of collecting, processing, and using data to improve student learning quality and measure student learning outcomes. *Fourth*, namely evaluation, this fourth stage is the last stage to determine student learning outcomes during learning activities and to provide input and considerations regarding the feasibility of learning programs during the new normal.

Implementation of Islamic Religious Education Learning at SMK Thoriqul Ulum Pacet

From the research that has been carried out, this research gets results about implementing Islamic Religious Education learning in this new normal era using many methods and processes. The following is the presentation of the effects of interviews with resource persons who are teachers of Islamic Religious Education subjects at Thoriqul Ulum Pacet Vocational School. According to an interview with Mr Wahyudianto, S.Pd, for learning during the new normal, there are slight differences from normal learning because new regulations are applied.

Extra energy is needed in delivering IRE and Character subject matter by reducing learning hours when face to face because there is a lot that must be read and studied from the material alone. IRE and Character learning include some delivery of subject matter, assignments, and assessment of knowledge and skills (Ikhwan, Mu'awanah, & Rohmad, 2020). IRE and Character learning emphasize the ability to take lessons or lessons about Islam, regarding history, fiqh, Qur'an hadith, and moral aqidah (Abdurrohman & Syamsiar, 2017);(Pakpahan & Habibah, 2021).

The ability of students to take lessons from IRE and Character is highly prioritized because, in times like this, we still have to teach students always to be optimistic about what they are facing. Believing that a situation like this must have a lesson, we

humans should be grateful for everything given (Ghofur, Kuipers, & Askuri, 2021);(Huda, Hanief, & Hakim, 2022).

The preparation of educators in implementing learning in the new normal era like this does not forget to provide positive encouragement. Remind students to keep learning by always following health protocols and being enthusiastic when learning. Furthermore, take advantage of the time when study hours are reduced. The implementation of learning is a process of ongoing teaching and learning in the classroom, which is the core of learning activities that, in its execution, are adjusted to the signs that have been prepared in the previous plan (Azizah & Fajeriah, 2021);(Bali & Holilah, 2021). Implementing learning is the interaction between teachers and students in delivering subject matter to students and achieving learning objectives.

Implementing learning about Islam is also very important to be applied and associated with the current new normal situation. As one of the implementations, modelling the lives of the prophets and their companions formerly known for their cleanliness, nowadays it is proper to keep oneself clean and even the surrounding environment and start implementing a healthy life. Because there is a hadith that says cleanliness is part of faith.

Islamic religious education and good character can also be referred to as notes in carrying out Allah's commands. Worship, *muamalah*, and morals in developing life. Educators also hope that students apply and carry out what is and has been learned in learning Islamic Religious Education and Character in everyday life.

Implementing Face-to-face Learning in Islamic Religious Education subjects reduces the time and types of activities. The reduction in learning time during the new normal is 1x45 minutes, initially 3x45 minutes of teaching hours to 2x45 minutes of learning hours.

The process or implementation steps are the first preliminary activity; the teacher prepares and delivers the material during face-to-face learning in the classroom using 1 x 45 minutes of learning hours because of the limited time. Class X students majoring in TBS and TSM participate in PTM activities simultaneously in one class because students majoring in TBS have a small number of students; therefore, they are made into one category with students majoring in TSM.

Entering the new normal or new life, during the new normal period, teachers must pay attention to their students one by one to find out their abilities (Minhaji, Nawafil, & Muqit, 2022). This new normal in the education sector is very influential because the system must be implemented. To face this new normal, a teacher must prepare all learning materials (Qader, Rahman, & Hossain, 2022).

Learning success is also influenced by how the process of delivering the material (Adiyono, Fadhilatunnisa, Rahmat, & Munawarroh, 2022). It is the same as during Islamic Religious Education lessons in the new normal period. Teachers must be even more extra in delivering the material. Face-to-face learning on IRE and Character subjects at Thoriquil Ulum Pacet Vocational School also implements material delivery during face-to-face learning. The following is the result of an interview with Mr Wahyudianto.

“The material is delivered by trying as much as possible because, in this new normal era, learning hours have been reduced, so the delivery of material must be as maximum as possible and easily understood by students, even though

learning hours are reduced. And if the learning hours are over, students are given assignments or homework.” (Interview: Wahyudianto: 2022).

From the observations made by face-to-face learning researchers in the new normal era in IRE and Character subjects at Thoriqul Ulum Pacet Vocational School, currently, the educators reveal that it is pretty compelling. The learning has been effective, but sometimes some students violate health protocols when going to school and in class. However, the teacher immediately reprimanded the student for complying with the health protocol, and under these circumstances, amid the Covid-19 pandemic, teaching and learning activities continued to run smoothly.

Evaluation of Islamic Religious Education Learning at SMK Thoriqul Ulum Pacet

Evaluation is a unit that is so important and very much needed in every education system because evaluation can reflect how far the development or progress of learning (Al-Shanawani, 2019);(Genareo, 2022). With evaluation, the improvement and decline of the quality of education can be known. With evaluation, we can also identify weak points and quickly find solutions to change for the future.

Without evaluation, we cannot know how far the learning success is, and without evaluation, we will not change for the better (Hadi, Andrian, & Kartowagiran, 2019). Thus, learning evaluation is a systematic, continuous, and comprehensive process or activity in the context of controlling, guaranteeing, and determining the quality (value and meaning) of learning in the learning component, based on specific considerations and criteria, as a form of teacher responsibility in carrying out learning.

Evaluation of Islamic religious education learning at SMK Thoriqul Ulum Pacet is done directly in schools. Based on the data obtained in the field, IRE and Character learning were evaluated at Thoriqul Ulum Pacet Vocational School by giving exams to students where students carry out tests and questions the teacher has made.

The exam stage here is the stage where students use test papers to carry out test exams and answer questions. At the exam stage, three stages start from filling in the name, working on the questions, and ending the test. The first stage is to fill in the title. At this stage, the process begins by writing the name and class according to what is listed on the exam card. The second stage is quality, where students must fill in the questions prepared in advance. Furthermore, the last stage is completion; after students have finished working on the exam, they collect their exam papers. In the subject of Islamic religious education itself, in addition to the exams set by the institution, the teacher gives additional tasks to students.

The assignment above is based on an expression from a book (Djamarah, 2000). Assignments and recitation are methods of presenting material where the teacher gives specific tasks, so students carry out learning activities. This method is provided because it is felt that there is a lot of learning material while a bit of time. This action means that the amount of material available with time is not balanced (Bentri, Hidayati, & Rahmi, 2016). This assignment is usually used for the learning materials to be completed within the specified time limit.

Based on the data above, in this case, implementing IRE and Character learning at Thoriqul Ulum Pacet High School, in addition to following the exam system set by the institution, also applies a method of giving assignments or homework. Implementation of exams and projects that are used are more straightforward because teachers can

monitor students directly. Furthermore, the results are as expected. Furthermore, face-to-face exams are more conducive than online exams because teachers can handle students now.

"The results and grades of the children after the implementation of face-to-face learning in the new normal era, thank God, are as expected. Although not all children get good grades, their scores are above average, and hopefully, they will be better and better in the future."

The implementation of face-to-face learning evaluation is more conditioned. Because teachers can monitor students directly, and teachers can now see and assess their behaviour of students.

IV. CONCLUSION

Islamic Religious Education Learning Planning and good manners apply in Thoriqul Ulum Vocational School by determining the preparation of the Learning Implementation Plan to convey material to students so that it is easier to understand. The teacher prepares all the necessities according to the policies during the Covid-19 Pandemic. Planning is arranged to facilitate the learning process. Implementing Islamic Religious Education and Morals in the new normal era at Thoriqul Ulum Pacet Vocational School uses a face-to-face learning system by reducing learning hours. The evaluation of learning carried out by the teacher by measuring the cognitive domain is measuring students' knowledge and understanding through the questions given by the teacher. Teachers measure from the affective and psychomotor domains because learning has started face-to-face so that teachers can assess the attitudes and skills of students. This article has limitations on the implementation of research, and qualitative analysis is judged to be biased because the research instrument is the researcher himself. The following research recommendation is on accommodating facilities and infrastructure to support the learning process during or after the pandemic.

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