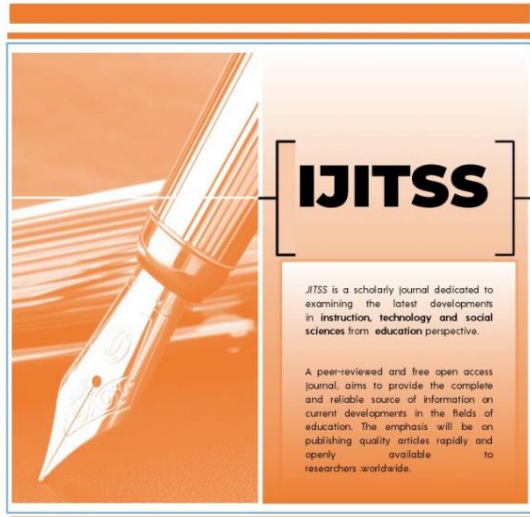


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Strengthening Islamic Education Management Through Emergency Curriculum Adaptation During the COVID 19 Pandemic

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Strengthening Islamic Education Management Through Emergency Curriculum Adaptation During the COVID 19 Pandemic

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Abstract

This study aims to analyze efforts to strengthen the management of Islamic education through the adaptation of the emergency curriculum during the Covid-19 Pandemic that focuses on learning management, management of teaching materials, methods, and media, as well as classroom management. The research method uses library research that refers to written data or materials related to the topic of discussion that is being raised. In this study, there are two types of sources, namely primary data sources and secondary data sources. The results showed that (1) the management of learning where teachers conduct online learning through media that is considered effective and efficient by emphasizing the aspects of the benefits obtained from the learning activities of learners; (2) the management of teaching materials, methods, and media, where the teaching materials delivered by the Teacher are expected to be essential teaching materials and become a priority in learning so that there is no need for all teaching materials contained in the basic competencies delivered to the learners; and (3) classroom management, where teachers are expected to manage learning times as effectively and efficiently as possible so that the online learning process does not dry up. The implications of this study are expected to be a reference for Teachers in running online learning at home.

Introduction

The outbreak of the Covid-19 pandemics has an impact on all lines of human life. Almost all sectors affected by the Coronavirus disease (Covid-19) outbreak, including the impact, are also felt in the education sector. Restrictions on social and physical distancing in an effort to prevent the spread of the virus require citizens to learn (Teachers and learners) to continue teaching and learning in their homes. The learning process experienced through the internet (Singh & Thurman, 2019) by utilizing the sophistication of existing technology through social media or others such as Whatsapp (Kheryadi, 2018; Surani & Chaerudin, 2019), Youtube, Google Classroom, Moodle, and so on (Ferdig et al., 2020). Such learning is known as Distance Learning.

To minimize the spread of the virus, the Indonesian government has implemented a work from the home policy since mid-March 2020. Several Islamic educational institutions including madrasahs responded well to the policy by optimizing teachers' resources after the issuance of large-scale regional restriction regulations by their respective local governments. The application of home learning certainly has implications for the psychological condition of the students and teachers even though according to Bilfaqih and Qomarudin (2015) stated in his book that online learning is able to provide effective and attractive services for students, but at the level of implementation has its own obstacles and challenges that vary by school.

As an educational institution, Islamic schools or madrasahs are required to be able to adjust to the current situation and conditions (Prasetia & Fahmi, 2020) where teachers must be able to deliver teaching materials online so that the learning process continues according to the established educational calendar. Some obstacles are certainly found during the online learning process such as the disruption of internet connection and the high cost of quotas affecting the psychological condition of learners (Anugrahana, 2020) so that their interest and motivation for learning decreases.

A survey conducted by Aljaraideh and Al Bataineh (2019), revealed that online learning infrastructure is a major obstacle that inhibits the use of online learning. Therefore, a solution to the problem is needed, for example, teachers only provide essential materials or teaching materials (important) only so that the learning time can be narrowed and the quota of learners becomes efficient. This condition becomes interesting to be analyzed philosophically considering that online learning was first done by teachers and students in Islamic schools or madrasah.

Previous studies have revealed that online learning during the Covid-19 Pandemic is a challenge for 21st-century digital leaders (Darmalaksana et al., 2020; Dong et al., 2020). It is a challenge for the managers of educational institutions, such as principals and madrasahs, to be able to make adjustments to their teachers so that they can adapt to new models and methods of learning during the pandemic. Some researchers also examined the same thing, such as Rosenberg dan Asterhan (2018), Sadat (2020), and Purnama (2020), on the use of Google Classroom and Whatsapp as learning media; Gunawan et al., (2020), Busa et al (2020), and Shahid et al (2020) on the variety of learning models during the Covid-19 period; Marharjono (2020) on Google Classroom on history learning; and Mulatsih (2020) on Google Classroom apps, Google Forms, and quizzes on chemistry learning.

Based on the study above, the study on the management of Islamic education through the adaptation of the emergency curriculum has never been done. Therefore, this study tries to analyze how the forms of strengthening carried out by Islamic education in implementing learning during the Covid-19 pandemic through the adaptation of the emergency curriculum. So the purpose of this study is to analyze efforts to strengthen the management of Islamic education through the adaptation of the emergency curriculum during the Covid-19 pandemic that focuses on learning management, management of teaching materials, methods, and media, as well as classroom management.

Theoretical Studies

Management

Management is defined as a detailed process of planning, organizing, mobilizing, and controlling an organization to achieve a set goal using humans and other resources (Mintzberg, 2013; Farikhah, 2015; Maduretno & Fajri, 2019; Juhji, 2020). Meanwhile, Romlah (2016) defines management as a special process consisting of several actions ranging from planning, drafting, mobilization, and supervision. Meanwhile, Arifin (2017) translates management as a process of utilization of human resources through management objectives such as planning, depreciation, deployment, and supervision. Referring to the opinion, it can be concluded that management has meaning as a long process of activities involving a number of people to achieve certain objectives effectively and efficiently starting from the form of activity planning, preparation of activities, implementation of activities, and evaluation of activities.

Islamic Education

The definition of Islamic education has been widely conveyed by some experts, for example, Sitorus (2011) stated that Islamic education is a *ta'dib* that is the process of recognition of the fact that science is hierarchical according to its level and degree. While Priatmoko (2018) gives the meaning as an effort to change the behavior of learners individually and socially. While Bafadhhol (2017) writes the meaning of Islamic education as a place to carry out the Islamic education process with a clear structure and responsibility.

Syafe'i (2015) limits the Teacher's guidance process to the spiritual and physical growth of learners. This understanding is in line with Hidayat and Wijaya (2017) that the purpose of Islamic education is to change the behavior of individuals in personal life and surrounding communities based on Islam. Referring to some of these meanings, it can be stated that Islamic education is philosophical, fundamental, and built on Islamic values contained in the Qur'an and al-Hadith.

Emergency Curriculum

The curriculum is defined as a plan to learn (Setiadi, 2016), a number of plans and arrangements on teaching materials (Nasbi, 2017), draft teaching (Bahri, 2017), a group of syllabuses (Hakim, 2012), an educational response to the needs of society and the nation (Kementerian Pendidikan dan Kebudayaan, 2012). From this understanding can be taken the common thread that the curriculum is a set of tools or lesson implementation plans containing the

syllabus and the implementation plan of learning as a guideline for teachers and implementers of education in managing learning activities to achieve the learning objectives that have been determined.

An emergency is understood as an urgent and coercive situation beyond human power as the implementer of the curriculum that must be sought solutions immediately. Thus, the emergency curriculum is a set of learning tools or implementation plans containing the syllabus and a lesson implementation plan prepared for urgent and coercive situations and conditions such as the Covid-19 pandemic outbreak.

Method

This type of research is a study of library research that refers to written data or materials related to the topic of discussion that is being raised. In this study, there are two types of sources, namely primary data sources and secondary data sources. The primary data source is a data source that directly provides data to data collectors (Gunawan, 2013; Sugiyono, 2013; Supardi, 2017). This primary data source author retrieves educational management book data. While secondary data is obtained from various documents such as books, newspapers, journals both printed and online. The source of this secondary data is classified into two types, namely books and scientific journals.

The approach used in this research is a philosophical approach, namely, the attachment used to clearly formulate the nature underlying the concepts of thought. Data collection techniques that the author uses in documentation techniques. Documentation techniques referred to here are data collection methods that are done by searching for data about research variables from various documentation, whether in the form of notes, transcripts, books, newspapers, magazines, journals, and so on (Arikunto, 2013). In this data collection technique, researchers described the systematics of data collection in this study, namely researchers collecting primary data sources and secondary data sources, then describing the concept of Islamic education management, then discussed how to strengthen the management of Islamic education through the adaptation of emergency curriculum during the Covid-19 pandemic.

Results and Discussion

Results

The results of the study on strengthening the management of Islamic education through the adaptation of the emergency curriculum can be seen in Table 1 below.

Table 1 Management of Islamic education through emergency curriculum adaptation during pandemic

Management of Islamic Education	Reviewed Studies
Parent role	Isnawati & Setyorini (2012); Darnis & Ramayani (2013); Mawarsih & Hamidi (2013); Umar (2015); Hayati (2016); Ningrum (2016); Cholifah et al (2016); and Nisa (2017).
Management of teaching materials, methods, and media [Online, WhatsApp, Youtube, and Zoom]	Kheryadi (2018); Singh & Thurman (2019); Surani & Chaerudin (2019); Safitri & Retnasary (2020); Darmalaksana et al (2020); Dong et al (2020); Busa et al (2020); and Bulan & Zainiyati (2020).
Classroom management [management function]	Mubarok (2020)

Based on Table 1, the results of library research from the research is that one of the efforts in strengthening the management of Islamic education in the midst of the Covid-19 pandemic outbreak needs to be reduced and adapted to a curriculum that focuses on (1) learning management where teachers carry out online learning through media that is seen as effective and efficient by emphasizing aspects of the benefits obtained from learner learning activities; (2) the management of teaching materials, methods, and media, where the teaching materials delivered by the Teacher are expected to be essential teaching materials and become priorities in learning so that there is no need for all teaching materials contained in the basic competencies delivered to the learners; and (3) classroom management, where teachers are expected to manage learning time as effectively and efficiently as possible so that the online learning process does not dry up.

Discussion

Learning Management

Learning activities during the Covid-19 Pandemic are different from previous learning activities, where the achievement of student competencies is no longer the main goal that must be achieved. The purpose of learning metamorphoses by focusing on *akhlâq al karîmah* (character) of learners such as diligent worship, caring for the

surrounding environment both in the surrounding community and at home, and having other social piety (Amin, 2020). Thus, learning activities during the Covid-19 pandemic lead to the purpose of forming good morals or character of learners in accordance with the spirit of religion, social norms based on the values of Pancasila.

Teachers are people who facilitate learners to conduct online learning activities. In addition to involving teachers, learning activities during the Covid-19 Pandemic must also involve the participation of parents and the surrounding environment of learners. Parents play an important role in their children's learning success during their home study. This is in line with the results of research stating that parents have a positive influence on learning outcomes (Darnis & Ramayani, 2013; Hayati, 2016; Ningrum, 2016; Cholifah et al., 2016) and student learning achievements (Isnawati & Setyorini, 2012; Mawarsih & Hamidi, 2013; Umar, 2015). The results of this study reinforce the argument that the process of learning activities carried out by teachers to learners requires the participation and involvement of parents at home.

The task of teachers to teach and educate students during the Covid-19 Pandemic is felt very difficult because not all students have good internet access and the limitations of mobile phones and quotas are one of the logical and acceptable reasons. On the one hand, with the limited ability of the parents of the learners, teachers must teach and educate them according to the objectives to be achieved, but on the other hand, teachers must also be able to develop aspects of attitudes, knowledge, and skills of learners by trying to develop competencies in language literacy, mathematics, science, media, technology, and visuals (Amin, 2020). Therefore, the learning activities carried out must be able to stimulate the critical thinking skills, collaboration, creativity, and effective communication of learners taking into account the health, safety, and safety of all citizens learning both on the spiritual and physical aspects.

The principle of learning during the Covid-19 Pandemic is carried out face-to-face, limited face-to-face, and or distance learning both online (Safitri & Retnasary, 2020) and offline. This is certainly adjusted to the level of insecurity of each region. Learning can be done in madrasahs, houses, and in the surrounding environment according to the conditions of each school. In this case, Teachers need to develop creative and innovative attitudes (Nordin, 2017) in optimizing the growth of innovative and communicative students' critical abilities using scientific approaches.

The pressure point on learning lies in the aspects of the benefits obtained from learners' learning activities so that they are able to bring their learning outcomes into real life and the surrounding nature so that they are truly felt for their benefit, by applying positive values that can provide good accuracy (in Java language = *Ing Ngarso Sung Tulodo*), building interest, learning motivation, and cooperation (in Java language = *Ing Madyo Mangun Karso*), as well as developing the creativity of learners (in Java language = *Tut Wuri Handayani*)

Management of Teaching Materials, Methods, and Media

Teaching materials that can be delivered by teachers are essential teaching materials that are a priority in learning. There is no need for all the teaching materials contained in the basic competencies to be delivered to the learners because the teaching materials can be learned independently at home through teacher instructions and parental assistance. Teaching materials can be collected and developed by Teachers through sourcebooks (Teacher's books and Learner books), literature, and search in Google through cyberspace in accordance with justifiable scopes, with modern social phenomena (contextual).

The method used by teachers in learning during the Covid-19 Pandemic can be a method that focuses on the scientific approach, namely observing, questioning, experimenting, reasoning, and communicating (Osborne, 2014). In addition, Teachers can use various learning models that are empirically proven to affect the results and learning achievements of learners such as discovery-based learning models (Kadri & Rahmawati, 2015), research-based learning models (Handoyono & Arifin, 2016), project-based learning models (Insyasiska et al., 2017), problem-based learning models (Wulandari & Surjono, 2013), and other learning models that enable learners to learn actively and creatively.

Learning media that can be used in learning during the Covid-19 Pandemic are all media around the student environment, ranging from simple to sophisticated. In this case, the teacher is expected to be able to create his ideas or ideas creatively and innovatively in utilizing the objects around the learners to help achieve the learning objectives. Objects around that can be used as learning media such as drawings, graphics, whiteboards, posters, displays, or anything else. The selection of objects as learning media is certainly adjusted to existing learning indicators while still considering the emergency conditions.

Class Management

Classroom management is important in learning during the Covid-19 Pandemic emergency because schools can determine whether learning activities are carried out in real or virtual. This is certainly based on recommendations from local authorities whether the area is in a vulnerable zone or not. For schools that are in a safe zone (green) it can carry out face-to-face learning, but if the school is in the emergency zone area (red) eating learning can be carried out virtually or remotely using the internet network.

Time in learning is also an important part so that the learning process done online does not become dry so that it affects the learning laziness of learners. Therefore, the management of learning time becomes an integral part of the management of classrooms run by teachers. Teachers are expected to be good at managing classes and the time needed in the distance learning process taking into account the interests and motivations as well as geography, sociology, and economic conditions of the parents of the learners. In addition, in managing the classroom, teachers must implement management functions, namely planning, organizing, implementing, and monitoring (Mubarok, 2020). This is important because the virtual class will certainly be faced with the use of internet data packages that are not few.

The three management of education through curriculum adaptation above can run well if supported by the competence of professional teachers because the competence of teachers is the determinant of the success of the education carried out. This was conveyed by Surani and Miftahudin (2018) in his research that there is an influence of Teacher competence on the effectiveness of learning so as to influence learning outcomes (Sutardi & Sugiharsono, 2016) and student learning achievement (Novauli, 2012; Inayah, 2013). In addition to affecting the results and achievements of learners, teacher competencies also affect the independence of learners (Hidayati & Utsman, 2019; Putri, 2020). Referring to the results of the research, it can be concluded that professional teachers influence the effectiveness of learning, independence of learning, results, and learning achievements of learners.

Conclusion

Strengthening the management of educational institutions through curriculum adaptation during the Covid-19 pandemic can be done by teachers through curriculum adaptation that focuses on learning management, management of teaching materials, methods, and media, as well as classroom management while paying attention to the regional conditions and characteristics of learners in their respective regions. The implications of this study are expected to be a reference for Teachers in running online learning at home.

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