Article

The Transformation of Islamic Religious College Post Covid-19 Pandemic: As an Effort to Adaptation the Direct Learning

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ABSTRACT:
A habit in the learning process will change when the transition to the ongoing learning process is carried out using a collaboration system combined with a base learning project in learning carried out in the classroom. This will answer a change in the transformation of Islamic religious universities after the COVID-19 pandemic which seeks to adapt learning directly. The question in this study is how is the transformation of Islamic religious colleges after the covid-19 pandemic in an effort to adapt direct learning? This study uses a literature review approach which is analyzed with a quantitative analysis system based on the Atlas.ti application which produces a finding in the form of a systematic approach that can respond to direct learning. The findings in this study are that there are 3 approaches that can be applied, namely: a responsive management approach, a student-based process approach and a learning transformation approach. The synergy of Islamic higher education institutions with educational stakeholders related to changing the learning system from online learning to face-to-face learning is a necessity that must be done when the online learning process has become a learning habituation during the COVID-19 pandemic. Face-to-face learning will be interesting if it is given by including students as subjects as well as objects of education in the learning achievement process held with the base learning project system.

Key words: *Learning Habit, Post covid-19 Pandemic Learning*

The Background

The Covid-19 epidemic that has occurred in Indonesia since March 2020 has an impact on various fields of life, including in the field of education. Distance Learning (*Pembelajaran Jarak Jauh*) both online (in the network/online), offline (outside the network/offline), and blended online-offline (blended learning) is a mainstay for the governmen to continue to provide education services until the end of the 2020-2021 school year. All of this was decided by the government through the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud) in an effort to respond to the Covid-19 pandemic. The main purpose of this Distance Learning policy is, at least in order to prevent educational institutions from becoming clusters of the spread of Covid-19. In response to this, the government issued a circular regarding the implementation of distance learning.

To be precise, through the Circular Letter of the Minister of National Education Number 4 of 2020 concerning Education Policy in the Covid-19 emergency period, the implementation of learning conforms to this policy which contains 4 things, namely (1) independent learning is aimed at providing a meaningful learning experience without being burdened with completing curriculum achievements. for grade promotion and graduation; (2) students must be equipped with life skills regarding the Covid-19 pandemic; (3) educators give various assignments by considering the differences in the abilities of each individual, and learning facilities; and (4) providing feedback on student performance must be qualitative. (Circular Letter of the Minister of National Education Number 4 of 2020)

The spread of the Covid-19 virus in mid-2022 shows a downward curve. This condition returns all elements of society to activities as before the pandemic hit the world. Likewise with activities in the world of education, learning returns to face-to-face activities that were carried out online during the pandemic in cyberspace. The following are the search results obtained from the government's official website for the handling of the COVID-19 pandemic .
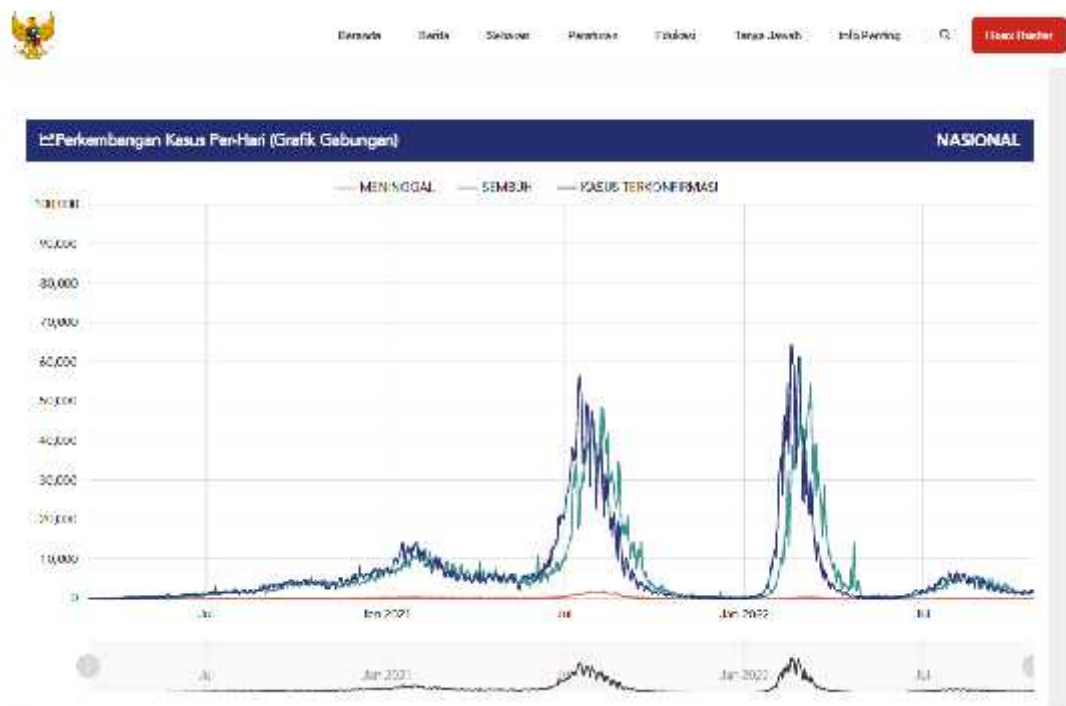
Picture 1. Daily case development (https://covid19.go.id/id/peta-sebaran)

The picture above shows that the development and activity of the covid-19 virus in all parts of Indonesia has decreased, the public has realized the process of health protocols that must be implemented in socializing in the community to break the transmission of the virus. Awareness of stage 1 and 2 vaccines (even some people are already at the boost stage) has also had a good impact on health developments from the outbreak of the covid-19 virus.

Community activities have gradually shifted from the WFH (work from home/work from home) process to WFO (work from office/work from the office), from 50;50 activities are carried out from home and from the office, currently 100 % done at work. This activity also does not escape the government's recommendation to always implement health protocols wherever they are so that the Covid-19 virus does not become epidemic again. The picture in this activity is often referred to as New Normal, namely changing behavior / activities / normal activities by adding health protocols to prevent the transmission of Covid-19.

The problem that arises is that everyone has to leave the habit of almost 2 years of doing online and re-adapt to activities that are carried out in person. Changing the online learning patterns of students, educators and education staff at the primary, secondary and higher education levels to the learning patterns carried out as before the pandemic hit. Activities that are usually carried out without face-to-face during a pandemic using Zoom met, Google meet, Google Classroom, Email, e-learning, Whatshaap groups and various other online applications must be done face-to-face. This new habit will trigger diverse impacts in the learning and teaching process as well as educational services in primary, secondary and higher education institutions.

Methodological Study

This study uses a literature review. Research/library study xis a research that is used to collect information and data with the help of various materials in the library, such as documents, books, magazines, historical stories, news, and so on. Meanwhile, according toxexperts, library research is a theoretical study, references and other scientific literature related to culture, values and norms that develop in the social situation studied (Sugiyono, 2016). In this study, the author also uses the Atlas.ti application in formulating new things in the discussion and study that will be disclosed in this study. the update of the published literature review.

Theoritical Study

The transformations based on the Big Indonesian Dictionary are; A change of appearance (form, nature, function, etc.), a change in the grammatical structure into another grammatical structure by adding, subtracting, or rearranging its elements (KBBI, 2022). In the Cambridge English Dictionary, transformation is a complete change in the appearance or characterx of something or someone, especially so that that thing or person is improved (Dictionari, 2022). especially the change for the better).

UNISCO's educational transformation 2021 defines:

1. The direction of the pedagogical policy. Namely Pedagogy must be regulated based on the principles of cooperation, collaboration, and solidarity.

2. Teachers as key figures in education. Namely teaching by teachers should be more professionalized as a collaborative effort where teachers are recognized for their work as knowledge producers and key figures in education and social transformation.
3. Schools as educational management institutions. Schools must be maintained as sites for inclusive education, as equal access to education, as well as individual and collective welfare. The school supports all of this and also reimagines the future to be better in promoting the transformation of the world towards a more just, equitable and sustainable future (Novrizal, 2022).

Islamic Religious Higher Education (*Pendidikan Tinggi Agama Islam*)

According to Government Regulation No. 46 of 2019 concerning Religious Higher Education, it is stated that Religious Higher Education is Higher Education organized to study and develop religious knowledge groups and various scientific clusters. This government regulation is based on Article 5 paragraph (2) of the 1945 Constitution of the Republic of Indonesia; Law Number 12 of 2012 concerning Higher Education (State Gazette of the Republic of Indonesia of 2012 Number 158, Supplement to the State Gazette of the Republic of Indonesia Number 5336). This legal basis explains that Religious Higher Education is a level of Higher Education after secondary education which aims to develop the potential of students to study religious knowledge with an insight into the integration of knowledge, having religious spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by them. society, nation and state.

Discussion and Analysis

There are 3 approaches that can be used to determine the transformation process of Islamic Religious Universities after the Covid-19 Pandemic in an effort to adapt direct learning, namely the Management approach of educational institutions, the Learning Process approach and the Learning Transformation approach. These approaches are based on the results of studies that review the impact of the learning process carried out in universities, schools, madrasas and other educational institutions that are formal, non-formal and informal. This approach is analyzed and studied based on the reality that occurs and the authors describe as follows:
1. Approach to the management of educational institutions.
   According to Eric C. Sheninger quoted by (Novrizal, 2022) that there are 8 key designs for managing educational institutions that according to the author can be done in responding to post-pandemic learning transformation as an effort to adapt direct learning, namely:
   a. Creating a culture of Innovation, namely creating a habit of innovating in the learning process, administrative services that involve all stakeholders in the educational institution who are equally committed to developing innovative learning processes.
   b. Redesigning The Learning Experiences, namely reviewing and reviewing the objectives of the development of educational institutions in order to obtain

quality education and in accordance with the needs of the world of work and industry and employment.

c. Ensuring a Return on Instruction (Ensuring there is a 'RoI' Return from Teaching), namely educational institutions change to make students given the opportunity in learning to do proof outside of educational institutions, so that the knowledge gained is in accordance with the needs and objectives of learning. Technology based higher education institutions provide educators with the means to enable students to demonstrate conceptual mastery and develop ownership in ways never before imagined.

d. Designing Learner-Center Spaces (Designing Spaces for Students as Learning Centers), namely designing learning spaces that aim to develop students' creativity as the development of teaching materials and learning developments that make students the center of learning.

e. Making Professional Learning Proposal (Creating a Professional Learning Proposal), namely conducting and designing learning aimed at professional work, so that learning is of interest and in accordance with the field of work intended by students.

f. Leveraging Technology (Utilizing Technology Optimally), namely optimizing technological developments in supporting the learning process and learning outcomes, so that they can answer the demands of the times that are always moving and developing based on technological developments.

g. Collaborating and Engaging with The Community, namely conducting learning that involves the campus environment, home and residence, both industry, government institutions and other business entities in order to promote and develop educational institutions. The community will be the supervisor and provide input on the knowledge gained.

h. Leading The Change, which is to become a pioneer in carrying out changes that are conveyed and implemented in all aspects and by stakeholders in making educational institutions the center of change

This approach is carried out in order to make all stakeholders in educational institutions mutate as educational institutions that innovate and are responsive to the times that always prioritize technology. If this is implemented before and after the pandemic, educational institutions will not feel something strange and new. The COVID-19 pandemic has left several scars that have encouraged educational institutions to be more responsive to acceleration and change. The following are some of the accelerations and changes in the world of education and educational institutions as stated by (Andini, I., Safitri, N. A. N., & Hendri, 2022):

a. The Acceleration of the Transformation of Educational Institutions.

b. The COVID-19 pandemic has spawned many online learning offers. An online learning application that uses various features with the hashtag #DariRumahAja is easily accessible to everyone. Collaboration Between Parents and Educators.

c. Parents have the main responsibility in the process of growth and development of their children. Good or bad an education given by parents will greatly affect the development and growth of the child. The Covid-19 pandemic has changed the pattern of learning that should be face-to-face to distance earning or xcommonly called online.

d. Limited knowledge of the use of technology is one of the obstacles in this online learning system. Especially parents in this situation are required to guide their children in internet-based learning. The role of parents in the learning system at home is undeniable. If doctors are at the forefront of dealing with Covid-19, then parents, both fathers and mothers, are at the forefront of guarding their children to continue studying at their respective homes. Parents as facilitators, namely parents as facilities and infrastructure for their children in implementing distance learning.

e. Parents as motivators, namely parents can provide enthusiasm and support to their children in carrying out learning so that children have the enthusiasm to learn and get good achievements. So that the role of parents in the learning process at home is an effort to break the chain of the spread of Covid-19. Many parents consider that through learning at home they can strengthen their relationship with their children, as well as their children are considered to be able to do learning at home very well and parents can immediately see the development of their children. With the stay at home policy, consciously or not, it has returned the roles and responsibilities of parents in conducting education for their children.

f. Emergence of Unlimited Creativity based on industrial projects..

g. Online Learning Applications appear from various learning service providers.
The Covid-19 pandemic has also opened up opportunities for educational activists to create online course institutions.

h. Application of Science in the family environment..
It is undeniable that the outbreak of the Covid-19 Pandemic has made parents both directly and indirectly accompany their children in learning. At least parents can hear the lessons their children are learning from home.

i. Educators: becoming more technology literate.
Distance Learning (*Pembelajaran Jarak Jauh*) is the main choice in delivering material to students during the pandemic and towards the learning process in the new normal era. Online, offline, and blended are ways for teachers to carry out the distance learning process. Mastery of IT and adaptation of teachers in delivering material that is different from what is usually done is very important to know. Mastery of technology in using laptops, WhatsApp, and various types of media that can be used to carry out online learning is very important. Whatever the form of the learning process, whether it is pure online, pure offline or a combination known as blended or a combination of online and offline learning, must continue to be carried out so that learning continues.

Blended is a way that teachers do by providing material in conveying the learning process in two forms, namely carrying out the learning process online using the Zoom application, jitsi meet, video calls or a very simple voice message via WhatsApp. Thus, even though there is no face-to-face interaction, there is direct interaction between teachers and students even though the duration of time used is not like the learning process before the pandemic. While offline in the combined learning process, this is something that the teacher might be able to do by sending assignments through photos or learning videos made by the teacher or checking the attendance of students. All learning activities contained in the distance learning plan are in the form of learning scenarios outlined in a learning

script as a substitute for teacher activities which were originally carried out face-to-face, carried out in the text by collaborating with the role of parents of students in the learning process carried out at home.

j. The Internet is a positive source of information.

With online learning, the internet is a necessity for students. Previously the internet for some parents was something that had a negative connotation. The use of the internet in the perception of parents is only for social media, online games or watching things that are not important. During the pandemic, the internet is a medium for accessing information and learning materials.

k. Students can be supervised directly by parents.

Parents have the main responsibility in the process of growth and development of their children. Good or bad an education given by parents will greatly affect the development and growth of the child. The Covid-19 pandemic has changed the pattern of learning that should be face-to-face to distance learning or commonly called online.

Limited knowledge of the use of technology is one of the obstacles in this online learning system. Especially parents in this situation are required to guide their children in internet-based learning. The role of parents in the learning system at home is undeniable. If doctors are at the forefront of dealing with Covid-19, then parents, both fathers and mothers, are at the forefront of guarding their children to continue studying at their respective homes. Parents as facilitators, namely parents as facilities and infrastructure for their children in implementing distance learning.

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Of all the accelerations carried out after the pandemic, it will transform to digital services that make it easier for students and the community. Online assessment will also be carried out in the near future will continue to be an alternative solution for learning in educational institutions. Activities that hybridize online and offline activities will become a new culture in educational institutions. Finally, this approach will make life after the Covid-19 Pandemic which requires improvements to some of the big ideas of information technology systems that are used as a master plan in a higher education institution such as making an Islamic religious higher education institution into a Cyber University (Handayani, 2020) and a model for higher education. scalable online learning.

2. Learning Process Approach

As stated above, the approach process for managing educational institutions is the main pillar in preparing educational institutions in the implementation of face-to-face learning after the COVID-19 pandemic.

However, there is the most important approach that can be taken by educational institutions, namely

a. Prepare a learning process that always provides educational value that is literacy that can be accessed by students, both online and offline.
b. Provide project-based assignments, either casuistic or based on library analysis.
c. Collaborating learning media in interactive multimedia-based classes, is to generate learning stimuli that understand and deepen the target material discussion.
d. Provide student base learning in project-based classes that enrich students' understanding.

The above approach is an offer that can be tested, because it provides learning to students without leaving the habit of online learning which becomes a good habituation. This habit will make the internet, a learning media more useful in supporting learning in the classroom.
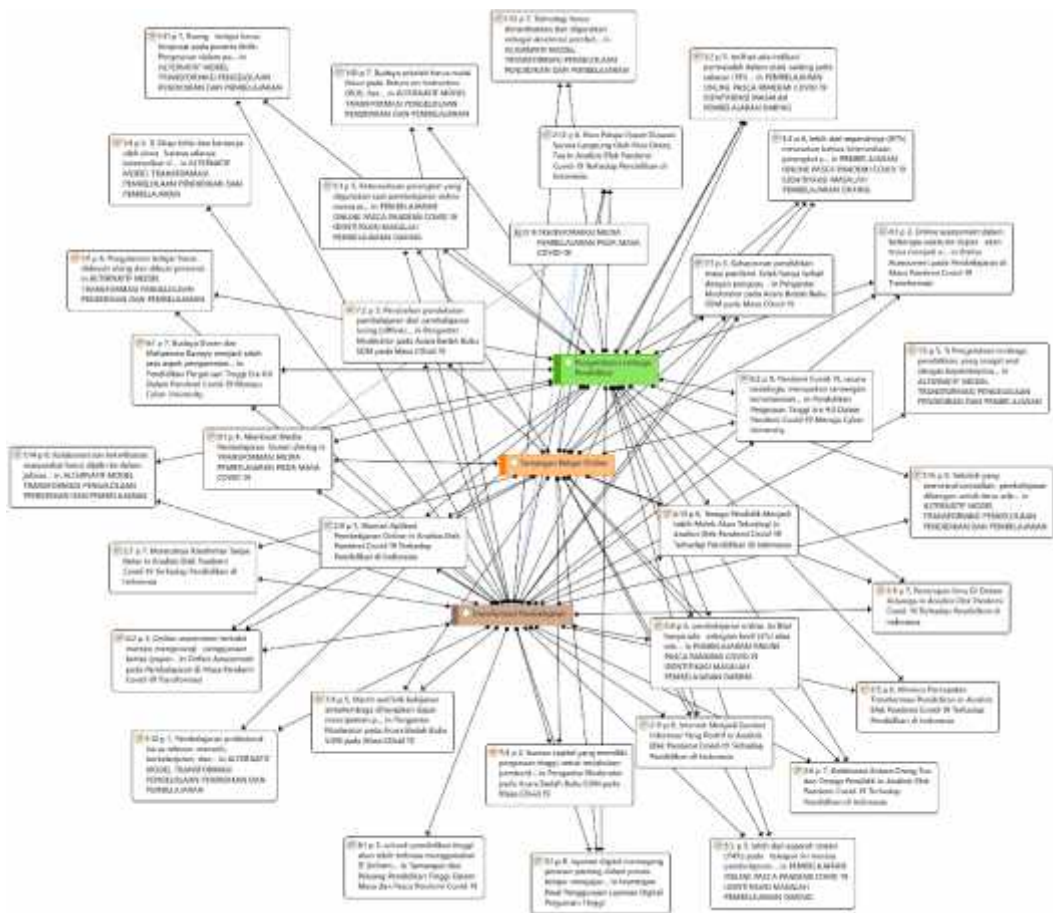
3. Learning Transformation Approach

Learning transformation changes an existing approach, but only some of the education staff use it with different targets and objectives for understanding learning. The learning transformation approach is in the form of:

a. Learning facilities are online with various online facilities, such as e-learning, online modules and video- and audio-based learning media.
b. Learning is a base learning project that leads to products resulting from students' understanding of the material being taught.
c. Multi-disciplinary learning that collaborates with various departments, faculties, and campuses, other universities outside of its homebase, resulting in integrated knowledge and understanding.

This approach will assist the government in implementing independent learning which focuses on the collaboration of higher education institutions and industry as well as the wider community, so that the results to be achieved will be in accordance with the needs of the market and industry. For Islamic religious higher education institutions will adjust the competence of Islamic expertise.

From the 3 approaches above, it can be translated into a network that is connected between 1 approach and another based on the needs and analysis of several experts who focus on the preparation of Islamic religious higher education institutions that are facing the transformation of the learning process after the COVID-19 pandemic. direct learning adaptation efforts are as follows:

Picture 2: Analysis of the Transformation of Post-Islamic Religious Colleges Pandemic: As an Effort to Adapt Direct Learning

Fulfilling the right of students to always get educational services that are always provided by educational institutions after the COVID-19 pandemic makes Islamic higher education institutions always provide services that are responsive to changes from interest in learning, learning processes and guidance from online/online and hybrid processes to face-to-face. or offline. The habituation of online and hybrid models towards offline/face-to-face will have a tendency towards online learning. This will not necessarily be abandoned, it will be made progress that will be married and collaborated with a face-to-face / offline learning system.

Preparation for face-to-face/offline learning is carried out by not leaving the online/online habituation that has been carried out during the pandemic, namely by providing learning media, project-based learning tasks and monitoring competence through online and offline-based tasks. This can be applied by collaborative learning with product, project and literacy-based needs as well as application in the community to understandings of religious and general learning in educational institutions. Collaborative collaboration between educational institutions, teachers/lecturers, parents, the environment and industry will create an educational community that is transformed in responding to face-to-face learning conducted after the COVID-19 pandemic.

Conclutions

From the discussion above, the writer can draw the following conclusions:

1. In preparing Islamic Religious Higher Education institutions, three approaches can be applied, namely: a responsive management approach, a student-based process approach and a learning transformation approach.
2. Collaboration of Islamic religious higher education institutions with educational stakeholders related to changing learning models from online to face-to-face is a necessity that must be done when the online learning process has become a learning habituation during the COVID-19 pandemic.
3. Direct face-to-face learning will be more interesting if it is presented by involving students as objects of education in the learning achievement process held with the base learning project system.

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