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## Online Learning Strategy for Islamic Education Studies during the Covid-19 Pandemic in Elementary Schools

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### Abstract

The purpose of this study is to describe the learning strategy of Islamic Religious Education during the COVID-19 pandemic, explain the implementation of online learning of Islamic Religious Education during the Covid-19 period. This research is qualitative research that uses a pedagogical approach. The subjects of this study consisted of the head of the foundation, principal, students, parents, staff at the Integrated Islamic Elementary School Insan Rabbani, Malili District, East Luwu Regency. Data analysis in this study starts from data collection, data reduction, data presentation, and concluding. The results showed that the learning strategies implemented at SD Islam Terpadu Insan Rabbani were expository, inquiry, contextual, and comparative learning strategies. The learning model implemented is a Self Organized Learning Environment (sole) model and Project-Based Learning. The implementation of online PAI learning at the school uses the zoom application, google meet, classroom, and WhatsApp with lecture and demonstration methods.

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## Introduction

Strategies are planned steps that have broad and deep meaning resulting from a process of thought and deep reflection based on certain theories and experiences. The concept of strategy when associated with learning, strategy can be interpreted as general patterns of teacher and student activities in realizing learning activities to achieve the goals that have been outlined. Educational institutions must be smart in choosing and using appropriate learning strategies in order to support the learning process, especially in the current state of the coronavirus.

The coronavirus outbreak is an epidemic that has forced offline learning systems to go online. Coronavirus is ranked first in the world in the category of the deadliest virus, this is indicated by the great attention of world leaders in fighting this case. Coronavirus itself is a large family of viruses that cause illness ranging from mild to severe symptoms. Coronavirus, which is known to cause death, attacks sufferers with severe symptoms. Coronavirus Diseases 2019 (COVID-19) is a newly identified disease in humans.

Ideally, Islamic religious education in elementary schools is taught according to the abilities and ages of students which includes material on Akidah, Morals and Worship as well as stories of prophets and Apostles who provide guidance and role models for their people. While at the junior high school level, Islamic religious education in junior high school is more emphasized on the moral education of students, in the form of planting honesty, discipline, cooperation and helping each other to be practiced in everyday life. In addition, Islamic religious education in junior high schools must make students become pious children and have the ability to practice religious teachings in everyday life. While at the high school level, Islamic Religious Education can instill religious teachings to students and apply them in everyday life.

Islamic Religious Education subjects at the elementary, junior high and high school levels do not only cover material aspects (knowledge), but also include affective and psychomotor aspects. The scope of Islamic religious education subjects includes harmony, harmony and balance between: human relations with Allah swt. human relations with fellow humans, human relations with themselves, human relations with other creatures. The scope of Islamic Religious Education covers five aspects, Akidah (faith), Morals, Worship, Islamic History and the Qur'an. Faith; emphasizes the ability to understand beliefs, as well as to live and practice the values of Asma'ul Husna according to the abilities of students. Morals, emphasizing the practice of commendable attitudes and avoiding despicable morals. Worship, emphasizes how to do good and right worship. Islamic history, emphasizes historical events (Islam), imitates Muslim figures who excel, and relates them to social phenomena.

Based on the fact that according to the observations of most Islamic Religious Education (PAI) teachers, that PAI subjects are less attractive to students. They are less enthusiastic in participating in the learning process and less diligent in doing assignments. This failure is due to the fact that the educational practice only pays attention to the cognitive aspects of the growth of awareness of religious values, and ignores the development of affective and psychomotor aspects, namely the willingness and determination to practice the values of religious teachings. Moreover, at this time all subjects are carried out via online, of course, adding a new burden for teachers of Islamic religious education subjects in carrying out their learning.

The existence of covid-19, of course, makes teachers at SDIT Insan Rabbani have to think "extra" in carrying out the learning process. Teachers at SDIT must of course follow the rules that apply, namely online learning. Based on initial observations during an interview with the principal of SDIT Insan Rabbani, Malili District, East Luwu Regency, he said that the teachers at SDIT Insan Rabbani, had conducted online learning during this pandemic, through WhatsApp group, Google Meet, Classroom for high class, and occasionally using Zoom, but the implementation of online learning is only around 80% and the remaining 20% is offline, because in online learning there are many obstacles faced by teachers, especially related to the problem of not smooth internet access,

limited facilities and infrastructure, conditions of different social strata of students, do not have a data package, cannot access online learning applications, and varied parental human resources, as well as the busyness of parents. However, a teacher must have a strategy, so that online learning can be carried out well, then there are several strategies that are carried out such as the policy of sharing data packages, visiting students or vice versa, streamlining the syllabus, creating learning groups, such as WhatsApp, Google Meet, Claasroom, Zoom and others. And there is good cooperation between parents and teachers. so that online learning can be carried out properly, there are several strategies that are carried out such as the policy of sharing data packages, visiting students or vice versa, streamlining the syllabus, creating learning groups, such as WhatsApp, Google Meet, Claasroom, Zoom and others. And there is good cooperation between parents and teachers. so that online learning can be carried out properly, there are several strategies that are carried out such as the policy of sharing data packages, visiting students or vice versa, streamlining the syllabus, creating learning groups, such as WhatsApp, Google Meet, Claasroom, Zoom and others. And there is good cooperation between parents and teachers.

## **Method**

This type of research is descriptive qualitative, namely research that produces descriptive data in the form of written or spoken words from people and observable behavior. The approach in this study uses a pedagogic approach, namely the practice of how someone teaches and knowledge about the principles and methods of guiding and supervising lessons and in one word which is also called education. This research was conducted at the Insan Rabbani Elementary School at KM.4 Puncak Indah Village, Kec. Malili Kab. East Luwu. Data collection techniques are techniques or methods used by researchers to collect data using a method. In this study, researchers used several data collection methods, including observation, interviews, and documentation.

## **Results**

### ***Islamic Religious Education Learning Model***

Many factors determine the success of a learning. One of them is the learning model used. Before carrying out learning activities, a teacher needs to provide motivation so that students are enthusiastic and not lazy in receiving the material. This is as has been said by Usman as the principal of SDIT Insan Rabbani who said that every teacher within the scope of SDIT Insan Rabbani, Malili District, East Luwu Regency must provide motivation or encouragement to students about 5-10 minutes before teaching, this is done in order to inspire students to accept the material to be delivered,

Based on the results of interviews with resource persons, the learning model used since the COVID-19 pandemic is an online model so that learning can run optimally even though it must be done online. Islamic Religious Education teachers "in this online learning process, they use a variety of applications that are quite varied, such as online learning using video conferencing such as google meet, zoom, classroom, Whatsapp, Youtube, google form, in delivering material and collecting assignments, even religious education teachers. Islam also distributes materials or books to each one both online and offline. Regarding the implementation of online learning activities during the covid-19 pandemic by using various applications, it can run smoothly,

Based on interviews and some data in the field, it was found that the management of Islamic Religious Education learning at SDIT Insan Rabbani, Malili District, East Luwu Regency in its implementation carried out routine learning but the time span was reduced from direct learning, the teacher summarized the main learning, shortening or modifying methods. , learn by practice and learn together. The evaluation process carried out by Islamic Religious Education teachers

online is, by preparing questions online through the google form, sometimes questions are photographed and submitted on WA or other social media, sometimes questions are read directly through comprence videos such as google meet, zoom and others. - Other, besides that, questions are also made visually through recordings or videos,

The Islamic Religious Education learning model is carried out in the following way:

a. Self Organized Learning Environment (sole) learning model

Based on several sources obtained by researchers in the field, it was found that the Islamic Religious Education Learning model at SDIT Insan Rabbani, Malili District, East Luwu Regency during the covid-19 pandemic using sole. Where the sole learning model at SDIT Insan Rabbani, Malili District, East Luwu Regency consists of several stages. The teacher is only tasked with providing triggers in the form of questions related to the material to be discussed.

The author in this case develops a statement of Why, How, and Who in terms of the application of the sole learning model at SDIT Insan Rabbani Kec. Malili Kab. East Luwu. First, why is the Sole model used in SDIT Insan Rabbani, Malili District, East Luwu Regency? From the results of observations and interviews with PAI teachers, he said that. "Because judging from the conditions since the COVID-19 pandemic, students began to study from home, Islamic Religious Education teachers in particular, were confused and thought about finding solutions. start with Browsing on the internet and try to create a learning concept that will be applied. At the beginning of the pandemic, learning through the WhatsApp application was chosen, because the application was already familiar in the community, especially for students. In this application, students carry out reading, writing, practicum observing, and other activities. With the WhatsApp application that helps Islamic Religious Education teachers to coordinate with parents of students, to try to apply the sole learning model, and this learning model is suitable to be applied at the Insan Rabbani elementary school, Malili District, East Luwu Regency, this is one of the solutions implemented by SDIT teachers Insan Rabbani, not only PAI teachers but other teachers also use it.

SecondWhat is the self-organized learning environment (sole) model? The sole model focuses on the independent learning process carried out by anyone who wants to learn by using the internet. The principal of SDIT Insan Rabbani said that. This learning model has three steps, namely by giving questions to students for 5 minutes then Investigation, namely an investigation of 30 to 45 minutes and a review or review for 10 to 20 minutes. However, it can be modified and adapted to conditions such as during a pandemic and the concept of learning from home. 23 The results of observations and interviews between researchers and informants that the model applied at SDIT Insan Rabbani Malili begins with the activity of compiling a lesson plan about the material to be studied and then choosing the application used when implementing learning, namely WhatsApp, YouTube voice recorder and Google platforms. At the beginning of the activity, students made an online presence using a Google form. Furthermore, in the preliminary activity the teacher greets the students and invites them to pray together. Then students hear voice recordings regarding the learning objectives. Then the teacher divides the group, because it uses an online system, the students are grouped into small WhatsApp groups where the teacher also enters the group to provide direction and monitor the course of discussion activities. In the core activity, students watch videos via the YouTube link provided by the teacher, then the teacher gives questions that must be discussed in small groups and students are given the freedom to seek answers and students are required to actively give their opinions according to the information obtained. After that, a student is appointed to be a secretary who is in charge of writing inputs from his group friends and another is appointed to present answers from his group. Then the results of each group's presentations are distributed through class groups or large WhatsApp groups and other groups are given the opportunity to respond, provide suggestions through messages or voice recorders. Closing activities are carried out by concluding the material that has been studied.24 Then the teacher gives questions that must be discussed in small groups and students are given the freedom to seek answers and students are required to actively give their

opinions according to the information obtained. After that, a student is appointed to be a secretary who is in charge of writing inputs from his group friends and another is appointed to present answers from his group. Then the results of the presentations of each group are distributed through class groups or large WhatsApp groups and other groups are given the opportunity to respond, provide suggestions through messages or voice recorders. Closing activities are carried out by concluding the material that has been studied.<sup>24</sup> Then the teacher gives questions that must be discussed in small groups and students are given the freedom to seek answers and students are required to actively give their opinions according to the information obtained. After that, a student is appointed to be a secretary who is in charge of writing inputs from his group friends and another is appointed to present answers from his group. Then the results of each group's presentations are distributed through class groups or large WhatsApp groups and other groups are given the opportunity to respond, provide suggestions through messages or voice recorders. Closing activities are carried out by concluding the material that has been studied.<sup>24</sup> After that, a student is appointed to be a secretary who is in charge of writing inputs from his group friends and another is appointed to present answers from his group. Then the results of each group's presentations are distributed through class groups or large WhatsApp groups and other groups are given the opportunity to respond, provide suggestions through messages or voice recorders. Closing activities are carried out by concluding the material that has been studied.<sup>24</sup> After that, a student is appointed to be a secretary who is in charge of writing inputs from his group friends and another is appointed to present answers from his group. Then the results of the presentations of each group are distributed through class groups or large WhatsApp groups and other groups are given the opportunity to respond, provide suggestions through messages or voice recorders. Closing activities are carried out by concluding the material that has been studied.<sup>24</sup>

Third Who uses the sole model? The results of observations and interviews with Islamic Religious Education teachers about who used the sole model, the researchers saw that in the implementation of this model it was only applied to high classes, namely grade 4, grade 5 and grade 6, while in low grades it could not be applied because they have not been able to learn independently because they need a companion in using mobile or laptop telecommunications media. The use of this model is not only done by Islamic Religious Education teachers but other teachers also use it such as classroom teachers and other subject teachers and is used for higher classes. The next activity depends on the creativity of students in answering these questions. This learning model is usually applied to high grades such as grades IV (four), V (five), and VI (six).

#### b. Project Based Learning

This project-based learning model is also used by Islamic education teachers in delivering material through online. This learning model is very appropriate to use on materials related to the daily lives of students such as students being given a project in order to identify animals that are classified as unclean and not unclean. This learning model is closely related to the method of delivering material using the lecture method.

### ***Implementation of Islamic Education Online Learning***

In line with advances in information and communication technology, the application of learning has changed towards technology-based learning. This is especially felt during a pandemic like this, where all people are encouraged to work from home so that schools are not spared from this policy, this is in accordance with the policy of the Minister of Education and Culture Number 119 of 2014 concerning the implementation of distance education (PJJ) at the primary and secondary education levels. Middle School and the Circular Letter of the Minister of Education and Culture number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of COVID-19 which contains:

The learning process from home is carried out with the following conditions:

- a. Learning from home through online/distance learning is carried out to provide a meaningful learning experience for students, without being burdened with the demands of completing all curriculum achievements for grade promotion and graduation;
- b. Learning from home can be focused on life skills education, including regarding COVID-19;
- c. Evidence or products of learning activities from home are given qualitative and useful feedback from the teacher, without being required to give a qualitative score/value.<sup>44</sup> This makes many parties have to issue policies that adjust the circular letter, including SDIT Insan Rabbani, Malili District, Luwu Regency East. Also make policies by following the policies issued by the government. The policy at SDIT Insan Rabbani, Malili Sub-district, East Luwu Regency is related to online learning. The school makes a policy to follow the government's policy on online learning, then it is conveyed to all school residents to follow up on the policy, to carry out online learning. At the beginning of the pandemic, learning was carried out through WA media, because this is the easiest and most familiar for students, because online learning is carried out without any prior preparation, later after online learning runs, then the teacher starts browsing looking for suitable models, media and methods, so that learning can run well, and establish cooperative relationships with parents of students, so that online learning can run effectively. However, learning is not only online but there is also offline learning taken during the covid pandemic regarding learning carried out at SDIT during the covid-19 period, it was carried out online, whereas in the pre-pandemic period it was carried out offline, as well as the curriculum used was different. between before the pandemic and during the pandemic, during the pandemic using an emergency curriculum, Then the learning time is also reduced as well as the tasks of students, it is sought so that students do not get bored following online learning, this is supported by field data from interviews, observations, and documentation, both from the principal of SDIT Insan Rabbani, Islamic Religious Education teachers, administrative staff, students and parents of students, that it can be concluded that according to the analysis of researchers that in this emergency condition (covid-19) the school must implement online learning even though the facilities and infrastructure are not adequate. In the implementation of online learning, the principal and all classroom teachers use applications that have been determined by the school (free and paid) as the medium, this application is considered effective in carrying out online learning.

Based on the policies that have been issued by the government, the principal of SDIT Insan Rabbani, Malili District, East Luwu Regency issued a policy that follows the government's policy, to be realized by all school residents. So every teacher carries out their learning through online, including the Islamic Religious Education teacher as explained in the interview by the principal, saying that because the principal has urged to carry out online learning, the learning process so far has been through online learning. The applications used are google meet, classroom, zoom, youtube and whatsapp. Islamic Religious Education lessons at SDIT Insan Rabbani consist of fiqhi, Aqidah, Adab, and daily prayers whose learning activities are through google meet, classroom.

Generally, the teachers at SDIT Insan Rabbani use the Zoom, Google Meet, Classroom, and WhatsApp applications because the WA application is easy to use and data can be saved or backed up to Google, and all information related to learning is informed via WhatsApp groups. The implementation of learning is monitored directly by the principal by joining each existing class group and the online learning monitoring team formed by the school.<sup>49</sup>

The design of online learning in Islamic Religious Education lessons at SDIT Insan Rabbani is like RPP as in ordinary learning consisting of planning, implementation and then evaluation stages. The planning model is preparing materials, distributing materials, then evaluating.<sup>50</sup> The process is as follows:

a. Planning

Learning Islamic Religious Education online at SDIT Insan Rabbani, Malili District, East Luwu Regency has gone through a good management process. First, prepare the materials presented. Usman as the principal said that the materials to be delivered had previously been agreed upon or had to be approved by the principal, this was useful in order to unite perceptions in achieving the planned learning objectives, and the discussion of the problems of the materials to be taught had been completed before the beginning. learning is carried out.

b. Implementation

The learning process at SDIT Insan Rabbani, Malili District, East Luwu Regency at this time cannot be carried out simultaneously offline, of course this is done in the context of the process of preventing the transmission of covid-19, all stakeholders at SDIT Insan Rabbani, Malili District, East Luwu Regency have agreed that offline learning will be carried out if it already has legitimacy from the regional government and the central government. The online learning process is carried out using the sole model and Project Based Learning.

Before the teacher conveys the material to students in the learning process, the teacher always provides motivation or encouragement so that students feel enthusiastic in receiving the material that the teacher will convey. This is in line with what was expressed by a student named Muhammad Alim Ircsan that the teacher before starting learning begins by motivating us. The motivation is sometimes in the form of the teacher promoting the importance of learning, the teacher also relates it to special conditions that occur such as during the current pandemic, the teacher also motivates us by giving equal attention to all students. 53 Teachers are not only concerned with affective and psychomotor ,

The implementation stage of learning in the low class is that the teacher uses the google meet application as a learning medium. The application is considered effective for carrying out online learning, because this application is easy to use and has been prepared by schools with paid accounts. But for high class (class IV and VI) usually use the zoom application, Classroom.

c. Evaluation

The evaluation of Islamic Religious Education learning during the Covid-19 period is not the same as the evaluation of learning that is carried out directly, the evaluation is currently carried out without burdening students according to direct directions from the government. In the evaluation process, the teacher gives practice questions after learning, sometimes through google forms, whatsapp, through recordings or videos, sometimes the teacher prints out questions and takes students at the teacher's house or school, then takes the value of the students' work and is recorded in the grade book.

The implementation of online learning on Islamic Religious Education subjects at SDIT Insan Rabbani, Malili District, East Luwu Regency, for the 2020/2021 academic year is going well, as can be seen from the results of the complete student scores. This indicates that students are able to understand the learning delivered. This is as expressed by Fitriani as a parent who said that online learning in Islamic Religious Education subjects was carried out well and children at home understood the material that had been delivered.

## **Discussion**

### ***Islamic Religious Education Learning Model***

SDIT Insan Rabbani integrates general and religious education in the curriculum and learning. SDIT Insan Rabbani has two curricula consisting of a general curriculum as used in elementary schools in general and a special curriculum containing a rote curriculum. So at SDIT

Insan Rabbani the students are required to memorize the Qur'an as specified in the special curriculum.

Learning has an influence that causes the quality of education to be low. This means that learning is very dependent on the ability of the teacher to implement or package the learning process. Learning that is carried out properly and appropriately will make a very dominant contribution to students, otherwise learning that is carried out in a bad way will cause the potential of students to be difficult to develop and empower.

The learning process at SDIT Insan Rabbani, Malili District, Luwu Regency includes teaching. From the results of research conducted in the field, before the learning activity begins a teacher has explained the teaching objectives to be achieved to students. This is very influential because it will help them understand the importance of the material they are going to study.

The Islamic Religious Education learning model at SDIT Insan Rabbani, Malili District, East Luwu Regency uses the Self organized learning environments (sole) model and is combined with the discovery-inquiry model. Regarding learning methods in Islamic Religious Education subjects (Fiqhi, aqidah, adab, and prayers) daily prayers) in the field, the results showed that the learning method got the right attention from the teacher because the method was in accordance with the subject matter that could be delivered effectively and efficiently and was well measured. From the data obtained in the field, the method used by the teachers is a method that is in accordance with the material to be delivered, so that students can understand the material presented by the teacher properly and correctly. However, the method that is often used is the lecture method.

Regarding the media which is a supporter in learning, the data obtained by the researchers in the field shows that the media used is in the form of mobile phones, but this media is not provided by the school because of the limited budget of the school, but the data pulses are facilitated by the school although sometimes it is not enough and the distribution always experiences problems. delays due to relying on School Operational Assistance (BOS) funds from the government.

### ***Implementation of PAI Online Learning at SDIT Insan Rabbani During The Covid-19 Period***

The implementation of learning at SDIT Insan Rabbani, Malili District, East Luwu Regency during the pandemic applied online learning. Online learning is a program for organizing learning classes to reach massive and broad groups through the internet network. Learning can be done massively with an unlimited number of participants, it can be done for free or paid.<sup>79</sup>

Implementation in general is an action to carry out something that has been planned and agreed upon in order to achieve the goals or targets that have been determined so as to have a positive impact on everyone.

In line with the narrative, implementation according to Nurdin Usman is an activity that leads to an activity, action, or action with a system mechanism. Implementation is not just an activity but a planned activity and to achieve activity goals. <sup>80</sup> Implementation of online learning is an effort made by schools in providing better learning and easy to understand. The implementation of online learning at the SDIT Insan Rabbani school, Malili District, East Luwu Regency, all classroom teachers use the googlmeet, zoom, and whatsapp applications. This application was chosen because its features are easy to operate. The use of the application is considered effective for use in learning because the average teacher at SDIT Insan Rabbani, Malili District, East Luwu Regency is used to using this application.

## Conclusion

At the end of this discussion, the researcher draws a conclusion that is obtained based on an analysis that is adapted to the discussion problem, namely as follows:

1. The learning strategies carried out at SDIT Insan Rabbani, Malili District, East Luwu Regency are expository learning strategies, inquiry learning strategies, contextual learning strategies, and cooperative learning strategies. The learning model used is the model of Self organized learning environments (sole) and Project Based Learning.
2. Implementation of online Islamic education learning at SDIT Insan Rabbani, Malili District, East Luwu Regency using zoom, google meet, classroom, and whatsapp applications with methods, lectures and demonstrations

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