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## Learning Strategy of *Akidah akhlak* Subject During Covid-19 Pandemic in State Madrasah Ibtidaiyah Palu Central Sulawesi

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**Abstract:** The Covid-19 pandemic causes many problems which forced teachers to innovate and determine the learning strategies. The strategies were chosen based on the nature or subject material character. *Akidah akhlak* was a compulsory subject in Madrasah Ibtidaiyah. This study aimed to analyse the teacher's strategy in the learning of *Akidah akhlak* Subject at MIN Palu during the pandemic. The design of this research was descriptive qualitative research with a phenomenological approach. The data were obtained from interviews, observations and documentation. The study results showed that the *Akidah akhlak* learning strategy was implemented in two learning models, namely Online and Offline (Home Visit). The first learning model was online learning by using smartphones and laptops with the WhatsApp application, video calls, google classroom, and Ruang Guru Application. The second was student's home visits by gathering some students who lived nearby to each other's house to study together and assignments were given every week based on a schedule. The home visit is prioritized for students who were categorized as slow learners and students without internet connection. In online learning and home visits, creativity and optimizing the roles of teachers and parents are very necessary for the effective and efficient learning. These findings can be used as input in determining future learning strategies.

**Keywords:** Learning strategies; *Akidah Akhlak* subject; Covid-19 pandemic.

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### INTRODUCTION

The COVID-19 pandemic has had a huge impact on all sectors of life including in the world of education, definitely it will also greatly affect the Teaching and Learning Process for *Akidah akhlak* subjects, which are usually done by face-to-face between students and teachers, however with this pandemic, the learning implementation was forced to be changed to online learning which was done thoroughly to all students. All teaching materials as well as assignments for students were sent by using several applications that were customized to the students' background and characteristics.

The Covid-19 pandemic affects activities in all sectors due to social restrictions that must be carried out to break the chain of the Covid-19 spread. However, as time goes by, this pandemic requires us to develop learning strategies in the midst of existing limitations in order to get back up in the education process. Strategy is an outline of direction in an effort to achieve a predetermined goal. The learning strategy used has to be relevant to the goal that wants to achieve. Various changes in learning patterns that occurred during

the Covid-19 pandemic were inseparable from the role of teachers, including face-to-face learning patterns for online learning.

The learning problem during the Covid -19 pandemic was that almost 70% of students did not have cell phones, some of the cell phones were brought by parents to work, the children did not concentrate on learning because they were not focused, some of the child participants did not have an internet network, and sometimes some just used the neighbour's WIFI. Therefore, creativity and optimizing the role of teachers and parents are needed for the actualization of effective and efficient learning.

(Riyanto, 2010) explains that, in general, strategy has the meaning of an outline of the direction to act in an effort to achieve predetermined targets. In relation to learning, strategies can be interpreted as general patterns of activities between educators and students in the realization of learning activities to achieve the goals that have been outlined.

Even though the learning process has changed from school to home and face-to-face learning to distance learning during the pandemic, this must not eliminate the essence of learning itself. In fact, learning can be done anytime, anywhere, and by anyone. In order for the planned learning strategy to work effectively during a pandemic, teachers must pay attention to the following: 1) Curriculum to support learning during a Pandemic. The Ministry of Education and Culture has prepared guidelines for implementing the curriculum in teaching units in special circumstances; 2) Readiness of students to engage in learning, readiness of tools such as computers or laptops, devices or tablets used by students, internet readiness, quotas, books and learning resources needed to support the learning process; 3) School management support is responsible for managing the implementation learning and plays an important role in ensuring that learning takes place properly during a pandemic; 4) Parental cooperation in directing student learning at home.

In learning *akidah* morals online, it can be done to find out the participation of students in learning. This can be seen from the use of WA media in teaching morals. The attitude of students in collecting memorizing assignment, sending assignments via photos in the WA application. Teachers make optimal use of WhatsApp as an online learning medium or as a communication media to increase students' learning motivation. In addition, Laurillard argues that the use of smartphones in education makes this technology have a central role and as a means of delivering information to students through mobile devices (Ismanto et al., 2017).

Teachers are expected to be able to find alternatives to improve learning outcomes in using WhatsApp as an online learning media. Through this media, we hope that the harmony that arises from students using social media can be as good as possible and also not affect their learning achievement at school (Syuraini & Zukdi, 2020). The learning model for *akidah* morals in the online education system during the Covid-19 era is that the platforms used in the learning process include: WhatsApp groups, Reschool, Google Classroom, Google Meet, and zoom (Ru'iyah & Masduki, 2022). The WhatsApp application is a mobile application and a web-based social network that is integrated with various features used to communicate with other users, ranging from education, business and entertainment developed by this social networking site (Efendi & Nihayati, 2021).

Learning during the pandemic refers to the Decree of the Director-General of Islamic Education No. 2971 of 2020 concerning the Emergency Curriculum in Madrasah by the Indonesian Ministry of Religion. The implementation of online learning starts from MI, MTS, MA to state college. Online learning is one of the best ways for sustainable

education. The enactment of Circular Letter Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease (Covid-19) Emergency Period means that all learning activities are carried out online and learning activities are carried out at home. The Circular is very important on the activities of students, teachers, and parents in learning. What is the readiness of schools to facilitate various things needed for online learning? It is also necessary to consider the reach of the internet in students' homes.

Based on KMA 183 dated May 7, 2019, the *Akidah-Akhlak* Subject at *Madrasah Ibtidaiyah* is one of the PAI subjects. Substantially, *Akidah-Akhlak* subjects have contributed to motivating students to practice noble characters and Islamic etiquette in everyday life as a manifestation of their faith in Allah, His angels, His books, His messengers, the Last Day, and *Qada* and *Qadar*. In the context of online learning during a pandemic, of course, it must involve various parties, from teachers, schools, students, and even parents who enthusiastically support their children. Online learning is developed and created to facilitate the achievement of educational goals. One of the determinants of the success of online learning is teacher competence. The teacher always tries to make the learning successful. The teacher acts as an organizer of the learning environment and at the same time as a learning facilitator. To fulfil this, the teacher must be a model, planner, forecaster, leader, and guide to learning centres.

During the current pandemic, children look very unmotivated to learn, especially children of *Madrasah Ibtidaiyah* age. They prefer to play rather than study. Many parents complain about this. Therefore, qualified teachers need to be able to determine the strategies to be used in learning.

## METHODS

The method of this research was qualitative research. This study aims to provide an explanation of the relationship between phenomena or variables in an explanatory manner by trying to find clarity about the relationship between existing phenomena, both natural phenomena and man-made phenomena. The object under study is in accordance with the existing condition. (Liani, S., 2021).

Qualitative research is research that has an interpretive paradigm, in which the researcher engages in ongoing and continuous experience with the participants. This involvement raises a series of strategic, ethical, and personal issues in the research process (Creswell, 2013).

This research was carried out at MIN Duyu, Palu City. The researches samples were *Akhlak Akidah* teachers and fifth-grade students of *Madrasah Ibtidaiyah* Palu City. The reason the author chose MIN Duyu is that this Madrasa is the only Madrasa with state status in Palu City. In addition, the place of research is not too far from the location of the researcher, so that at any time it is easier for researchers to come to the school to complete research data. The research location is also easily accessible so that it can save costs and shorten the research period. The data were obtained from interviews, observations and documentation.

As for the informants, there were 2 *Akidah akhlak* teachers, the head of the school, vice headmaster, and students, especially class V/A to class V/C. This research was carried out from September 5 - November 30, 2021. The following student data can be seen in the following table:

**Table 1.** Students of MIN Palu Class V Year 2021/2022

NO	KELAS	L	P	JUMLAH
1	V. A	19	9	28
2	V. B	14	11	25
3	V.C	19	9	28
<b>JUMLAH</b>	<b>81</b>			

Based on the table above it can be seen that the number of male students is 52 while the female students are 29. The interview technique was divided into three types, namely: 1) Structured interview, which is an interview process where the researcher knows for sure about the information to be obtained. 2) Semi-structured interview, is an interview process by finding problems more openly, where the parties invited to the interview are asked for their opinions and ideas. 3) Unstructured interviews, are free interviews where researchers do not use guidelines systematically, researchers only make the main points of the problem to be studied, then the interview process takes place following the situation (Creswell, 2013). Interviews aim to obtain information by interviewing people who can provide actual and accurate information. Personal interviewees are parties who are involved and have a relationship with the *Akidah akhlak* learning strategy at MIN Palu.

## RESULT AND DISCUSSION

The results of research on the strategy of learning *Akidah akhlak* in madrasah through the following stages:

### Learning Preparation

In the preparation stage of learning during the pandemic, the teacher prepares RPP or lesson plans. These lesson plans have been created based on the curriculum to guide student's learning activities to achieve measurable basic competencies (*Kompetensi Dasar* or *KD*) and core competencies (*Kompetensi Inti* or *KI*). RPP contains strategies, methods and learning objectives used to carry out learning. RPP during the Covid-19 pandemic is different from face-to-face RPP. The RPP uses only one sheet and is adapted to the conditions of the Covid-19 pandemic.

This is in accordance with what was conveyed by Rulan as the teacher that: "Before conducting learning, it is necessary to have proper preparation so that later learning can run well and effectively. These preparations include preparing lesson plans, smartphone learning media, textbooks on *akhlak* and writing tools for students."

This is in accordance with what was conveyed by Erni as a teacher of *Akhlak Akidah*: "before learning *Akidah Akhlak*, we prepare lesson plans and textbooks. What makes the difference during a pandemic is the media for learning through cell phones equipped with internet quota. In face-to-face learning you are not allowed to use a cell phone. This was also confirmed by the statement by Thurfa Syarifah Rahmadani, a class V.A student, that "all I need to prepare is stationery, textbooks, then cell phones and internet quota".

### Implementation of learning

Learning activities for *Akidah akhlak* Subject at MIN Palu are still active, even during the COVID-19 pandemic. This covid-19 pandemic requires a teacher to use various effective strategies. The creativity of a teacher is needed so that learning continues to run well.

Based on the observations that *Akidah akhlak* learned during the pandemic, namely online learning and home visit learning.

### *Online Learning*

The use of Smartphones in learning can make a positive contribution to students in accessing materials or subject matter that serves as a learning medium. A teacher in the learning process cannot be separated from the existence of the use of learning resources and learning process aids. Smartphones are tools for teachers and students for the learning process. Smartphones have high-level capabilities, such as computers that can be used as learning media, and as information delivery tools (Maiseptian et al., 2021; Surahman, 2019).

The learning mechanism for *Akidah Akhlak* at *Madrasah Ibtidaiyah Duyu* during a pandemic is for the teacher to start learning by greeting, asking for news, and reminding them to keep an eye on their health during the Covid-19 pandemic. The teacher invites students to say *Basmalah* as the opening lesson, the teacher reminds students in order to always establish prayer on time and enthusiasm in doing the task. The teacher conveys material through the Whatsapp and the teacher invites students to ask questions in the WhatsApp group or call directly if there is something they don't understand. Next, the teacher gives assignments and finally the teacher invites students to read a prayer as the closing lesson.

This is in line with Tantri Nurul Alifa's opinion that: "The teacher sends assignments in the WhatsApp group for students to work on at home, and we are asked to send the results of these assignments in the class WhatsApp group based on the time determined by the teacher, then if there are assignments that the students don't understand, the parents usually call the teacher to ask about the assignment.

Based on the Circular of the Ministry of Education and Culture No. 2 of 2020 and No. 3 of 2020 concerning the prevention and handling of virus disease (Covid-19) requires educational institutions to enforce online learning. Through online learning, students can communicate with teachers at any time. And vice versa. The nature of communication can be closed between one student and the teacher or even jointly through group announcements. Teachers and students study together at the same time using various applications, such as Whatsapp, zoom meeting, Google meets, Google classroom, teacher's room and other applications. Through online learning, students have the flexibility of time to study and can learn anytime and anywhere.

The teacher's strategy in learning the *Akidah akhlak* subject at MIN Duyu during the covid-19 pandemic is; First, The *Akidah akhlak* learning plan uses and refers to the emergency curriculum that has been compiled collectively by the *Kelompok Kerja Kepala Madrasah (K3M)* or Head of Madrasah Working Group with an hourly duration of 25 minutes because based on a circular letter from the Minister of Education that there is no demand for curriculum completion during a pandemic Second, Assignments are given every week according to the schedule so that it is not too burdensome for students to complete the assignments. Third, the existence of covid-19 forced learning to be carried out remotely, where teachers prepare materials teaching by downloading or making videos related to the theme or material. Then it is sent via Google Class Room (GCR) or WA. For students who do not have an Android cell phone, learning is carried out with the Home Visit system. Fourth, the teacher always motivates students every time they start learning.



Fifth, the cooperation of parents is very important to guide the students to do their homework.

In learning, the teacher does not make lesson plans that refer to the curriculum but in practice, it still refers to time efficiency in accordance with the emergency curriculum. The following is the sequence of activities: the introduction to learning is in WA application starting with greetings and giving thanks. Before the learning process, the teacher asked the students to always maintain health and obey the health protocol. The learning method uses discovering learning and then the teacher conducts an assessment by collecting a video memorizing *Asmaul Husna*, the pillars of faith and finally concluding the material and providing motivation.

Most of the innovations done by schools to overcome educational problems that arise due to the Covid-19 pandemic are by utilizing online media. In online learning, teachers also use online media such as WhatsApp, Zoom, Google Classroom, and Web by internet network connection. Learning is categorized as effective if the level of success achieved is in accordance with the planned learning objectives, student learning outcomes are in accordance with the minimum criteria and completeness set, student activities are in the active category, and the teacher's ability to manage to learn is in a good category.

Efforts are being made to improve the learning achievement of students' morals during the pandemic, including by presenting interesting material so that students are happy, like and love the lesson, certainly by using visual media that is easy to understand, encouraging students to be active in asking questions about the material or what things related to the material can be connected with the daily lives of students at home and in their environment. It could also be by giving students the freedom to choose their own learning methods, how and what they like because sometimes there are children who like to learn by listening. music, there are also children who are more focused when they are chewing snacks and there are even children who understand more quickly when learning outside while playing at the school yard or garden so that children do not feel pressured.

Parents and teachers also need to collaborate in supporting students to further improve their learning methods. learning in order to improve their achievements, for example, for *Asmaul Husna* and God's Angels which must be memorized by students, teachers and parents must be able to provide rewards if they are able to memorize quickly and parents and teachers must be able to provide solutions if students encounter difficulties in the learning process. Learning activities from students' homes can be seen in the following picture:



**Figure 1.** learning from home through the WhatsApp Group application.

In addition, the strategy of learning the *Akidah akhlak* subject assessment system during the pandemic was a dilemma for us, because it was very difficult to assess the attitudes of students who were more dominant in interacting by using chat on WhatsApp

where the letters that students typed could not represent the students' attitudes, the assessment of student's memorization assignments can be sent through videos and other assignments that we recorded based on the collection of student work where they photographed the assignments and sent them via WA. As for students who do not have an Android cell phone, the completed tasks are delivered to the Madrasah and the memorization assignments are given when the teacher comes to visit the house.

The learning media used are Google classroom and WhatsApp. Google classrooms and WhatsApp are used for high grades, namely grades 4,5 and 6, while specifically WhatsApp for lower classes, namely classes 1,2 and 3, for providing materials, assignments and also information about learning from teachers to students, for the collection of memorizing assignments using video calls.

Attendance photos via WhatsApp media:



Figure 2. Attendance of learners.

Parents rarely accompany children to study at home because they have to work, teachers lack innovation and are less creative, so learning is monotonous and stiff. According to the interview by Erni on November 8, 2021, she said that the obstacles encountered in *Akidah akhlak* learning during the pandemic are very diverse, including, we as teachers are not yet proficient in making interesting learning media, so we are only limited to downloading media from YouTube. There are still many students who do not have Android phones and cannot afford to buy a data package. For low-grade students, most of them cannot use the application, so those who take part in the learning are parents. Some students have difficulty in understanding the learning that is explained briefly, there is no assistance from parents because they are busy in working ((Maiseptian et al., 2021; Surahman, 2019).

Another obstacle is the lack of stability in the internet network. Even students have to go to relatives' homes to be able to access the internet. The problem during home visits is usually when the teacher visits the house, the students are still sleeping while their parents are not at home because they work in the market. Sometimes students are not at home because they help their parents' working and some of them choose to go to play. Our obstacle in *Akidah akhlak* learning during the pandemic that we have a hard time in understanding the material that is listened through WA, even some of us do not have Android cell phones and usually our cell phones taken by our parents to work.

Regarding parental support in learning *Akidah akhlak* during a pandemic, it is very varied because it depends on the level of education and understanding of parents. Most of them support by participating in accompanying their children in doing learning from home, some even pay private teachers to help children study at home. There are also parents who subscribe to the Ruang Guru application. There are even parents who hand over the full

responsibility to the teacher because they do not have time to guide their children because they are busy in their working. There are even students who never fill out the attendance list and do not submit assignments because they are busy to help their parents' working.

Facilities from parents include stationaries and also Android cell phone along with data packages. The school prepared LKS books and material summaries. The support from the government is the provision of card packages and study quotas and can only be used for approximately 1 month during the middle of the pandemic, but without any continuation. The students' attention in participating in *Akidah akhlak* learning is also participatory, around 70% are happy and enthusiastic, 20% are normal and 10% have no response for various reasons.

Efforts are being made to improve students' Akhlak learning achievement during the pandemic, including: a) Presenting interesting material so that students are happy and like and love the lesson through using visual media that are easy to understand; b) Encouraging students to be active in asking questions about the material or matters relating to the material that can be connected with the daily life of students at home and in their environment; c) Give freedom to students to choose their own learning methods, how and what they like, because sometimes there are children who like to learn by listening to music. There are also children who are more focused when chewing snacks and even children who understand faster when studying outside while playing (in the yard or in the park), so that the child does not feel pressured; d) Collaboration between parents and teachers in supporting students further improve their learning methods so that they can improve their achievements. For example, for *Asmaul Husna* and *God's Angels*, which must be memorized by students, teachers and parents must be able to provide rewards if they are able to memorize quickly. In addition, parents and teachers provide solutions if students encounter difficulties in the learning process.

Based on an interview with one of the teachers, the online application that she uses at MIN Duyu, especially for *Akidah Akhlak* learning is smartphone media by using WhatsApp application. WhatsApp is used because it does not need to cost a lot and can be used anytime and anywhere. Through WhatsApp, assignments are sent through groups. Learning and assignments are sent through the WA group from each homeroom teacher. There is even a WA group based on the subject, namely the WhatsApp Group for *Akidah akhlak* subjects.

### Home Visit

Implementation of home visits where teachers have to pay attention the time efficiency. It is done in order for home visiting activities to remain focused on the goal and do not take up much time. In addition to conveying children's development at school, it is important for teachers when doing home visits to convey school activities and ask parents for advice for the realization of an advanced school in the future (Cook & Zschomler, 2020; Jamaah, 2021; Rybińska et al., 2022).

Home visits during this pandemic period certainly must be carried out through 1) the preparation stage and coordination with parents of students regarding the learning program. 2) During the implementation phase during the COVID-19 pandemic, home visits can be carried out by giving assignments for one or two weeks and conducting home visits at predetermined learning centres. Home visits are carried out by teachers on duty every Monday to Thursday. The target students visited were students who did not have an



Android cellphone. The children who received the visit gathered in the learning centre which is near their house.

Home visits are an alternative to building good communication. This activity can help solve student learning difficulties during the Covid-19 pandemic. This activity aims to obtain various information or data needed to understand students who have difficulty learning from home. Home visits are the most appropriate choice for teachers to use in state *Madrasah Ibtidaiyah* Palu. Home visit is expected to create emotional closeness between teachers and students so as to create a good and reciprocal relationship, this home visit is not only addressed to students but also to their families so that the students' families also get views, understanding, direction, motivation, attitudes and ways that need to be carried out by the family.

The role of *Akidah akhlak* teachers at MIN Duyu is through visiting and mentoring students and in collaboration with students' parents. Apart from being a teacher, the teacher is also a mediator who prepares the instructional media properly. The strategies for learning home visits include: a) Before learning the home visit, the teacher first makes preparations or plans; b) Collect related student data; address, parental occupation, and supporting data related to the student's family environment; c) Make an appointment or set a time in advance with parents before visiting the house.

Based on interviews with teachers, the home visit model learning mechanism is an alternative for students who do not have an Android cell phone and internet data. Another way is to work with the homeroom teacher or other subject teachers so that one visit can take up to 2 or 3 subjects. The duration of time for each subject is 1 hour (25 minutes). The difference in the family background of students of course must be understood by the teacher. Home visit activities are precise if the teacher can meet directly with the parents of students at home and not involving the housemaid. This is done to avoid misunderstanding between teachers and parents.

As for the home visit flow, not all teachers give assignments, because one visit is only allowed to give assignments for 1 subject. For other subjects, assignments are given at the time of the next visit. The results of student assignments are delivered to the Madrasah or entrusted to the teacher who makes the next visit. The response of parents to home visits also varied. Some gave a good welcome, even the teacher is served drinks, food and fruit, but there are also parents who are less responsive and even the teacher is not invited to enter the house while parents go to work. There are even parents who do not allow their children to study because they will be brought to work where the parents argue that after the teacher comes home there will be no one to accompany the children at home. Home visit activities are right on target, if parents, students and teachers meet directly at home, the visit home learning process runs smoothly.

### **Learning assessment**

Assessment of learning was through three aspects, namely knowledge, attitudes, and skills. The assessment aspect is carried out by the teacher giving questions to students, both multiple choice questions and essay questions. The attitude assessment is carried out by the teacher by observing the students while communicating in learning seen from their active and polite manners (Gaytan & McEwen, 2007; Montenegro-Rueda et al., 2021). While the skills assessment is carried out by the teacher by giving daily assignments to students to observe the conditions around them according to the subject matter that has been

studied and then reporting it to the teacher in the form of files or photos (Rahman et al., 2022; William \* et al., 2004).

Based on an interview with Ristianun, students in class V.C said that "after finishing the assignment, they did it at home and then took a photo to send it to the teacher's Whatsapp. Then it will be assessed and sent back to my number". This is in accordance with Nur Syakilah Alfarabi's statement that; "My assignments are sent via WA, only sometimes it's late because there's only 1 cellphone and it's used by 3 people and usually the network is bad"

Based on the interview results, the success or failure of *Akidah akhlak* learning during the pandemic became a dilemma for us because it was very difficult to assess the attitudes of students who were more dominant in interacting using chat on WhatsApp where the letters that students typed could not represent the attitudes of students. For him, it is for the assessment of memorization assignments that students send via videos. For other assignments, we input based on student work deposits which are photographed and then sent via WA, for students who do not have an Android cellphone, the completed assignments are delivered to the Madrasah and for memorization it is deposited when the teacher comes to visit the house (visit home).

Various efforts to improve learning achievement in *Akidah* morals during a pandemic include: presenting interesting material so that students are happy during the lessons by using visual media that are easy to understand, encouraging students to be active in asking questions about material or anything related with material that can be connected to the daily life of students at home and their environment. Apart from that, it gives freedom to students to choose their own learning methods that they like because sometimes there are children who like to learn by listening to music, while chewing snacks and there are even children who understand more quickly when learning outside while playing (yard or park). Teachers and parents need to collaborate in supporting students to further improve their way of learning in order to increase their achievement. For example, for the material *Asmaul Husna* and Allah's Angels that must be memorized by students, teachers and parents must be able to provide rewards if they are able to memorize quickly and parents and teachers must be able to provide solutions if students encounter difficulties in the learning process.

The results of this study prove that Learning strategies during a pandemic using various online applications. This result in line with research conducted by Yaumi which shows that there the components of the learning strategy include: attracting attention. Explaining goals, providing stimuli, developing performance, providing feedback, and improving students' abilities (Yaumi et al., 2018). According to J. R David, teaching and learning strategies are: "a plan, method, or series of activities designed to achieve a particular educational goal". This means that teaching and learning strategies are composed of plans, methods, and activities to achieve a learning goal (Naniek Kusumawati, 2019).

Strategy refers to a plan carried out to achieve a goal, or it can be said that a strategy is an operating plan to achieve something. Therefore, to achieve these goals, teachers as implementers of learning strategies must pay attention to the following two things, namely: 1) learning strategies are included in the learning activity plan, including the use of methods and their utilization. Learning Resources; and 2) learning strategies are prepared by the teacher to be able to achieve learning objectives, all aspects are directed to support the achievement of learning objectives (Rusman, 2017).

The strategy includes the objectives of the activity, who is involved in the activity, the content and process of the activity and the means to support the activity. Strategy is used in the military world, but according to the times. Learning strategy is a learning activity that must be done by teachers and students so that learning objectives can be achieved effectively and efficiently (Wina Sanjaya, 2011).

Learning strategy consists of two words, namely strategy and learning. The term strategy (strategy) comes from a noun and a verb in Greek. As a noun, strategos is a combination of the words stratus (military) with ago (to lead). As a verb, strategy means to plan (D Sujana, 2000). Strategy means the whole effort, including planning, methods, tactics used by the military to achieve victory in war. So, strategy is a pattern that is planned and determined intentionally to carry out activities (Malla et al., 2019).

Choosing a strategy in a good way, Islam has taught to provide teaching with wisdom, good teaching, and also teaching through discussion, as in Q.S. An-Nahl verse 125 follows:

أَدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجِدِّ لَهُمْ بِالَّتِي هِيَ أَحْسَنُ  
إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

The Translation:

Call (humans) to the way of your Lord with wisdom and good lessons and refute them in a good way. Verily, it is your Lord who knows best who has strayed from His path, and He who knows best those who are guided.

The use of appropriate media will increase students' attention to the material to be studied. With the help of the media, students' interest and motivation can be increased, students will be more concentrated and it is hoped that the learning process will be better so that in the end, students' understanding of learning materials can be improved. Therefore, the use of the media as a tool in learning must be chosen and is appropriate and can really help students understand the material presented (Emda, 2011).

Learning problems are a top priority that must be resolved, especially those related to the quality of education. The quality of education is currently experiencing challenges with the outbreak of the Covid-19 virus. As a result, the government must work together to suppress the spread of the Covid-19 virus by issuing rules so that all citizens of the community practice social distancing. With this policy, all community activities that used to be carried out outside the home must now be temporarily stopped and replaced with activities in their respective homes (Ismanto et al., 2017). The suggestions given by the guardians of students will be able to improve the quality of the school and conduct the improvement process from time to time (Amalia, 2016).

This pandemic requires that the selection and use of internet-based learning media be seriously considered. If they are not appropriate, they can have a negative impact on the benefits of learning. Where an educator must be able to understand the principles and factors that can affect the effectiveness of digital technology in the learning process (Putrawangsa & Hasanah, 2018). Akidah Akhlak learning aims to teach Indonesian people to have noble characters and avoid despicable morals in everyday life, both in individual and social life, as a manifestation of the teachings and values of the Islamic faith.

The scope of *Akidah akhlak* lessons consists of: a) Aspect of Faith/Belief. This aspect of faith includes sub-aspects which include: Faith in Allah SWT, understanding and believing in the pillars of faith, signs of believers, faith in angels, and faith in Allah's messengers; b) Moral Aspect. Praiseworthy behaviours or morals include: diligent, forgiving, honest,

gentle, generous, thorough, humble, *qanaah*, responsible, obeying Allah and avoiding despicable morals; c) Aspect of The Story of Exemplary. Aspects of the exemplary story include the example of the Prophet Muhammad, the story of Moses and the Prophet Yusuf, the story of *Masyitoh* and *Ashabul Kahf*, etc.

According to Miller, there are six points of advice for teachers in online learning during the Covid-19 pandemic to maintain the implementation of learning well, as follows: a) Study and prepare the material to be taught, prepare media, schedule material delivery and collect assignments; b) Prepare assignments according to learning objectives (including skills aspects); prepare feedback and exercises for students; c) Looking for information or ideas related to online learning in other classes that are more goal-oriented (material content, student understanding, collaborative project work, etc.) so that they are more optimal in preparing for learning; d) Determine the assessment to be carried out. In addition, the teacher can also discuss the types of projects to take as an assessment; e) Consider the material to be given to students. After, when the material is finished, the teacher must make sure and double-check that the content of the material is appropriate and the material can be accessed by students; f) Establish good communication with parents, the teacher must explain the goals achieved after studying the material. The teacher explains what must be done and it is the responsibility of students in learning. The flow of learning must be conveyed clearly. The teacher can also make agreements with students and parents regarding the learning carried out (Miller et al., 2020).

In addition, the strategy for successful online learning as mentioned by Snelling and Fingal, who refer to the International Society for Technology in Education (ISTE) in the United States, says that the best strategy for learning during a pandemic is divided into two parts, namely the stage of preparing (practising) and implementation (Chelghoum & Chelghoum, 2020; Lampadan et al., 2023; Weaver & Swank, 2021). The teacher's role in this pandemic period can only be as a moderator, mentor and evaluator. Thus, the teacher's role as a teacher cannot run optimally and requires appropriate methods and strategies. The utilization of information technology can be applied as an intermediary tool for learning between teachers and students in the learning process (Susilo et al., 2020). The principle of online implementation is carried out in accordance with the principles listed in the Circular Letter of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID 19).

This covid-19 pandemic requires a teacher to use various effective methods. The creativity of a teacher is needed so that learning continues to run well, smoothly, and is fun. Therefore, one of the innovations that teachers must use to provide diverse responses, but the results provide many benefits for students is to undergo online learning (Mansir & Purnomo, 2020). In conditions that are still hit by the Covid-19 outbreak, this school uses the Mastery Learning method in its learning method. Although on the other hand there are also advantages and disadvantages in its application. So that form of strategies and learning methods need to be developed (Syah, 2020).

Based on some of the views above, that learning strategy is a concept or plan that is systematically prepared by educators to achieve effective and efficient learning objectives. To achieve this goal, educators are needed who have competence in determining appropriate strategies, methods, and media for learning during a pandemic. Based on this view, it can be understood that the selection and determination of good learning strategies can increase the interest and learning outcomes of students' moral beliefs.

## CONCLUSION

This study reveals that the Akidah Akhlak learning strategy uses 3 learning models, namely online learning (online), offline at school and visiting home learning. Online learning teachers use the features of photos, videos, documents, WhatsApp groups, video calls, voice chats and direct calls. Meanwhile, home visits are done by gathering students who live closely to each other into one house to receive lessons and assignments from the teacher.

Assignments are collected at the next meeting or entrusted to the teacher who continues the lesson on the same day. In addition, cooperating with homeroom teachers or other subject teachers so that one visit consists of 2 or 3 subjects with a duration of time for each subject of 1 hour (25 minutes). It is recommended to continue research by taking different subjects.

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