

## Development Pattern of IT-Based Islamic Religious Learning After Covid-19 Pandemic in Coastal Serang Regency

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### ABSTRACT

**Purpose** - This study aims to determine the learning rate of Islamic religious education in the new-normal era after the COVID-19 pandemic in the coastal areas of Serang Regency. The constantly growing use of information technology has made most students reluctant to go to school.

**Design/methods/approach** - This study is qualitative research. This research approach is descriptive. The data collection techniques used were observation, interview, and documentation. The number of informants in this study included students, teachers, and the community as parents of students. The respondent selection technique used purposive sampling, where the number of informants was 90% of the total sample.

**Findings** - The findings in this study have included the use of a home visit strategy for post-pandemic learning continuity, where most students were reluctant to go to school and many students were contaminated with online games. The home visit method is a real form of visiting students one by one to provide understanding to parents and students about online learning, as well as a form of direct monitoring of the student learning process.

**Research implications/limitations** - This research highlights how the educational process of the new normal era after the COVID-19 pandemic was in the coastal area of Serang Regency. Supposedly, the coastal area is a geographical location far from urban conditions, making the infrastructure aspect still very limited.

**Originality/value** - This study presents the serious impact that occurred in the coastal area of Serang Regency when the learning process took place after the COVID-19 pandemic. Ranging from the personal pick-up strategy to numerous students who were reluctant to go to school to many students who were contaminated by online games.

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## Introduction

The COVID-19 pandemic massive spread has succeeded in changing the order of society (Thaler, M., Khosravi, I., Hirschmann, M. T., Kort, N. P., Zagra, L., EpINETTE, J. A., & Liebensteiner, 2020). The COVID-19 pandemic's massive spread has succeeded in changing the order of society (Anderson, M. R., Salisbury, A. L., Uebelacker, L. A., Abrantes, A. M., & Battle, 2022). Starting from the social behavior of the community to the habits that have become the daily routine of the community (Luo, 2021). The COVID-19 pandemic existentially gave birth to new adaptations in society (Hu, J., Ye, B., Yildirim, M., & Yang, 2022). It is due to new adaptations during the pandemic. One of them is the use of online technology in the world of education and the world of work (Churiyah, M., Sholikhan, S., Filianti, F., & Sakdiyyah, 2020). Therefore, in the era of the COVID-19 pandemic, many people feel stuttering in utilizing technology. However, it continuously can be unraveled as the role of technology is necessary in the pandemic era. Many people are getting used to utilizing technology and can adjust to using technology in the current pandemic era. (Chick, R. C., Clifton, G. T., Peace, K. M., Propper, B. W., Hale, D. F., Alseidi, A. A., & Vreeland, 2020).

Many aspects have changed along with the entry of life in the Covid-19 pandemic era. The education sector is not spared from the rampant pandemic that seems to never know when it will end. Education in the pandemic era prioritized the use of information technology that developed along with the times of the Society 5.0 era (Wasehudin, W., & Anshori, 2021). Education should not stop even though a large fortress is present to prevent it. This is the case with the education sector in the COVID-19 pandemic era, which in reality has experienced obstacles in the implementation process. However, along with various policies issued by policymakers, the learning process has come with a variety of innovations that are far more developed and utilize information and communication technology in their application.

In the era of the COVID-19 pandemic, the transformation of the world of education cannot be separated from the use of digital technology (Ifendi, 2021). Through the maximization of digital technology, it can create a better, more developed, and more colorful education system so that it can provide enthusiasm and motivation for students. In the midst of the Covid-19 pandemic, the educational aspect must get a new touch from policymakers. This was because education in the pandemic era was different from the previous education process. Education that takes place face-to-face has now transformed into an educational process that is applied online (Vergara, D., Fernández-Arias, P., Extremera, J., Dávila, L. P., & Rubio, 2022). It was carried out since the pandemic required us to implement strict health protocols.

Apart from that, learning in the pandemic era was entirely conducted using online learning patterns. All subjects taught at school were now carried out using online learning methods (Szopiński, T., & Bachnik, 2022), including Islamic Religious Education subjects (Layyina, C., & Radino, 2022). The existence of online learning in the pandemic era was supported by various platforms that specifically support online learning. Google Classroom and Zoom Meeting are two of the many online learning platforms widely used by educators and students in carrying out the teaching and learning process in the pandemic era (Hilal,

T. A., & Hilal, 2022). By using and utilizing the two online education platforms above, the learning process of students could be carried out and create momentum to develop learning that utilizes information and communication technology.

There was something interesting about the online learning process in the current pandemic era. If the online learning process in the current pandemic era took place normally in other areas, it would not apply to students who were geographically located in coastal areas. Lack of construction with limited underdevelopment of information and communication technology produced many obstacles in carrying out the online learning process which fully relied on telecommunications network access (Wasehudin, W., Anshori, I., Rahman, M. T., Syafe'i, I., & Kesuma, 2021). Students and educators in coastal areas experienced many obstacles, especially in conducting the online learning process. Coastal areas are identical to the limited internet network with uneven distribution (Teodorescu, D., Aivaz, K. A., & Amalfi, 2022). It was one of the inhibiting factors for the sustainability of the online learning process in the pandemic era.

Social inequality was the main factor that hampered the online learning process in coastal areas. Coastal areas have their own characteristics (Muslim, M., Hasan, N., & Ratih, 2021), areas that are far from urban hospitality, away from the hustle and bustle of crowds, and have more natural habitats and ecosystems (Lopes, N. D. R., Li, T., Qian, D., Matomela, N., & Sá, 2022). Therefore, many coastal communities have an occupational background as fishermen. Fishermen with uncertain income are required to provide online learning tools for their children. Many parents who live in coastal areas feel unable to embody online learning devices (Nutsugbodo, R. Y., Mensah, C., Amissah, E. F., & Baah, 2022). Smartphones with high specifications have a relatively high price tag that they cannot afford. It was coupled with internet quota as supporting material for the sustainability of online learning in the pandemic era.

From the education stakeholder sector, both educators and others still have not made much use of technology in the application of the learning process (Onggirawan, C. A., Kho, J. M., Kartiwa, A. P., & Gunawan, 2023). Many students felt unfamiliar with the online learning process using educational platforms, such as Google Classroom and Zoom Meeting, in the current pandemic era (Pratama, H., Azman, M. N. A., Kassymova, G. K., & Duisenbayeva, 2020). As mentioned earlier, it is because coastal areas are limited areas, both from aspects of the access and the internet network. It is a significant concern to be studied in depth, in the midst of a pandemic that was uncertain when it would end, and the never-coming internet quota assistance promised by policymakers. Still, the learning process of Islamic religious education in the pandemic era in coastal areas continues and develops.

Learning that occurred after the COVID-19 pandemic caused many serious problems (Amrulloh, 2016). Starting from the problem of the small number of students who attend the class to the emergence of many educational problems in teaching and learning activities. These problems include the lack of parental attention to encourage and motivate children in teaching and learning activities. In this case, one of the strategies applied by the teacher is the personal pick-up model, where the teacher visits students' homes, with the

aim of re-energizing them in pursuing and continuing the learning process after the COVID-19 pandemic.

The home visit model is believed to be a spark of enthusiasm for students in carrying out learning. Thus, this research has focused on the learning process that took place after the COVID-19 pandemic on the coast of Serang Regency. The coastal area of Serang Regency is a zone that is fairly far from the hustle and bustle of urban life. Therefore, there are many unique problems to be raised in this research.

## Methods

This research used qualitative methods. Qualitative methods can explore subjects (students) ranging from actions, behaviors, impressions, and motivations (Iizuka, A., Yamashita, M., Ura, C., & Okamura, 2023). The qualitative method used aims to obtain information and theories that are relevant to understanding the subject at the center of the research. The research subjects include:

Research Subjects	Students
	Teachers
	Parents

**Table 1.** Data on Teachers at Domas State Elementary School, Serang Regency.

No.	Name	Educational Background	
		Study Program	Graduated in
1	Drs. ling Abdul Muin	Out of School Education	1991
2	Edi Mulyadi M, S.Pd	Primary Teacher Education	2015
3	Atiyah, S.Pd	Primary Teacher Education	2011
4	Farida, S.Pd	Biology	2008
5	Rumyanah, S.Pd	Islamic Religious Education	2012
6	Malul Chayat, S.Pd	Primary Teacher Education	2015

**Table 2.** Data on Teachers at Domas State Elementary School, Serang Regency.

No.	Name	Educational Background	
		Study Program	Graduated in
1	Sudin, S.Pd	Sports Education	2006
2	Ganda Firmansyah, M.Pd	Educational Technology	2013
3	Sakinah, S.Pd	Primary Teacher Education	2019

4	Fahrurroji, S.Pd.I	Islamic Religious Education	2012
5	Mulyadi, S.Pd	Primary Teacher Education	2019
6	Irman, S.Pd.I	Islamic Religious Education	2013

The data collection techniques used in this study included observation, interviews, and documentation to support the research. Observations were made to observe the real conditions in the field (Deser, C., Lehner, F., Rodgers, K. B., Ault, T., Delworth, T. L., DiNezio, P. N., ... & Ting, 2020), starting from the conditions of students in the online learning process in the pandemic era, the role of educators in online learning to the conditions of parents of students who mostly complained about the increasing cost of educational expenses. Interviews were conducted with students, teachers, and parents. Documentation was conducted to support data in completing the research (Achter, S., Borit, M., Chattoe-Brown, E., & Siebers, 2022). The qualitative data analysis technique included collecting, simplifying, presenting data, and drawing conclusions.

This research was conducted at Domas State Elementary School and Alang-alang State Elementary School. Both school institutions are located right in the coastal area of Serang Regency, Indonesia. The technique of selecting the subjects of this research used a purposive sampling technique. The reason for choosing these two schools was because they are schools that are geographically located right on the coast of Serang Regency. The research was conducted for 2 months.

## Result

The results obtained by researchers from various efforts in collecting data about the problematic learning rate after the COVID-19 pandemic were very diverse.

No.	Problems	Description
1	Using Home Visit Method	Home Visit is a home visit to each student's home. It aims to provide guidance as an alternative to the teacher's approach to students
2	Most students were too lazy in coming to school	The COVID-19 pandemic era required all learning activities to be carried out online. Therefore, in the new normal era, many students have felt too lazy to go to school because they were used to doing online learning.
3	Students were contaminated by online games	The lack of control of students in carrying out online learning at home resulted in students being contaminated by online games, making them hampered in participating in the teaching and learning process.

The problems that occurred in the learning process after the COVID-19 pandemic were very diverse, making the learning process in schools in the current new normal era



still have the aroma of online learning in the COVID-19 pandemic era. There are several obstacles to the continuity of learning in the Covid-19 pandemic era.

No.	Online Learning Barriers	Description
1	Internet network	Students complained that if the internet network was unstable, the online teaching and learning process was slightly hampered.
2	Internet Quota	Students with low economic levels could not afford to continuously buy internet quotas for the continuity of the online teaching and learning process. Most of the students asked about the internet quota promised by the government, which has not been enjoyed to this day
3	Supporting Media (Tools)	Learners complained about the availability and limitations of supporting media they had to carry out the online teaching and learning process. Some educators even were very worried about the sustainability of this online learning. It was due to the lack of availability of supporting tools (Media).
4	Diverse Understanding Conditions	Using online education platforms in the learning process in the pandemic era provided a new experience for students in coastal areas. It was not common to find many students looking confused with the Zoom Meeting and Google Classroom applications in the online learning process. However, there were also students who felt happy with the learning process that took place using online methods.
5	Limeted Time	Some learners complained about the limited learning time for essential materials.

The above findings were the result of observations and interviews with various parties. Starting from educators in schools to students to parents who geographically live in coastal areas of Serang Regency. Mr. Rasman, one of the parents of students attending school in the coastal area of Serang Regency, explained that he is a fisherman whose type of work is an irregular job. Due to uncertain daily income, it put heavy pressure on him to procure online learning tools. Smartphones with certain specifications equipped with internet quotas as a support, making it a big burden for him as a fisherman in the midst of a pandemic that changes the entire existing order. Procuring digital devices to support online learning for coastal residents was a difficult thing for them. Not surprisingly, many coastal residents of Serang Regency found it difficult to provide online learning tools.

Various obstacles were present from various aspects of the online learning process in the coastal area of Serang Regency. Starting from educators who felt limited in procuring supporting tools, students who mostly felt unfamiliar with the learning patterns applied, to the aspects of operating online learning support devices that were still limited. The COVID-19 pandemic, which was still a mystery when it would end, demanded a development movement in learning, especially in the coastal areas of Serang Regency. In

developing the learning process in the pandemic era, apart from using the online learning platform mentioned above, educators regularly visited homes or carried out the home visit method. This method, apart from being used as a learning development in the pandemic era, was also considered capable of compensating for online learning as periodic supervision.

Applying the home visit method could at least provide direct supervision of students and could provide direct direction for online learning activities. The home visit method carried out in the pandemic era could provide solutions to parents and students who were having difficulty learning (R. C. Gorodeski, E. Z., Goyal, P., Cox, Z. L., Thibodeau, J. T., Reay, R. E., Rasmusson, K., ... & Starling, 2020). The online learning process in coastal areas, which initially had many obstacles in its application, slowly found a gap to be able to continuously develop the learning process in the pandemic era, even with limited conditions and circumstances.

Supported by using online learning tools, ranging from smartphones to internet quotas to online learning platforms to the home visit method applied by educators in the coastal areas of Serang Regency, the learning process has continued to expand and spread its wings in producing the next golden generation. Education in the pandemic era really required special attention, especially for coastal areas. Coastal areas with various limitations grow with enthusiasm and a high sense of desire to learn.

## Discussion

In the midst of the massive spread of the COVID-19 virus, it resulted in the cessation of all human activities. Various sectors, including the education sector, it was not spared from the impact of the spread of the COVID-19 virus. However, education must continue. Education is a provision intended for students to welcome their future (Succar, T., Beaver, H. A., & Lee, 2022). Through education, students are able to open the horizons of the world (Holloway, S. M., Xu, S., & Ma, 2023). It is the reason why the teaching and learning process must continue despite the pandemic.

The learning process in the coastal Serang Regency after the COVID-19 pandemic has been still carried out by utilizing information technology as a form of adjustment in the new normal era. It certainly looks no different from the learning process carried out in urban areas. However, there is actually a social gap between students in urban areas and students in coastal areas of Serang Regency, which are far from the luxury of school facilities. School facilities are not a benchmark for student success (Brunner, E. J., Schwegman, D., & Vincent, 2023), but with limited facilities in coastal schools, the collaboration of teachers and students has been able to develop learning during the Covid-19 pandemic era.

The portrait of Islamic religious education learning in the coastal Serang Regency has also experienced changes in its continuity. The teaching and learning process that was previously carried out face-to-face, has now turned into learning that is carried out online. The online learning process certainly uses a learning platform that supports the teaching and learning process. Mr. Sudin, S.Pd in his interview stated that the teaching and learning

activities carried out at Alang-alang State Elementary School were also affected by the spread of the COVID-19 virus. The impact of this pandemic was that it required all students to carry out the entire learning process through online media (Aditya, B. R., Ismiatun, A. N., Atika, A. R., & Permadi, 2022). Of course, it was not an easy thing for those who are geographically located in coastal areas.

The learning process in the COVID-19 pandemic era was carried out by utilizing various educational platforms (Zhu, W., Liu, Q., & Hong, 2022). Zoom Meeting, Google Classroom, and Google Teams were educational platforms widely used in the learning process during the pandemic era (Nuryatin, A., Rokhmansyah, A., Hawa, A. M., Rahmayanti, I., & Nugroho, 2023). The education process in the coastal areas of Serang Regency also applied the online education platform. Despite the facts in the field, there were many obstacles faced in applying online learning. In addition, Mrs. Rumyanah, S.Pd, in her interview, explained that the WhatsApp application was also used in the online learning process. WhatsApp application features were widely used as online learning media (Patmanthara, S., Febiharsa, D., & Dwiyanto, 2019). It was performed as a form of reinforcement for students in carrying out online learning.

Islamic religious education learning conducted online during the pandemic era both at Alang-alang State Elementary School and Domas State Elementary School used and utilized the internet network. There was no other choice but to use an online learning platform to realize the teaching and learning process in the pandemic era (Mahdy, M. A., & Sayed, 2022).

Overall, learning Islamic religious education in the new normal era cannot be separated from the online learning model. Online learning in the new normal era has many benefits (Li, 2022). In addition to preventing the spread of the COVID-19 virus (Rashid, S., & Yadav, 2020), it can also be used as a place for students' skills to operate technology (Firat, M., & Bozkurt, 2020) along with the times. By utilizing online education platforms, the learning process will continue to develop and run properly.

The development of the learning process after the COVID-19 pandemic in the coastal area of Serang Regency had many obstacles. Among them were many students who were too lazy to go to school or students who were accustomed to online learning which then the teacher had to use the home visit method. Geographically, the coastal area of Serang Regency is an area that is far from developing technological advances (Anwar, S., Winarna, A., & Suharto, 2020). There are many obstacles and barriers to implementing online learning (Toimil, A., Losada, I. J., Nicholls, R. J., Dalrymple, R. A., & Stive, 2020).

In contrast to the learning conditions of students in urban areas, which are generally more supportive in carrying out the online learning process. After conducting observations and interviews with the object of research, the researcher produced findings and formulated what factors were obstacles in the online learning process in the pandemic era in the coastal area of Serang Regency.



## Conclusion

Education that has taken place in the coastal areas of Serang Regency, especially in the new normal era after the COVID-19 pandemic has been very limited. Urban education in the pandemic era can develop, but this does not apply to rural areas which are geographically located on the coast. Different facilities and infrastructure become a determining pattern and form of social inequality. Education in coastal areas in the post-pandemic era continues to run, even though there are various obstacles in the process. With the support of various online education platforms, as well as the procurement of makeshift online learning tools, the teaching and learning process in the new normal era in the coastal areas of Serang Regency continues to run. The home visit method applied by teachers has resulted in a more developed teaching and learning process. However, the economic conditions in coastal areas cannot keep up with the online learning process if it continues to be implemented. This research focused only on the new normal era so this research is very limited in its study. This research can certainly be a source of reference for other researchers who want to conduct research in the context of research in the larger new normal era.

## Declarations

Praise be to Allah SWT, for his mercy and grace so that researchers can complete the research entitled “Development Patterns of IT-Based Islamic Religious Learning in the Era of the Covid-19 Pandemic in Coastal Serang Regency”. We would like to thank the educational institutions, especially SD Negeri Alang-Alang and SD Negeri Domas, Serang Regency for their assistance and motivation in the preparation of this scientific work. The researchers honestly emphasize that there is no slightest conflict of personal interest that affects the results of the research. Therefore, this study is purely a researcher's dedication to a new phenomenon that also threatens the progress of education in Indonesia, especially in coastal areas which are classified as many problems.

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