Covid-19 Pandemic: Challenges, Impact and Solution in Learning BTQ Subject in IT BIM Elementary School Bekasi

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Abstract: The COVID-19 pandemic has not improved until the new academic year 2021/2022. Bina Insani Muslim elementary Islamic school has designed and prepared it for offline learning namely limited face-to-face learning (PTM). However, in subsequent developments, PTM delay because alot of affected by covid. When a limited PTM instruction was opened by the Bekasi Regency Government, this Islamic school also changed the learning scheme. This study aims to find out the challenges, impacts and solutions for learning in a pandemic period that continues to experience system changes and this research is limited to Mulok BTQ learning. This study uses qualitative methods with data collection techniques in the form of interviews and observations. There are 2 aspects that become the focus of BTQ learning, namely reading and writing. Based on the observations of researchers, both offline and online learning have their respective pluses and minuses, the challenges of online learning are how the teacher's efforts to discipline students when studying at home, while offline the teacher's strategy is to maximize time, because learning time is very tight and limited makes students difficulty catching and absorbing learning material well.

Keywords: BTQ Mulok Learning, Online Offline, Challenges, Impacts and Solutions

Abstrak: Pandemi covid-19 rupanya tak kunjung membaik hingga memasuki tahun ajaran baru 2021/2022. SD IT Bina Insani Muslim sudah merancang dan menyiapkannya untuk pembelajaran secara luring (luar jaringan) yakni PTM terbatas. Namun dalam perkembangan berikutnya, penundaan PTM menjadi salah satu alternatif terbaik. Akhirnya kembali menggelar pembelajaran kombinasi secara luring dan daring. Kombinasi pembelajaran ini dilakukan setelah adanya evaluasi atas pembelajaran full daring pada semester lalu. Ketika instruksi PTM terbatas dibuka oleh Pemkab Bekasi, SD IT ini pun mengganti skema pembelajaran. Penelitian ini bertujuan untuk mengetahui tantangan, dampak dan solusinya

pembelajaran di masa pandemic yang terus mengalami perubahan sistem dan penelitian ini terbatas pada pembelajaran Mulok BTQ. Penelitian ini menggunakan metode kualitatif dengan teknik pengumpulan data berupa wawancara dan observasi pengamatan terhadap guru mulok BTQ SD BIM Bekasi. Ada 2 aspek yang menjadi fokus pembelajaran BTQ yaitu membaca dan menulis, dengan metode *syllabbic method* dengan mengacu pada buku iqro, diketahui pembelajaran mulok BTQ di SD IT BIM baik daring maupun luring tetap memanfaatkan aplikasi WhatsApp sebagai media komunikasi dan pembelajaran. Berdasarkan pengamatan peneliti, baik luring maupun pembelajaran daring memiliki plus minus masing-masing, tantangan pembelajaran daring salah satunya adalah bagaimana usaha guru untuk mendisiplinkan siswa ketika belajar di rumah, sedangkan yang luring bagaimana strategi guru untuk memaksimal kan waktu, karena waktu belajar yang sangat mepet dan terbatas membuat siswa kesulitan menangkap dan menyerap materi pembelajaran dengan baik

Kata Kunci: Pembelajaran Mulok BTQ, Daring luring, Tantangan, Dampak Serta Solusi

Introduction

Online learning or distance learning (PJJ) is the main option for educators when there are direct instructions from the central government to anticipate the spread of the corona virus outbreak or commonly called Coronavirus Disease 2019 (covid-19). These conditions require educational institutions to innovate in the learning process. Learning through online (on the network) is one alternative that is applied in BTQ mulok learning. The BTQ mulok learning curriculum during this pandemic is certainly more complex because it must accommodate all the needs of students, both from student psychology, learning systems and the social environment that is limited by distance. BTQ's mulok curriculum must be able to anticipate these changes and respond to the demands of an ever-changing era. The mulok BTQ curriculum is directed at preparing students to be able to read and write the Qur'an. There are 2 aspects that are the focus of BTQ learning at Bina Insani Muslim elementary school , namely reading and writing, for BTQ using the syllabic method or the syllabic method with the Alba technique or direct reading alphabet which is applied to the Iqro book, Bina Insani Muslim elementary school Jatimulya Tambun south Bekasi is an educational unit located within the Hayatinnur Islamic education foundation, many efforts have been made by BTQ teachers to maximize BTQ mulok learning during the pandemic. In planning BTQ learning through the Iqra method, BIM elementary school Tambun South Jatimulya Bekasi, allocated a special time for this activity for 25 minutes. Iqra learning planning adheres to a curriculum that refers to a guidebook for learning to read the Koran, known as the Iqra

book which consists of 6 volumes. Meanwhile, how to teach the Iqra book is adjusted to the teaching instructions that have been outlined by As'ad Humam as the compiler of the Iqra book. While the school targets in Iqra learning can be seen in the following table:

Table 1. Iqra Learning Achievement Target.

No	class/ Semester	Target *Iqra*
1	I/1-2	Jilid 1 – jilid 2 hijaiyah letter recognition, distinguish the sound of letters that have adjacent macro such as between the letter a with the letter 'a, and so on' Introduction to sound concatenated letters, long reading recognition and short
2	II/1-2	Jilid 3 Introduction to readings other than harokat fathah namely kashroh and dhommah Introduction to reading dignified long kashroh and dignified dhommah followed by ya' marked breadfruit and wawu marked with sukun and kashroh stand up and dhommah upside down Introduction to the letter yes' (ﻱ) and wawu ( )
3	III/1-2	Jilid 4 Introduction to the sign read fathahtain, kashrohtain, and dhommahtain. Introduction to the letter ya sukun that falls after the sign fathah and the letter wawu which falls after the sign of fathah

		Introduction to letters mim sukun and nun sukun, the letter Qolqolah Recognition of letters which have nearby macro
4	IV/1-2	Jilid 5 Introduction or how to read alif lam Qomariyah and alif lam Syamsiyah How to read the end of a verse or sign waqof How to read mad far'i Introduction to Tajweed namely reading Idghom Bighunnah How to read lam in lafadz Jalalah, idgahm, Recognition of the sign read tasydid
5	V/1-2	Jilid 6 Introduction to Tajweed namely reading Idghom Bighunnah, Iqlab reading, Ikhfa' reading Recognition of waqof signs How to read waqof on some letters or words miraculous How to read the letters in fatahussuwar Through the exposure of the structure from the Iqra 'method mentioned above it will make it easier for participants educate in this case the students to study the Qur'an. Because show the steps the material that will be passed by students (students). (As'ad

		Humam, 2000)
6	VI/1-2	Reading the Qur'an juz 1 & 2 and memorizing juz amma

Source: Guidebook for THTQ SD IT Bina Insani Muslim 2018

Mapping the ability to read the Qur'an is carried out once a year, when new teachings start. At the beginning of the 2021/2022 school year, when one week at the beginning of the 2021 2022 school year learning, students conduct the School Environment Introduction Period (MPLS) continuing by testing the BTQ abilities of students, both new and old students. Of the 21 new students or first graders, only 2 are fluent in reading Iqra, the rest cannot and are not fluent. Meanwhile, the results of the BTQ evaluation at the end of the 2020-2021 school year were 38 students who were not fluent, and those who dominated the non-fluency of students from grade 2. Mapping of children's abilities before the pandemic or the 2019-2020 school year was very different. This indicates that during online learning starting in March 2020 with the online method, children's ability to mulok BTQ has decreased significantly, especially for grade 1 which has progressed to grade 2.

Mapping Tahsin Progress t.a 2021-2022 (iqra method) Student of BIM Islamic Elementary School					
Information	5th grade (16)	4th grade (19)	3th grade (34)	2nd grade (21)	1st grade (20)
Smooth & correct (jlid 1-6)	14	2	4	1	2
fluent reading		8	20	2	0
Not smooth	2	9	10	18	5
Can't read					14

Mapping Tahsin Progress t.a 2019-2020 (before pandemic the first sem) Student of BIM Islamic Elementary School				
Information	4th grade (19)	3th grade (34)	2nd grade (21)	1st grade (20)
Smooth & correct (jlid 1-6)	2	4	1	2
fluent reading	8	20	2	0
Not smooth	9	10	18	5
Can't read				14

Although the implementation of online learning that has been running in general is running smoothly. However, the massive demand for parents to change online learning to face-to-face learning is also a consideration for schools, coupled with the opening of limited face-to-face learning (PTMT), also evaluating the impact of online learning last school year. The effectiveness of the online learning system as a result of the Covid-19 pandemic varies. For high-class students in the 2020-2021 school year at Bina Insani Muslim elementary school it is quite good. But for the lower class (class 1-3) it is still quite lacking. So this study aims to find out the challenges, impacts and solutions of distance learning policies if they are continued in the 2021-2022 school year or offline learning with limited time and conditions on Mulok BTQ learning.

The location of this research is at Bina Insani Muslim elementary school in the odd semester of the 2021/2022 academic year. This research was conducted for 3 months, from August 2021 to October 2021. The method used in this research is descriptive qualitative, in an effort to obtain an overview of matters relating to the management of BTQ mulok learning at SD IT BIM Regency Bekasi, which is also a collection of data, either in the form of words, pictures, or others as a support in conducting research.

The sources and types of research data consist of primary and secondary data secondary. Primary data is data or information obtained by researchers directly from the source, namely, madrasa principals, BTQ teachers, and students at Bina Insani Muslim elementary school. The secondary data is information obtained from second parties, both in the form of people and records, such as books, reports, and forms others are documentation. The technique of collecting data in this research is through observation, interviews, and documentation. Data analysis in a study is a very important part because with this analysis the existing data will appear useful, especially in solving research problems and achieving the ultimate goal of research. Another definition of data analysis is the process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing data into categories, describing them into units, synthesizing, compiling into patterns, choosing which ones are important, and to be studied, and draw conclusions, so that they are easily understood by themselves and others (Sugiyono: 244). According to Puch as quoted by Pawito, that data analysis techniques consist of three components: data reduction (data reduction), data display (data display), and drawing and verifying conclusions (Pawito, 2007:104).

Result And Discussion

Iqra 'is actually the title of a book that contains guidance on learning to read the Qur'an in new ways using the old methods, as guided by the

Qa'idah Baghdadiyah method. With this Iqra' method, which was then accompanied by the Al-Qur'an Kindergarten and Al-Qur'an Education Park (TKATPA) movement which is a new form of institution for children's recitation recently, the Iqra' method was first compiled by Ustadz As'ad Humam circa 1983-988. At a young age Ustadz As'ad Humam was already active in teaching reading the Qur'an to children in the surrounding environment. And at that time he was still using the Qa'idah Baghdadi method or known as Turutan. (Subhan Adi Santoso, 2018)

The results of the research findings on BTQ learning through the Iqra method, the researchers concluded that Bina Insani Muslim elementary school had used the proper organizing principles and techniques. So that everything works according to their respective duties. One of the advantages of the Iqra Method include; preparation material from easy towards the difficult one, the Iqra learning method is LCTB (fluent, fast, precise and easy), the media used is very simple but does not hinder the learning process, is easily accessible and understood by students, both in the introduction of hijaiyah, punctuation and recitation, because the material is arranged in stages in 6 volumes. (Aan Sutianah: 2020)

The implementation of BTQ learning through the Iqra method is the same as learning other general subjects. This is evidenced by the provision of the same time allocation as the usual KBM time, namely 1 hour meeting with 1 x 35 minutes. But the consequences of face-to-face learning, there is a cut in time, the duration of the BTQ lesson during PTM is only 1x25 minutes with two sessions. In pandemic curriculum is pandemic, changing the online learning system to offline learning is reduced to one hour lesson, which is 1 x 25 minutes. The selection of the learning method applied in the Iqra method at SD IT BIM is adjusted to the material, the child's ability level and the learning objectives to be achieved. The learning method is individual (sorogan) and classical.

The process of implementing the Iqra method of learning that is applied in one class is given the same material. For example, class one with Iqra one, class 2 with Iqra three, and so on up to Iqra six. Material management carried out by Iqra teachers is not much different from other teachers during this pandemic. For material management, almost some teachers summarize the material using power point or make video presentations using MS power point, which are shared in the class wa group.

Related to BTQ, the implementation of BTQ is an activity deepening of the understanding of the Qur'an which is carried out in an integrated manner with Islamic Religious Education (PAI) subjects and or extracurricular activities or become local content (Agus Salim Chamidi & Tutik Rodhianna: 2018)

BTQ, which is a religious mulok at SD IT BIM, is an educational program whose contents are concentrated on reading and writing the Qur'an, while memorizing incoming letters is in the Tahfidz folder, while memorizing daily prayers and other aspects of worship is in the religious folder. such as PAI, Fiqh, Qur'an Hadith and so on. Integrated Islamic-based schools certainly cannot be separated from the many local religious contents. Students at the Integrated Islamic School also have more "religious practices" such as dhuha prayers, murajaah, recitations, dhuhur prayers in congregation and other worship habits. But because of the impact of the pandemic, the practice of religion in schools has stopped and changed places in their respective homes.

BTQ learning for the 2020-2021 semester II academic year at SD IT BIM uses a fully online method. Then the new academic year 2021-2022 BTQ learning is adjusted to the conditions of mapping the Covid-19 distribution zone. This is the impact of a fairly serious problem on the online learning process. Because for mulok BTQ learning, which previously relied heavily on the face-to-face system in the classroom and active interaction during the teaching and learning process between teachers and students. Initially, the implementation of learning was offline and online, if the area of the SD IT BIM environment was in a red zone condition, the learning method used the full online method and if it was in a yellow or green zone, then to maximize learning, use the offline method which was grouped according to the student's residence zone by using the offline method. the way they come to school. But this only lasted 2 weeks, the rest changed full face-to-face at the school (PTM) which divided into two sesion, so that in the classroom only 50% of the total number of students in each class.

As for learning by online methods, usually using video presentations with MS power point or voice notes. Learning begins with the opening by walas in the WhatsApp group of each class, by providing a daily schedule and materials starting at 07.30 by all teachers. All subjects that day have been shared in groups starting at 08.00 -09.00. Then the homeroom teacher shares the room via g.meet to start the KBM, from reading fatihah, reading attahiyat and prayer studies, then continued by the tahfiz teacher with murajaah chapters 30 which are divided into 4 days (Monday-Thursday), starting from Surah An-Nas s. /d al-alaq, at-tin to al-fajr, al-ghasyiyah to al-mutaffifin, al-infitar to an-naba. Then proceed with the subjects according to the schedule. For Mulok BTQ, the online schedule is Tuesday & Thursday. Meanwhile, the combination of offline and online learning according to the observations of researchers is more time wasted, because there is repetition; one session via online, namely the provision of materials and assignments, and reviewed in a classical and individual face-to-face session. Meanwhile, limited face-to-face

learning (PTM) is made in two shifts, namely 1 class, the number of students is divided by 2 with a duration of 1x25 minutes.

BTQ learning at SD IT BIM has 5 teachers, upper class and lower class, for the upper class there are 2 teachers, for grades 4 & 5, while the lower class is held by their respective homeroom teachers. From the researchers' observations, almost 80% of BTQ lessons for full online use voice notes or zoom. The day before, the teachers shared material in the form of voice bots or video presentations to the BTQ Teacher group, then the BTQ Teacher Coordinator distributed it the next day to each class. Meanwhile, offline and online combined learning is provided if students are in a yellow or green zone environment, and the implementation is in schools with limited time. Meanwhile, when the PTM was opened, all implementation was carried out in schools by cutting JP and dividing the number of students into two shifts.

The impact of online learning policies makes teachers have to understand technology for learning media, understand student barriers in online learning. While the impact of offline and online combined learning is how the teacher maximizes these two lessons, so that there is no repetition of material. Meanwhile, the impact of PTM is how teachers maximize their very limited time.

So, There are 3 ways to implement BTQ learning at SDIT BIM; First, it is carried out online or studying at home with the teacher's technique of sending video/sound recordings through the WhatsApp group, and this started last academic year. second, the implementation of learning is carried out in a combination of offline and online which runs for about 2-3 weeks. Third, face-to-face learning. Face-to-face BTQ learning is divided into two sessions every Tuesday and Thursday. If the time specified in the learning is as follows:

1. Preliminary activities; The first 5 minutes of opening (greetings, opening prayers, attendance, explaining the subject of learning with a visual book which is then read with students classically) Learning method by imitation. In this way, the BTQ teacher provides examples of correct readings and then students imitate them. To correct long and short readings that are appropriate, the teacher emphasizes repeating the iqro that has been read if the long and short readings are not correct.
2. Core activities; 15 minutes students read one by one, and write what they read.
3. Closing activities; 5 minutes the teacher ends the lesson with a prayer and reading Surah al-Asr

For Iqra learning materials, the teacher summarizes and gives it at the beginning of the lesson via ppt of volume materials. For grade 1 BTQ teachers, the sub-themes include the introduction of hijaiyyah letters to the

last letter (harkat fathah), makharijul letters. For grade 2 BTQ teachers, it includes the introduction of hijaiyah letters in simple concatenation with fathah (continued at the beginning, middle, end). For third grade BTQ teachers, the focus is on the introduction of kasrah and dhommah readings, long and short. The fourth volume is about reading qolqolah, fathah tanwin, yes breadfruit, kasrah tanwin, wawu breadfruit, dhommah tanwin, nun breadfruit, and mim breadfruit, as well as other letters. The fifth volume contains how to read nun sukun/tanwin against the letters idzghom bilaghunah, alif-lam jalalah, mad far'i, alif-lam Qom ariah, alif-lam Syamsiyah, waqof, idzghom bighunah, and others. While the sixth volume contains tajwid idzghom bighunah. In addition, it also includes how to read waqof in various conditions.

Evaluation of online learning is carried out at the end of the lesson by sending voice recordings through the WhatsApp group, the maximum sending assignments is until 19.00 WIB and the teacher corrects reading errors, students send revisions to the wrong readings. The evaluation also provides an assessment of the reading quality of students (L, KL, TL) on student achievement books. If students are able to read well and correctly according to the material being taught, then students may continue to the next page. On the other hand, if students learn how to read less fluent and have not fully mastered the material being taught, then students remain on the page until they read it smoothly, properly and correctly. And also submit a 4 line write task via fhoto.

This flow is not as long as the face-to-face evaluation, as well as the evaluation at the time of increasing the volume, namely the evaluation in which the examiner is the chief coordinator of the Qur'an. Students are tested randomly until the last page of the volume to be tested. If everything goes well, the student has the right to continue to the next volume.

The final munaqosah evaluation is an evaluation of the final stage of students, if they pass, they will get a syahadah from the school, the material tested is all the material in Iqra 5 and 6. All programs or activities must have obstacles or obstacles, so that it can be analyzed what problems must be solved. The challenges of implementing online Al-Qur'an learning are as follows: It is difficult to condition students who are at home to recite the Koran due to the lack of parental control in paying attention to their children to recite the Koran. The lack of discipline of students in taking online Koran lessons, lack of student motivation for Koran lessons, students rarely resubmit the teacher's corrections. Meanwhile, the challenge during face-to-face learning is the lack of time in Koran activities because students have different IQra achievements. The challenge of offline and online combination learning is the repetition of material. But these challenges are used as guidelines to improve the professionalism and progress of the

institution in future learning. The responses given by BTQ teachers to overcome these challenges in learning the Qur'an during the Covid-19 pandemic are as follows: Establish good communication with all guardians of students, always record students who participate or do not participate in online learning so that teachers can take action for students who have never participated in online learning. Meanwhile, the challenges to overcome obstacles during offline learning are: Managing time in Koranic activities by adjusting the number of students and the level of difficulty of students in reading the Koran, Providing class rules to students so that learning becomes conducive.

Conclusion

Based on the results of the study, it can be concluded that the impacts and challenges of implementing BTQ mulok learning during the pandemic are administratively well-organized with solutions. The implementation of Iqra learning is carried out 2 times a week using Zoom and the WA group. The BTQ mulok learning is divided into 3: online, a combination of offline and online and full offline, namely limited face-to-face learning (PTM). 1 x 25 minutes duration. Mulok BTQ emphasizes directly on reading and writing exercises, which use the Iqra' guide book volumes 1 to 6, which are carried out gradually until the level of perfect mastery. The use of the book from the Iqra method, which is volume 1 to 6. The method applied individually (sorogan) and individual classical

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