

## LEARNING DESIGN SUBJECTS OF CRITICISM IN CLASS IX ONLINE AND OFFLINE MTsN 1 SINTANG

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### Abstract

*The purpose of this study was to determine the suitability of the RPP for Akidah Akhlak class IX teachers with the principles of developing online and offline learning during the Covid 19 Pandemic based on KMA No 183 and KMA N0 184 of 2019, which the Minister of Religion of the Republic of Indonesia issued. This type of research is field research with a descriptive approach, namely analysis that produces descriptive data in the form of conformity of teacher lesson plans with development principles based on KMA No. 183 and KMA No. 184 of 2019. This study's data and sources are teacher lesson plans for Akidah Akhlak, namely, MTsN 1 Sintang. Data collection techniques in this study using techniques; documentation, interviews, and observations. The results showed that the suitability of the teacher's lesson plan with the principles of elaborating the idea of KMA No. 183 and the syllabus needed to be more appropriate because of many factors influencing it. After all, the KMA included online student learning tools using tools through WhatsApp groups, Google Meet, and E. Learning. Because during the Covid 19 pandemic, all learning was carried out online, forcing all educational components to adapt to this challenging situation. Parents are required to prepare tools for online learning, namely cell phones, so that children can learn remotely.*

**Keywords:** *Learning Design of Akhlak Aqidah Subjects, Online and Offline*

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## **A. Introduction**

The Covid 19 pandemic has brought major changes in all fields including changes in the world of education, all components of education are required to innovate to find ways to keep education running well. Educators are required to try to find educational patterns that run effectively even in difficult times with all the limitations in terms of infrastructure, budget and time. Educators are required to have the ability to create and update (Creativity and Innovation Skills); able to develop their creativity to produce various innovative breakthroughs (C. A. et al., 2020; Chakraborty & Maity, 2020; Putra et al., 2020).

To overcome the problem of proper learning patterns during the Covid 19 pandemic, many things were carried out by the government and the community and the education component, both directly and indirectly involved. One of the new breakthroughs and innovations offered is learning that is carried out without face-to-face meetings between teachers and students, namely by learning online (Wandra et al., 2021). The advantage of online learning is that students can study as usual even though they are not face to face with one another. Likewise, teachers can freely provide learning materials even from a long distance with their students (Khurriyati et al., 2021; Sadikin & Hamidah, 2020). On the other hand, online learning patterns will have an impact on the quality of the lessons produced because teachers cannot see directly how students learn, besides that not all students can take part in learning in this way. Obstacles to online learning can be caused because not all students have learning tools such as Handponds, unsupported Internet networks, students who are not proficient in using Handponds to be used as learning tools and so on. what are the problems faced by schools empirically

The difference between KMA No. 183 of 2019 and KMA No. 165 of 2014 is more in the improvement of the substance of the subject matter because it is adapted to the development of 21st century life. Among the challenges and profiles of the 21st century generation are: (a) the ability to create and renew (Creativity and Innovation Skills, namely being able to

develop creativity to produce various innovative breakthroughs, (b) Contextual Learning Skills, namely being able to carry out contextual independent learning activities as part of self-development, (c) KMA No. 183 of 2019 aims to prepare Indonesian people to have a mindset and religious attitude that is moderate, inclusive, cultured, religious, and have the ability to live as individuals and citizens who are faithful, pious, noble, productive, creative, innovative, and collaborative and able to be part of solutions to various problems in social life people, nation, state and world civilization (Prayogi & Estetika, 2019; Redhana, 2019). To get an overview of the implementation of online learning carried out in the three Madrasas, the researchers attempted to interview the three Aqidah Akhlak subject teachers who implemented online learning during the Covid-19 pandemic. What is the shape of the Aqidah Akhlak learning design during the Covid-19 pandemic at MTsN 1 Sintang Regency.

## **B. Method**

The method used is qualitative research with a descriptive approach. According to (Biklen, 1988) qualitative research is a research procedure that presents descriptive data through written and oral data from people who are observed as data sources. Furthermore, Moleong (2019) explains that qualitative research with a descriptive approach describes a particular phenomenon or population obtained by researchers from subjects in the form of individuals, organizations, or other perspectives. The main objective of the research is to explain aspects relevant to the phenomenon being observed and the characteristics of existing phenomena or problems. Sugiyono said three techniques could be used in qualitative research: field observations, interviews, and documentation (Sugiono, 2018). This study uses these three data collection techniques to describe further the research object centered on the activities carried out by the Head of MTsN Sintang in carrying out the organizing function to carry out academic administration management in the school environment. Qualitative data analysis was carried out interactively and continuously during the research (Sugiyono, 2016). Data analysis was carried out through three stages, namely data reduction, data presentation, and ending with concluding.

## **C. Finding and Discussion**

### **1. Finding**

#### **Akhlaq Aqidah Learning at MTsN 1 Sintang**

Aqidah moral learning aims to grow and increase the faith of students which is manifested in commendable morals through the giving and fertilization of knowledge, appreciation, practice and experiences of students about Islamic beliefs and morals (Suryawati, 2016). The learning methods that are commonly used in learning the subjects of Aqeedah Akhlak MTsN 1 Sintang, which are often used include:

##### **Lecture Method**

The lecture method is a method in education in which the method of delivering material to students is by applying oral narrative to explain the description, the teacher can use other teaching aids, for example pictures and projectors.

##### **Question and Answer Method**

The question and answer method is a way of presenting lessons in the form of questions that need to be answered by students, the use of the question and answer method intends to motivate students to ask questions.

##### **Assignment Method**

Giving assignments is a work that students must complete without being tied to a place for giving learning assignments, usually associated with recitation is an issue related to students' reporting problems after they have finished working on a task.

##### **Discussion Method**

Discussion is providing alternative answers to help solve problems and this method is the most important part in explaining a problem. As well as helping students to think and issue their own opinions. Discussion is a natural human activity, something that is interesting, creative and fun. In a discussion the participants think together and express their thoughts, so as to generate understanding for themselves, for discussion partners and also for the issues being discussed. And can lead to a more concrete understanding, therefore this method is a powerful and interesting

method. With this method the participants are not only trained to discuss problems, solve problems through brainstorming, they are also trained in systematic and effective interview techniques and analysis from the supervisor will help the students' learning process.

### **Training Method**

The training method is a way of teaching to instill certain habits as well as a means of maintaining good habits besides that this method can be used to gain dexterity, determination, opportunities and skills.

### **Habituation Method**

The habituation method is a good educational effort in the formation of an adult human being. Therefore, as a start in the educational process, habituation is a very effective way of instilling moral values into the child's soul.

### **Sociodrama Method**

A way of teaching that gives children the opportunity to carry out certain role-playing activities such as in community life/social life. From the description above it is clear that the learning methods of the Aqidah Akhlak that I use vary, according to the material that will be conveyed in class so that students do not get bored.

### **RPP Design for the Subject of Akhlak Aqidah**

In preparing the RPP correctly, we need to understand the following points; (a) RPP is prepared for each KD which can be carried out in one meeting or more. (b) A good lesson plan is clear, whoever teaches it will be able to read and implement it because it describes step by step (process) in it. It is necessary to prepare the RPP, this is none other than to determine the direction of learning so that the targeted learning objectives are achieved optimally.

### **Indication of Development of Learning Implementation Plan**

Learning Implementation Plan (RPP) contains arrangements regarding estimates or projections of what will be carried out when teaching and learning activities take place, the possibility of implementing learning according to the planned learning implementation plan or not because the learning process is situational, if the planning is prepared

carefully then the process and learning outcomes will not be far from estimates.

In terms of developing lesson plans, this can be done at the beginning of each semester with the aim that the lesson plan is available beforehand at the beginning of each lesson. RPP development can be carried out by individual teachers or subject teacher deliberations (MGMP) within the madrasah scope. In preparing the RPP, it must be developed from the syllabus and compiled based on KD (Basic Competency) or sub-themes. In practice, RPP can be used for one or several face-to-face meetings or processes. Thus the development of lesson plans based on the results of the teacher's reflection on previous learning is the hope that will lead to continuous improvement of learning.

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### **Steps In The Development Of Lesson Plans**

Developing a learning implementation plan (RPP) for the implementation of the 2013 Curriculum (Majid Abdul, 2013), needs to be considered and followed by the following steps. The steps for developing the RPP (learning implementation plan) include: (a) reviewing the syllabus; (b) identification of learning materials for students; (c) Determination of learning objectives; (d) development of learning activities; (e) description of the types of assessment to be used; (f) determining the allocation of time provided and (g) determining learning resources for students (Qasim & Maskiah, 2016).

## **2. Discussions**

### **The Reality of Learning Design for Class IX Aqidah Moral Subjects Online and Offline**

The aim of KMA Number 183 of 2019 is to prepare Indonesian people to have a mindset and religious attitude that is moderate, inclusive, cultured, religious and has the ability to live as individuals and citizens who are faithful, pious, have noble character, are productive, creative, innovative, and collaborative and able to be part of the solution to various problems in the life of society, nation, state, and world civilization. The essence of independent learning is to explore the greatest learning potential of our school teachers and students to innovate and improve the quality of learning independently. Mandiri not only follows the educational bureaucratic process, but is truly an educational innovation.

With these objectives in mind, in this case, MTsN 1 Sintang, especially in the Aqidah Akhlak class IX subject, conducts lessons online. Online learning is a way of learning by utilizing digital technology such as whatsapp, google classroom, zoom, video conferencing, learning houses and others which are carried out remotely from their respective homes. According to Brown, online learning is a form of learning that is supported by learning services and by utilizing the internet network which acts as a method of delivery, interaction and as a facility to support learning (Azzahroo & Estiningrum, 2021). Online learning is expected to

be able to provide meaningful learning to students without the burden of achieving curriculum completeness or graduation. In this study, it focuses more on the accuracy of students in receiving material online. Students will be more creative, of course, with the support of cooperation and support between teachers, students, parents (Hermanto et al., 2021; Indriyani & Yusnani, 2021).

Hanum also explained that online/online learning needs facilities by utilizing information and communication technology in cyberspace that is applied in the world of education. In its application, online learning requires a mobile device which can be used to access unlimited information anywhere and anytime. Like smartphones, tablets, laptops, androids, and others (Sadikin & Hamidah, 2020).

Online learning that is being carried out at MTsN 1 Sintang, especially the Akhidah Akhlak subject in class IX, is to facilitate learning services during the Covid-19 pandemic. With the innovation and creativity of teachers in the subject of aqidah morals, learning continues and can be accepted by all students.

### **Strengths and Weaknesses in Online Learning**

Online learning cannot be separated from technology that can be accessed whenever and wherever it is needed in online learning. However, in the implementation of online learning there are advantages and disadvantages both from educators for students. Here are the advantages and disadvantages of online learning.

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The advantages of online learning are as follows:

- a. Increase interaction between participants and instructors
- b. Learning can be done anywhere and anytime
- c. Not bound by space and time



d. Providing many learning experiences with text, audio, video, and animation used to convey information about subject matter to students.

The disadvantages of online learning are as follows:

- a. Students do not fully understand how to use online media
- b. The internet network connection that is owned is unstable
- c. The area you live in has a weak internet network
- d. Students must pay a fee to buy internet quota
- e. Excessive use of gadgets is not good for students (Sadikin & Hamidah, 2020).

## **E. Conclusion**

Online learning for aqidah morals subjects in class IX MTsN 1 Sintang is so that lessons can still be given even though they are far away. In online learning, there are many things that must be prepared by the school and students, such as whatsapp groups, laptops or cellphones, internet quota and so on.

## **Acknowledgment**

Thanks to the principal, teachers and all staff of the Sintang State Madrasah Tsanawiyah who have provided a lot of assistance in providing information to complete this research data so that this research can be completed properly.

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