Learning Innovations Of The Covid-19 Pandemic Time Islamic Education (PAI) in Sekolah Dasar Negri 9 Kampung Baru Kecamatan Simpang Empat Kabupaten Tanah Bumbu Kalimantan Selatan

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Abstract.
The main factor in this study aims to find out what learning innovations were carried out during the Covid-19 pandemic, then what is the impact of implementing learning innovations, and want to see them supporting and inhibiting factors for implementing learning innovations carried out by the 9 Kampung Baru Elementary School, Simpang District. Four districts of Tanah Bumbu, South Kalimantan. This research uses a qualitative approach. The results showed that the learning innovations that were carried out were emphasized on: First, the delivery of Islamic Religious Education materials that applied four learning innovations, namely the Contextual Teaching and Learning (CTL) strategy, PowerPoint media, mobile communication media, and social media as well as a religious practice competition. Second, the impact of implementing learning innovations during the Covid-19 pandemic can be seen in the following two things: a) students become trained to relate lessons learned with what is happening in the environment at that time, b). Changes in student attitudes are getting better. Third, Supporting Factors and Inhibiting Factors for the implementation of Learning Innovation in Islamic Religious Education Subjects: 1) the supporting factors for PAI learning innovation are as follows: a. Teacher ability. b). Students' abilities. c). Facilities and infrastructure. 2). Inhibiting factors in the implementation of learning innovation, among others, are as follows: a) Teacher limitations. b) Inadequate facilities and infrastructure. c). Students' diverse psychological abilities and souls.
Keywords: COVID-19, Learning Innovation, Islamic Religious Education

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INTRODUCTION

The educational factor during the Covid-19 pandemic has a significant update in which students in some regions and local policies prohibit face-to-face learning. therefore education is also the basis for society to create conscious efforts so that humans can develop their potential through a learning process and or other means that are known and recognized by society. The 1945 Constitution of the Republic of Indonesia Article 31 paragraph (1) states that every citizen has the right to education. Meanwhile, paragraph (3) emphasizes that the government strives and

implements a national education system that enhances faith and piety as well as noble morals to educate the nation's life as regulated in law. For this reason, all components of the nation are obliged to educate the nation's life which is one of the goals of the Indonesian state. In the Law of the Republic of Indonesia No. 20 of 2003 Chapter II Article 3 concerning the National Education System (Sisdiknas), states that national education aims to develop the potential of students to become human beings who believe and have devotion to God Almighty, have a noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

The element of education is an effort to prepare humans to live in the community, for that various changes must be considered and anticipated through efforts to improve the education and learning process so that the output can be and is able and competitive in facing various things that occur in the process of change in society, and for that education must develop creative and innovative responses, in line with Suyanto's statement that to create competitive advantage, we need rapid innovation in the world of education. Being a nation with dignity requires competitive excellence in various fields. It is no longer the time for us to rely on cheap labor to support and correct the concept of competitive advantage. Because the world of education is a necessity to always pay close attention to the changes that occur so that they can be responded to intelligently to improve the quality of learning. In this connection, Educational Innovation becomes increasingly important to continue to be studied, applied, and communicated to all elements involved in education to foster and develop innovative attitudes in the educational environment, because, without significant innovation, education will only produce graduates who are not independent, always dependent. on the other hand, that education must be used as a national innovation for the achievement and improvement of quality outcomes sustainably and systematically so that competitive excellence can always be maintained. Various kinds of educational innovation can simply be interpreted as innovation in the field of education. According to Ibrahim, educational innovation is an idea, item, method, which is felt or observed as something new for a person or group of people (society) either in the form of invention or discovery, which is used to achieve educational goals or solve educational problems.

Thus innovation is expected to improve the quality of education/learning, this means that any innovation that cannot improve the quality of education/learning should not be adopted, and in this context, the role of the teacher will be very decisive in the adoption of innovations in the education/learning process. Therefore, in addressing an innovation, a good understanding of the substance of the innovation itself is needed, this is so that innovation can add value to life. With this in mind, the world of education as a sub-system of people's lives needs to respond openly to the various innovations that exist in the world of education, as well as those that occur in other fields of life to try to integrate them so that an educational condition can be achieved that is not left behind by changes that occur in society. as a result of accumulated innovation. However, the situation in the world of education such as school, according to research by Kim E.Dooley tends to be difficult/slow to change, as seen in the following statement:

> *"The past three decades have been characterized by extreme social, political, economic, and technological changes; but schools have not changed their basic organizational structure. Recognition that the curriculum and methodology of the past are unsuited for today's world has prompted a call for a restructuring of education. We are currently in the "third wave" era (Toffler, 1981), the post-industrial information age in which change continuously takes place at all levels of society."*

Difficulties or delays in changing have made the world of education lag behind the developments that have occurred in other areas of life such as the business world, where innovation has become a decisive soul for business life, studies on innovation in education have been widely carried out, even though its contribution to a theoretical understanding of the diffusion of innovation is not so important, this is because most innovation decisions are collective and based on authority, and less done individually (optional innovation decisions). Innovations in the field of education usually arise from the anxiety of certain parties regarding the implementation of education. For example, teacher worries about the implementation of the teaching and learning process which they consider unsuccessful, anxiety from the education administrator about teacher performance, or perhaps community anxiety about the performance and outcomes of even the education system. These worries eventually form problems that require immediate handling. Efforts to solve this problem emerge new ideas and ideas as an innovation. Thus, we can say that innovation exists because of a perceived problem, it is almost impossible for innovation to emerge without a perceived problem. Based on the description above, it is known that innovation arises because of a perceived problem. There are many studies related to education. One of the studies in the field of education is a learning activity. Learning activities in which there are activities between teachers and students. One of the learning activities took place at Negeri 9 Kampung Baru Elementary School, Simpang Empat District, Tanah Bumbu Regency, South Kalimantan, especially in the subject of Islamic Religious Education (PAI)

Starting from the restlessness of the Islamic Education subject teacher who saw the enthusiasm and concentration given by students was not optimal. So the PAI teacher made several innovations related to the learning process of Islamic Religious Education (PAI) both in the classroom and outside the classroom, including learning using an InFocus and using power points, and using the mosque as a place for student and student prayer practice even though the distance is some distance. Furthermore, the PAI teacher uses mobile phones to motivate children's prayers at home by texting, don't forget to do the prayers, which are shared with high-grade students, namely IV, V, and VI who are Muslim.

LITERATURE REVIEW
A. Learning Innovation Concept

Innovation (Latin: in + novare - "make new") means the act of creating something new that brings about change by generating new ideas and approaches or methods. To produce something new, which is hoped to be more efficient, of course, we must start from what is there.

Therefore, innovation in education is very necessary. Innovation is an idea, practical things, methods, ways of things made by humans, which are observed to be perceived as something new to a person or group of people (society). In his book Miles which is translated by Wasty Soemanto; "Innovation is all kinds of changes in the genus. Innovation is deliberate, new, specific changes to achieve system goals. New things can be in the form of invention or discovery that is used to achieve certain goals and is observed as something new for a person or group. society, so these changes are planned and willed ".

Innovation can be defined as something new in certain social situations that are used to answer or solve a problem. Judging from the form or form, "something new" can be in the form of ideas, ideas, objects, or maybe actions. Meanwhile, seen from its meaning, something new can be new that has not been created before which is then called an invention, or it can also not be new because it previously existed in another social context which is then called discovery. The invention

process, for example, the application of a learning method or approach that is completely new and has not been implemented anywhere to increase the effectiveness and efficiency of learning, for example, based on advances in science and technology we can design learning through cell phones that do not yet exist; while the discovery process, for example, the use of PowerPoint learning media in Islamic Education lessons in Indonesia to improve the quality of learning in these subjects, or learning through the internet network. So thus innovation can occur through the invention process or the discovery process.

1. **Definition of Learning Innovation**

Wina Sanjaya defines learning innovation as an idea, idea, or certain actions in the field of curriculum and learning that are considered new to solve educational problems. In the field of education, innovation usually arises from the unrest of certain parties about the implementation of education. For example, teacher anxiety about the implementation of the teaching and learning process that is considered unsuccessful, the education administrator's anxiety about teacher performance, or perhaps community unrest about the performance and outcomes of even the education system. These worries eventually form problems that require immediate handling. Efforts to solve this problem emerge new ideas and ideas as an innovation. Thus, we can say that innovation exists because of a perceived problem; it is almost impossible for innovation to emerge without perceived problems. From the various opinions above, it can be concluded that learning innovation is something new in certain social situations that are used to answer or solve learning problems. Judging from the form or form, "something new" can be in the form of ideas, ideas, objects, or maybe actions.

2. **Barriers to Innovation**

Besides, according to Nasution, there are several difficulties faced in learning changes which include:

1) History shows that schools like receiving updates. The new idea of education took about 75 years before it was generally put into practice in schools.

2) Humans are generally conservative and teachers belong to that class too. Teachers prefer to follow old tracks regularly. There are times because this is the easiest way to do it. Carrying out renewal requires more thought and energy. Not everyone likes to work more than necessary. There are times, however, that teachers do not have the opportunity or authority to make changes because of administrative regulations. The teacher is only expected to follow the superior's instructions.

3) Learning renewal is sometimes tied to the character who triggers it. By leaving this character the reformation which he had initiated also disappears.

4) In the renewal of learning it turns out that generating new ideas is easier than implementing them in practice. And even though it has been carried out as an experiment, there are still many obstacles in its dissemination, therefore it must involve many people and may require changes in the organizational structure and administration of the education system.

5) Renewal of learning also often requires higher costs for new educational facilities and tools, which cannot always be met.

6) It is not uncommon for reforms to be opposed by those who want to stick to what is already commonly done or who do not believe in the new before it is proven to be superior. Being critical to the renewal of learning is a healthy character because renewal is not just a mode that appears at one point in time to disappear again in a short time.

The innovation of Islamic religious education teachers is the ability of educators who hold Islamic religious education subjects to express and realize their potential thinking power, to produce something new, and unit / combine something that already exists into something more interesting. Therefore, a teacher of Islamic religious education is required to be an innovative person in the educational process. Islamic religious education has an important role in increasing human resources, for that every human being, both male and female, must receive education, as a provision for life in the world and the hereafter. As the Prophet Muhammad SAW said in Imam Abi Abdullah, Muhammad Ibnu Ismail, Sahih Bukhari Volume I, (Istambel: Darul Fikr, 1981), p. 23 of the following:

Seeking knowledge is obligatory on all Muslims, both men, and women.

From the above verse, it is clear that humans are ordered to seek and explore knowledge through education so that they are not blind to developing knowledge, obtained from learning innovations.

B. PowerPoint Learning Media

1. Understanding PowerPoint Learning Media

The term instructional media is a series of two words, namely media and learning which can be described as follows:

"*The word media comes from the Latin medius which literally means 'middle', 'intermediary', or 'introduction'. In Arabic, media is an intermediary () or the introduction of messages and senders to message recipients. Whereas in the Indonesian dictionary media means tools, facilities, information linkages.*"

There are many limitations that people have put on the media. The Association of Education and Communication Technology (AECT) in America limits the media as messages/information. Media are the various types of components in a student's environment that can stimulate them to learn. Arief S. Sadiman argues that: "Media are all physical tools that can present messages and stimulate students to learn". Meanwhile, Fatah Syukur defines: "Media is a technique that is used to make communication more effective between teachers and students in learning". From these various definitions, it can be concluded that media is anything that can be used to transmit messages from sender to sender of messages to stimulate thoughts, feelings, attention, and interests, and facilitate the teaching and learning process to achieve teaching goals effectively and efficiently. Meanwhile, learning in the large Indonesian dictionary is a process, how to make people or living things learn. Dewi Salma Prawradilaga and Eveline Siregar stated that: "Learning is an effort to create conditions on purpose so that the learning objectives can be facilitated (facilitated) in their achievement". Gagne defines "learning as a set of external events designed to support the occurrence of several learning processes that are internal". Kunandar said that: "Learning is a process of interaction between students and their environment so that behavior changes for the better".From these definitions it can be understood that learning is a deep process efforts to create learning conditions so that behavior changes for the better so that learning objectives can be achieved easily.

From the understanding of media and learning above, an image of learning media is obtained that is anything that can be used to transmit messages from the sender to the recipient of the message so that it can stimulate thoughts of feelings, attention, and interest to create effective and efficient learning conditions so that learning objectives can be achieved. easily.

1. Definition of PowerPoint

To understand the meaning of PowerPoint, it is necessary to know what computers are first. The computer comes from the Latin computer which means counting. Due to the vastness of the computer science field, experts and researchers differ slightly in defining computer terminology.

Here are some definitions of computers by experts and researchers:

1) According to Azhar Arsyad, "Computers are machines specially designed to manipulate coded information, electronic machines that automatically do simple and complex work and calculations".

2) According to Blissmer, "A computer is an electronic device capable of performing several tasks, namely: receiving input, processing input according to instructions given, storing commands and processing results, and providing output in the form of information".

3) According to Nasution, "Computers are the result of technology that opens up great possibilities for educational tools".

4) Meanwhile, according to Sander, "Computers are electronic systems to manipulate data quickly and precisely and are designed and organized so that they automatically receive and store input data, process them and produce output based on instructions that have been stored in memory".

And many more who try to define differently about computers. But in essence, it can be concluded that a computer is an electronic device that accepts input, processes input, provides information, uses a program stored in the computer memory, can store programs and processing results, and work automatically. From the understanding of computers above, it can be understood that electronic equipment (hardware) and programs (software or software) have turned a computer into a useful object, as it is used in delivering course material. Powerpoint here can be interpreted as the most famous software commonly used for presentations. Using PowerPoint or other software in presentations is very easy, dynamic, and very interesting.

Between the understanding of learning media and the meaning of PowerPoint, it can be understood that learning with the PowerPoint program is a computer media with PowerPoint software that is used by teachers to transmit messages or convey subject matter, stimulate thoughts, feelings, attention, and students' will through the senses of hearing, observation, or vision and interactions between teachers and students in teaching and learning process.

2. Functions and Benefits of PowerPoint Learning Media

Opinion related to learning media by Yunus in his book Attarbiyatu watta'liim quoted by Azhar Arsyad reveals the following:

That: The teaching media has the greatest influence on the senses and guarantees more understanding ... ... people who just listen are not the same level of understanding and the duration of what they understand compared to those who see, or see and hear it.

From the above expression, it is understood that the learning media has a big influence on the senses and can guarantee to understand. And the level of understanding also varies from what the senses perceive by people who just listen, not the same level of understanding as those who see or see and hear. That way, the use of computer learning media should be able to improve students' understanding, because, in addition to listening to students, they also see what the teacher explains or what material is given. As a learning tool according to the view of the Qur'an that humans were created by Allah in a state of ignorance, but Allah has provided humans with both physical and psychological means so that humans can use them to learn and develop

knowledge and technology for the benefit and benefit of humans. As mentioned in the QS. An-Nahl [16]:

Meaning: "And Allah took you out of your mother's stomach in a state of not knowing anything, and He gave you hearing, sight, and heart, so that you may be grateful". (Surah An-Nahl: 78)

In this verse, it is said that in the process of learning or seeking knowledge, humans have been given physical means in the form of external senses, namely eyes and ears, as well as psychic means in the form of reasoning or intellectual power. From the explanation above, it can be understood that the role of learning media is needed in teaching and learning activities. Through learning media, abstract things can be more concrete.

Paying attention to this explanation, specifically the learning media including Madia PowerPoint has a function and role to: (1) Capture an object or certain events; (2) Manipulate certain circumstances, events, or objects; and (3) Increase student passion and motivation.

3. Using PowerPoint Learning Media

And some of the limitations of power points are used in education, for example:

a) Although the price of computer hardware tends to decrease (cheap), software development is still relatively expensive.
b) The design of power points, especially for teaching, is lagging in comparison with a PowerPoint design for other purposes, for example for data analysis.
c) High-quality direct teaching materials using power points very little.
d) Teachers who design teaching materials with power points can increase their workload, including understanding the limitations of power points.
e) Creativity may be fixated on teaching powered points only.

Every learning media must have limitations and shortcomings, as are some of the limitations of the PowerPoint media mentioned above. But these limitations can be overcome or reduced, if the learning media is used properly and appropriately. One of the limitations of the PowerPoint media is considered to increase the workload of teachers because they have to design teaching materials first and can understand the limitations of power points. This limitation can be overcome if the teacher is sincere in teaching and tries to have the skills to use power points properly so that there is no burden on him. As Allah says in QS. Insyirah [94]:

Meaning: *"Indeed, after the difficulty there is a solution. So when you have finished (from one business), do seriously (business) other* ". (Surah Al Insyirah: 6-7)

In this verse, Allah instructs the Prophet Muhammad SAW to continue to fight sincerely and tawakkal. Thus from this verse, a lesson can be taken to really do something and not easily give up in facing difficulties, because behind the difficulties there must be convenience.

C. Contextual Teaching and Learning (CTL)

1. Definition of Contextual Teaching and Learning (CTL)

"Contextual Teaching and Learning (CTL) is a learning concept that emphasizes the relationship between learning material and the real world of students' lives so that students can connect and apply competency learning outcomes in everyday life". Through the process of applying competencies in everyday life, students will feel the importance of learning, and they will get a deep meaning for what they learn. "Contextual Teaching and Learning (CTL) allows a quiet and fun learning process because learning is carried out naturally so that students can directly practice what they learn". Contextual learning encourages students to understand the nature of the

meaning and benefits of learning, thus enabling them to be diligent, and motivated to always learn, even learning addiction. This condition is realized when students realize what they need to live, and how to achieve it. According to Elaine B. Johnson quoted by A. Chaedar Alwasilah "Contextual Teaching and Learning (CTL) is a comprehensive system. CTL consists of interconnected parts. If these parts are intertwined with each other, it will affect. just as the violin, cello, clarinet, and other instruments in an orchestra produce different sounds that together make up the music, so separate CTL parts involve the process. These different processes together, which when used together, enable students to make meaningful relationships Each of these different parts of the CTL contributes to helping students understand schoolwork. a system that allows students to see the meaning in it, and remember academic material.

Contextual learning is teaching that enables students to strengthen, expand, and apply their knowledge and academic skills in a variety of settings within the school and outside of school to solve real-world problems or simulated problems. Contextual learning occurs when students apply and experience what is being taught regarding real-world problems related to their roles and responsibilities as family members, citizens, students, and the workforce. Contextual learning is learning that occurs in a close relationship with actual experiences.

2. Objectives of Contextual Teaching and Learning (CTL)

The main objective of Contextual Teaching and Learning (CTL) is to assist students in appropriate ways to attribute meaning to their academic lessons. When students find meaning in their lessons, they will learn and remember what they learned. CTL enables students to relate the content of academic subjects to the context of their daily lives to find meaning. It expands their context. Then, by providing new experiences that stimulate the brain to make new connections, we help them find new meanings.

3. Characteristics of Contextual Teaching and Learning (CTL)

According to Johnsonyang quoted by Nurhadi, there are eight main components in the contextual learning system (Contextual Teaching and Learning), as in the following details:

a) **Make a meaningful relationship (making a meaningful connection)**

Students can organize themselves as people who learn actively in developing their interests individually, people who work alone or work in groups, and people who can learn while doing (learning by doing).

b) **Doing significant activities (doing significant work)**

Students make connections between school and various contexts that exist in real life as business behavior and as members of society.

c) **Self-regulated learning**

Students do significant work: there is a purpose, it has to do with other people, it has to do with making choices, and there is a tangible product/outcome.

d) **Work together (collaborating)**

Students can work together. The teacher helps students work effectively in groups, helping them understand how they influence and communicate with each other.

e) **Critical and creative thinking**

Students can use higher levels of thinking critically and creatively: can analyze, make syntheses, solve problems, make decisions, and use logic and evidence.

f) **Nurturing the student (nurturing the individual)**

Students take care of themselves: knowing, paying attention, having high expectations, motivating and strengthening themselves. Students cannot succeed without adult support.

g) Reaching high standards (reaching high standards)

Students recognize and achieve high standards: identifying student goals and motivation to achieve them. The teacher shows students how to achieve what is called "Excellence".

h) Using authentic assessment (using authentic assessment)

Students use academic knowledge in real-world contexts for a meaningful purpose. For example, students may draw academic information they have learned in science, health, education, math, and English lessons by designing a car, planning a school menu, or making a presentation about car emotions.

D. PAI Learning Quality

1. Definition of Learning Quality and Learning Quality Indicators

To prevent the spread of Covid-19, WHO recommends temporarily stopping activities that have the potential to cause crowds. For this reason, conventional learning that gathers many students in one room needs to be reviewed in its implementation. Learning must be carried out with a scenario that can minimize physical contact between students and other students, or between students and teachers. According to Milman (2015), the use of digital technology allows students and teachers to be in different places during the learning process. One of the alternative forms of learning that can be carried out during the Covid-19 emergency is online learning. According to Moore, Dickson-Deane, & Galyen (2011), Online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. Research stated by Zhang et al., (2004) shows that the use of the internet and multimedia technology can change the way of conveying knowledge and can be an alternative to learning carried out in traditional classrooms. In practice, online learning requires the support of mobile devices such as smartphones, tablets, and laptops which can be used to access information anywhere and anytime (Gikas & Grant, 2013). The use of mobile technology has a major contribution in the world of education, including the achievement of distance learning goals (Korucu & Alkan, 2011). Various media can also be used to support the implementation of online learning. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Enriquez, 2014; Sicat, 2015; Iftakhar, 2016), and instant messaging applications such as WhatsApp (So, 2016). Online learning can even be done through social media such as Facebook and Instagram (Kumar & Nanda, 2018).

a. Definition of Learning Quality

Quality is the same as the meaning of quality which can be interpreted as the level or level of something, therefore quality implies: (1) The level of good and bad of a level; and (2) Degree or level (intelligence, skills, etc.); quality.

In the context of education the definition of quality, in this case, refers to the educational process and educational outcomes. A quality "educational process" involved various inputs, such as; teaching materials (cognitive, affective, or psychomotor), methodology (varies according to the ability of the teacher), facilities, administrative support and infrastructure, and other resources as well as creating a conducive atmosphere.

According to Pius A Partanto and M. Dahlan Al Barry, quality is quality; good and bad of goods. From this understanding, the quality or quality of education must be improved both human resources, material resources, quality of learning, quality of graduates, and so on. From the various existing definitions, the definition of education quality is the ability of educational institutions to produce optimal learning processes, outcomes, and impacts.

Therefore, the operational quality of learning can be interpreted as the intensity of systemic and synergistic relationships between teachers, students, curriculum and teaching materials, media, facilities, and learning systems in producing optimal learning processes and outcomes under curricular demands.

b. Learning Quality Indicators

Conceptually, quality needs to be treated as a dimension of indicators that serve as indications or pointers in professional development activities, both related to the business of organizing educational institutions and learning activities in the classroom. This is necessary for the following reasons:

a) **Student Achievement Increases**

Student achievement that can be used as a measure of success in learning that has been taking place so far religious education emphasizes cognitive (knowledge), affective (feeling) and psychomotor (behaviour) aspects.

b) **Students Able to Cooperate**

In learning, a collaboration between students or students and teachers is needed. With solidarity, a conducive and fun learning atmosphere will emerge. Harmony needs to be maintained and maintained by realizing the following attitudes: (1) mutual understanding not to dominate each other, (2) mutual acceptance so as not to go along according to their own will, (3) mutual trust not to suspect each other, (4) mutual respect and (5) mutual affection so as not to hate and envy each other.

c) **The existence of fun learning**

Fun learning is needed to help students absorb and understand the lessons that are absorbed by the teacher because if students do not like learning, the subject matter will not make an impression on students. This fun learning usually uses a variety of methods and creates an attractive classroom atmosphere.

d) **Able to interact with other subjects**

The problems of world life are not only in religious matters but more in worldly fields. In this case, religious education can be a solution in all fields as long as the Islamic religious education learning implemented can interact with other subjects.

e) **Able to Contextualize Learning Outcomes**

Contextual learning is needed to familiarize and train students in socializing, cooperating, and solving problems. Learning will be more meaningful when children experience what they are learning, not knowing it.

f) **Effective Learning in Classroom and Empowering the Potential of Students**

The quality of learning must be improved to improve the quality of educational outcomes. On the micro-level, there are strategies or learning approaches that are effective in the classroom and empower students' potential.

g) **Achievement of Curriculum Goals and Targets**

Achieving curriculum goals and targets is a task that must be carried out by teachers and students in each lesson. These goals and targets can be used as minimum or maximum goals that must be achieved depending on the ability of the school which consists of teachers and other elements who carry it out.

Then indicators of learning quality can be seen, among others, from teacher learning behavior, behavior and impact of student learning, learning climate, learning materials, instructional media, and learning systems.

2. Definition of PAI Learning

The definition of learning according to Degeng and Muhaimin, learning (an expression that is better known before "teaching") is an effort to teach students. And learning is an activity process consisting of elements that are integrated and functionally interact with each other.

The definition of Islamic Religious Education according to Abdul Majid and Dian Andayani is a conscious effort made by education to prepare students to believe, understand, and practice Islamic teachings through predetermined guidance, teaching, or training activities to achieve predetermined goals.

Thus, if it is related to the notion of learning, and understanding is obtained that learning Islamic Religious Education is an effort to teach students to be able to understand, live and practice Islamic religious values through guidance, teaching or training activities. This is according to what Muhaimin expressed that learning Islamic religious education is: "An effort to teach students so that they can learn, need to learn, are motivated to learn, want to learn and are interested in continuing to study Islam, both for the sake of influencing how to be religious in the right way and studying Islam as knowledge".

3. Improving the Quality of Learning Islamic Religious Education

As prospective religious educators or teachers, we need a firm and fast attitude to describe what is currently lacking in our religious education, so that our current problem lies in the weak work ethic of PAI teachers and the lack of enthusiasm and work of PAI teachers in the development of religious education. in school.

If all components of education and teaching are properly prepared, the quality of education will automatically increase, but teachers are the main component of all components of education. If the teachers are of good quality, education will be good too. About education, teachers must be able to carry out inspiring teaching, namely teachers who in their teaching and learning activities can inspire their students. Through teaching and learning activities to inspire, namely teachers who can bring to life big ideas, great desires in their students. For a school with an Islamic label to have a good quality of education, it must have strategies for improving the quality of learning and effective measurement. The strategy rests on the ability to improve and formulate the vision of each era as outlined in the formulation of educational goals.

RESEARCH METHOD

The type of research and approach used in this article is a qualitative descriptive literature study which means that as a research rule that will produce descriptive data about a person through writing or spoken words and observable behavior (Salim and Syahrum, 2016: 46). While the approach used in this article is a descriptive study which means a study that tries to find an appropriate and sufficient description of objects, activities, processes, and people. Meanwhile, literature studies are research conducted based on written work, including published research results. How to obtain data from literature studies from library sources and documents either by reading, taking notes, and processing research materials (Andi Prastowo, 2011: 202).

This article uses secondary data sources. Secondary data is a data source whose collection is done indirectly because in collecting it the researcher takes data from previous research documents and others and has been documented.

A very important technique in the article is data collection because, without data collection, the researcher cannot conduct research. In this article, the data collection technique used by the researcher is reading, taking notes, and processing research material from previous studies. Because this research uses the literature study method (Mila Intani, 2017: 52-53).

The procedure of the article used in this study is to understand the problems that occur and the things that are behind the problem. With qualitative methods the researcher describes, describes, and analyzes (Mila Intani, 2017: 55)

RESULTS AND DISCUSSION

Online learning which is implemented at the 9 Kampung Baru Elementary School, Simpang Empat District, Tanah Bumbu Regency, South Kalimantan as an effort to suppress the spread of Covid-19 is implemented using learning applications and virtual classroom services that can be accessed via the web using the internet network. In general, students are satisfied with the flexibility of implementing learning. Learners are not pressured by time because they can set their schedule and place where they want to take part in learning. Through online learning, the teacher provides learning through virtual classes that can be accessed anywhere and anytime. This allows students to freely choose which learning subjects to follow and which tasks to do first. The results of research by Sun et al., (2008) show that the flexibility of time, location, and online learning methods affects student satisfaction with learning. There is one interesting finding in this research. Students feel more comfortable asking questions and express opinions in learning forums which are carried out online. Learning from home makes them less likely to feel the peer pressure they usually feel when studying with friends in face-to-face learning. The teacher's physical absence also makes them less awkward in expressing their opinions.

According to Sun et al., (2008), the absence of physical barriers and space and time limitations makes it easier for students to communicate. Besides, online learning eliminates awkward feelings so that students can express their thoughts and ask questions freely. Online distance learning is also able to foster learning independence for students. Learning without direct guidance from the teacher makes students independently seek information about learning materials and assignments given to them. Some of the activities carried out are reading reference books, online articles, scientific journals, or discussing with peers through instant message applications. Kuo et al., (2014) stated that online learning is more student-centered so that it can bring out the responsibility and autonomy of students in learning.

Learning requires students to prepare their learning, organize and evaluate and simultaneously maintain their learning motivation (Sun, 2014). Online learning also has its challenges. The location of teachers and students who are separated when carrying out learning makes the teacher unable to directly monitor the activities of students during the learning process. There is no guarantee that students pay attention to the explanation given by the teacher. Szpunar, Moulton, & Schacter, (2013) state that students fantasize more often in online learning compared to face-to-face learning. For this reason, Khan (2012) suggests that online learning must be carried out in a short time because students have difficulty maintaining concentration if online learning is carried out for more than one hour. The research data also shows that many students have difficulty understanding the learning material provided online. Learning materials, which are mostly

reading materials, cannot be understood thoroughly by students. Students assume that reading material and doing assignments is not enough, they need a direct verbal explanation from the teacher regarding some complex material. Communication with the teacher through the instant message application or in the discussion column provided by the virtual class application is unable to provide a comprehensive explanation of the material being discussed.

Garrison & Cleveland-Innes (2005) researched engineering teacher involvement in online learning. Classrooms, where the teacher is very little involved, does not indicate deep and meaningful learning. Interaction with teachers is very important in online learning because it can reduce psychological distance which in turn will lead to better learning (Swan, 2002).

Online Learning Suppresses the Spread of Covid-19 on Campus Covid-19 is a disease with a relatively fast spread. This disease is caused by the Coronavirus which specifically attacks the human respiratory system (Rothan & Byrareddy, 2020). Controlling infectious diseases can be done by minimizing contact between infected people and people who are susceptible to infection (Caley, Philp, & McCracken, 2008). Maintaining a distance to reduce physical contact that has the potential to transmit disease is known as social distancing (Bell et al., 2006). To reduce the spread of Covid-19 in the 9 Kampung Baru Elementary School, Simpang Empat District, Tanah Bumbu Regency, South Kalimantan, made a policy to implement learning from home. This learning is carried out using the internet so that it allows teachers and students to be in different places during the learning process. Teachers can make teaching materials that can be accessed by students online from anywhere and anytime. According to Bell et al., (2017) learning that is carried out using internet technology allows interaction via the web, where teachers and students are in completely separate places (Arzayeva, et al., 2015). The location of separate students and teachers during learning minimizes the possibility of physical contact so that in turn it can encourage the emergence of social distancing behavior. According to Stein (2020) implementing social distancing is considered an action necessary to suppress the spread of Covid-19. The application of online learning allows students to follow learning from their homes. They can access teaching materials and send assignments given by the teacher without having to come to campus. This can reduce the potential for crowds to appear on campus as might be the case if face-to-face learning in the classroom continues. WHO (2020) argues that limiting mass gatherings can reduce the potential for the spread of Covid-19. Unfortunately, in areas that do not have good internet network connectivity, online learning shows a different trend. To be able to take part in online learning, students who live in areas that are not covered by the internet network must go to certain areas such as hills or district centers where internet networks are available. This will create a potential crowd and raise the possibility of spreading Covid-19 in the region.

CONCLUSION

Based on the results of the analysis and discussion of all stages of this research, the authors conclude that the Implementation of Learning Innovation in Islamic Religious Education Subjects in 9 Kampung Baru Elementary School, Simpang Empat District, Tanah Bumbu Regency, South Kalimantan are as follows:

1) Delivery of Islamic Religious Education material given to SDN Negeri 9 Kampung Baru, Simpang Empat District, Tanah Bumbu Regency, South Kalimantan implementing four learning innovations, namely contextual Teaching and Learning (CTL) strategies, meditation power points, mobile media, and worship practice competitions.

2) The impact of the implementation of learning innovation on Islamic religious education subjects at SDN Negeri 9 Kampung Baru, Simpang Empat District, Tanah Bumbu Regency, South Kalimantan can be seen in the following two things: a) The impact on students has a significant effect, namely students become trained to link between lessons learned from what is happening in the environment at that time, students are also able to realize the importance of understanding religion because religion is a need for everyone and as a provision in the hereafter; b). For Islamic Religious Education teachers provide results that appear to change student attitudes that are getting better.

3) Supporting Factors and Inhibiting Factors for the implementation of Learning Innovation in Islamic Religious Education Subjects at SDN Elementary School Negeri 9 Kampung Baru, Simpang Empat District, Tanah Bumbu Regency, South Kalimantan:

   a. the supporting factors for PAI learning innovation are as follows:
      i. The ability of the teacher, because in this case, it sees the importance of the role of a teacher, where the teacher will be responsible for shaping the morals and morals of students.
      ii. Students 'abilities, students' abilities will greatly support the Implementation of Learning Innovations supported by the adaptive attitude of students who are willing to accept changes in the teaching and learning process.
      iii. Supporting facilities and infrastructure to be used to foster skills and the development of mastery of knowledge by teachers and students under the development of science in general and education in particular.

   b. While the inhibiting factors in the Implementation of Learning Innovations include the following:
      i. Limitations of teachers, in this case, there are still many teachers who have not been able to fully implement this strategy due to lack of understanding and lack of supporting books.
      ii. Inadequate facilities and infrastructure.
      iii. Students' diverse psychological abilities and souls.

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