

Implementation of the Islamic Religious Education Learning Methods Innovation in the New Normal Era

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ABSTRACT

This study aims to analyse and describes about implementation of PAI (Islamic religious education) learning method innovation the procedures of creating innovative learning methods in the new normal era in new normal era. This study uses a qualitative case study approach. the researcher tries to reveal learning method innovation and the procedures in the unstable era of the COVID-19 pandemic. The researcher conducted interviews, observations, and documentation to obtain information about the themes studied. Data analysis was carried out circularly, starting with data presentation, data reduction, and concluding. The results showed that PAI learning method innovation in the new normal era is running effectively through the integration of various learning methods, consists of three kinds, the first is the home visit method integrated with project-based learning, the second is the online method integrated with blended learning, and the third is the offline method integrated with inquiry learning. Identification, development and evaluation are the three procedures of creating integrated PAI learning method innovation in the new normal era.

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1. INTRODUCTION

The existence of COVID-19 outbreak, Indonesian government imposed a policy of PSBB (Large-Scale Social Restrictions) on the public to prevent the virus spread. (Bahruddin & Febriani, 2020). One of the impacts of the PSBB policy is learning can no longer be implemented by face to face (Siahaan, 2020). This is evidenced by the existence of government regulations regarding the obligation to conduct online learning (Abidiin et al., 2020). Learning that was initially applied conventionally has transformed into learning technology-based instrumental (Mustofa et al., 2019).

Many educational institutions perform online learning, because online learning has the potential to avoid crowds so that it will be stopped the spread of COVID-19. It is not only that, many beneficial happened through online learning such as flexibility, effectively and easily to stimulate creative-innovative student competencies. That is confirmed by the results of Sirojul Munir and Muassomah's research entitled "Arabic Language Learning in the Pandemic Era: Implementation of E-Learning in Islamic Global School Elementary Schools Malang City," reveal the advantages of online learning that it can provide opportunities for students and educators to be more creative and innovative, providing flexible time portion, and easy access to learning resources (Munir & Muassomah, 2021). In addition, the results of Kartika Rinakit Adhe's research entitled "Online Learning Model PAUD Study in PG PAUD Education Faculty of Surabaya State University," explained that the development of learning methods is very important to be implemented by all educators and the results of the development of online learning methods that were tested have a very effective value (Adhe, 2018).

However, among the many benefits obtained in implementing distance learning, there are also some problems that occur in online learning, as that is also common occurred in Islamic religious education subjects. The obstacle virtual learning, including difficulty with electricity networks, the internet, background noise, lack of digital content, not optimal interaction, short time, privacy and security, and inappropriate use of the software (Zahra Khusnul Lathifah et al., 2020).

After the three-month emergency response era and PSBB, the Indonesian government began to implement a new normal and loosened PSBB rules (Muhyiddin, 2020). In the new normal era, limited face-to-face learning is applied while following very strict health protocol standards (Shaleh & Anhusadar, 2021). That things look that policies in the new normal era quickly changed according to the situation and conditions of the COVID-19 spread. Implicate to the learning that must be applied virtually and face-to-face in classroom. Because face-to-face learning in classroom has common problems, especially in the spread of COVID-19, student health, and conventional learning.

Although face-to-face learning in the classroom has common problems as has described above, it has also a positive impact as experts agree that face-to-face learning activities in the classroom can create valuable and real interactions between fellow students and between educators and students (Djuwairiyah & Nawafil, 2021). Based on research conducted by Anthony Anggrawan in his scientific article entitled "Descriptive Analysis of Face-to-Face Learning and Online Learning Based on Student Learning Styles," at the beginning it was stated that face-to-face learning has a positive influence on psychological, emotional and also helps students in learning, absorb learning materials and overcome various learning problems (Anggrawan, 2019).

Several previous data exposures above show that online and face-to-face learning both have their own advantages during the COVID-19 pandemic. But both also has several obstacle to implement in learning activity depend on the situation and condition. Therefore, it is very urgent for Islamic religious education subjects, especially the teacher to apply several innovations in their learning methods and systems. Jaenullah (2021) said the existence of innovation can give birth to creative, communicative and effective learning. However, it is unfortunate that not all of our educational institutions can understand the latest innovations that can be implemented in learning in the COVID-19 pandemic situation (Novita, 2020). That's why references regarding innovative learning methods or systems need to be activated continuously.

Previous research was explained by Mundir (2021) that the effectiveness of PAI (Islamic religious education) learning in the new normal era is very depend on the creativity of teachers in creating the innovation of learning methods, especially in online-based learning. However, there are still many teachers who have not gained more knowledge about designing the right online learning and trouble internet connection for student in limited area. Risky Aviv Nugroho (2021) stated that one of the learning methods considered effective to be applied in the new normal era is blended learning, but it is difficult to apply for face-to-face learning as impact of COVID-19. Meanwhile offline learning cannot be underestimated. Because it has also a positive influence in many factor. This can be seen from the results of the policy study of principals in new normal era who still choose to apply face-to-face learning on a

limited access, with the aim of making it easier for teachers to convey character (Hermanto et al., 2021). On the other hand, Dianto (2021) stated that teacher have to able integrated between online and offline learning for effective Islamic education, especially character building in new normal era.

Based on these studies, this research has an essential to discuss about implementation of various learning methods in the new normal era for Islamic religious education. Several previous study often described the implementation of one method only in the new normal era. Besides that, the policies often change in the new normal era have an impact on teacher innovation to integrate various learning methods, including online and offline learning. So that needs to be an in-depth study of the innovation of PAI learning method. Therefore it is urgent to see more learning method innovation created by teacher in pandemic COVID-19 situation, in order to other teacher have same obstacle can imitate in solving their problem. However, even though there is a similarity of method and theory, this study aimed and focused an overview of learning method innovations designed by teachers in the new normal era, which can be applied to online or offline learning in the unstable situation as present. In addition, this research also will describe the procedure used by teacher for integrating Islamic religious education learning methods in the new normal era. Thus, this research expected to complete and support the previous studies about PAI learning method.

The other unique of this study was more deepened by the selection of research locations in rural areas. It is common known that rural areas have the complexity of online and offline learning problems which are certainly different from city areas. The innovation of Islamic religious education learning methods found at the research location where chosen by researchers. The success of Islamic religious education learning methods by teacher is evident from the achievement of students' mid-semester test scores which are the majority student passed the minimum score criteria. That success can be achieved even in unstable learning conditions between online and offline as implication of government policies that often change during the new normal era.

2. METHODS

The research used in this paper is qualitative research to get an overview of learning method innovations designed by teachers in the new normal era and the procedure used by teacher for integrating Islamic religious education learning methods in the new normal era. This paper seeks to explain and describe the phenomena that occur (Moleong, 2017). The author conducted research at an elementary school located in rural area. The school is also located not far from the coast and also close to a masjid and church. Students are not only from Muslim family backgrounds, but also Christians. However, coupled with the COVID-19 pandemic, the value of students' Islamic religious education remains above the average score as the last middle test in semester 1 of students who mostly reached the minimum standard value in 5th grade.

The researchers conducted interviews with 8 informants consisting of Islamic religious education teacher, principal and students. The data collection techniques used includes interviews, observation, and documentation. The Islamic religious education teacher, 6 students each in the 5th grade and headmaster, were interviewed. Random sampling techniques were used, where each individual had the same chance of being selected as an informant. Furthermore, the observation was used to gather information on school environment and learning activities. Documentation was used to collect information about the themes to be studied, such as classroom administration, the learning process from the lesson plans and letter instruction from principal. Some of the data is analysed in stages, starting with presenting all existing data, then continued with data reduction concerning the research theme raised, and ending with the study's conclusion as a finding of this study.

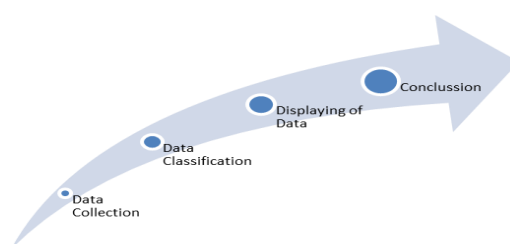


Figure. 1. Data analysis procedure

3. RESEARCH AND DISCUSSION

3.1. Implementation of Integrated PAI Learning Method Innovation in the New Normal Era

Based on the study report of Islamic religious education subject, known that student who have score passed the minimum criteria is 85%, rest is student who did not reach the minimum score. Of course that thing is super achievement. Cause in COVID-19 era, many schools still have obstacle in creating effective learning and also still has similar obstacle about the decline student achievement (Mustafidah et al., 2022). This achievement cannot be separated from an effort to create innovative learning methods, so that during the COVID-19 pandemic, learning activities continue to run effectively. Even though in the new normal era, students should not have problems participating in online or offline learning. That thing was conveyed by AS, the principal of elementary school in research location where chosen by researchers:

“students should not have problem in learning just because of the COVID-19 pandemic. The existence of this pandemic is our task and challenge to become real teachers, especially in terms of learning innovation.”

The enthusiasm of teachers in creating innovative learning methods by combining various methods, of course, cannot be separated from the important role of the principal who always motivates teachers. This thing supported from the statement of AF as PAI (Islamic religious education) teacher, the following:

“The application of the PAI learning methods innovation in the new normal era cannot be separated from the motivation and direction of the headmaster. So that since the COVID-19 pandemic, student learning activities have continued through various integrated methods.”

The various of the PAI learning method innovation in the new normal era which are applied, are as follows.

3.2. Home Visit Method Integrated with Project-Based Learning

Home visit method is a learning activity implemented by educators to visit students' homes (Purwanto, 2021). Due to the COVID-19 pandemic situation, PAI teachers visited students' homes by considering several health aspects including students' physical health, health protocols, keeping distance, and the ability of students' parents to carry out learning activities at home. Home visits can solve and change the problems of students who have learning difficulties (Dwita et al., 2018). AP as students, stated that at first, she had difficulty accessing the internet to participate in online learning activities, so with a home visit conducted by a Islamic religious education teacher, she was able to take part in learning as she should. On the other hand, Dw and Rd, who are also registered as students, said that the distance from home to school was quite time-consuming, so they had problems to participate in face-to-face learning activities at school. Of course, these obstacles are also considered by the teacher concerned in designing learning activities, considering the portion of time for face-to-face learning activities in schools which is also very short.

Therefore, based on the explanation of the PAI teacher concerned, the home visit implemented provided opportunities for students who were constrained by internet access to take part in online

learning activities and also had a fairly long distance to go to school for face-to-face learning, so that later there would be no students who are left behind in learning materials despite the COVID-19 pandemic situation.

The existence of home visits that are implemented can also have an impact on the communicative relationship between students, teachers and parents (Nurul Yaqien, 2008). This is reinforced by the results of an interview with one of the parents who said that after the home visit, the closeness with the teacher became closer and they could find out the problems experienced by their children directly. So the home visit carried out by PAI teachers can overcome students' learning problems and establish good communication with students' parents.

The steps that were prepared before holding the home visit method were to determine the constraints experienced by students, such as internet access, distance traveled, and physical condition. After the student constraints have been well defined, the second step is to determine the date, time and place for the implementation of the home visit. Of course, the implementation of learning activities using the home visit must first obtain permission from the guardian of the student concerned. After obtaining approval from the parents of the students concerned to carry out home visits, the third stage is to design, plan and prepare learning materials to be given to students. Fifth, confirming the health of students one day before the home visit and socializing the good and correct COVID-19 pandemic health protocol.

During the learning process, educators first ensure that health protocols must be met, including social distancing. After that, the teacher opens the learning activity by praying with the students. The next step is to divide students into small groups. The goal is that students can participate in collaborative learning. They are stimulated to be able to discuss among colleagues to solve a problem. The portion of time for delivering material is not as wide as before the COVID-19 pandemic, so student study groups are also expected to be able to provide solutions or answers to each other if there are materials that were not captured from the teacher's explanation. After explaining the learning material, students are given project assignments as homework which will be discussed at the next meeting. The projects given are varied, such as making a list of examples of sincere behavior in the market, tolerant behavior towards others and so on to a more comprehensive exploration.

Following the existing theory, group learning is one of the learning methods designed through small groups with the intention that students can empathize with their friends, work together, and be collaborative (Syamsuri, 2021). As stated by Arizona (2020; Subekhan & Umyati, 2019) that the project-based learning method is very effectively implemented for students by creating small groups in working on projects, scientific investigations and innovation.

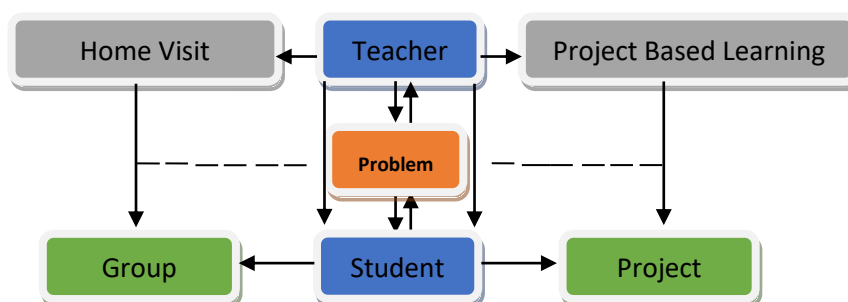


Figure 2. Activities map for developing PAI learning method based on the home visit method integrated with project-based learning in the new normal era

3.3. Online Learning Method Integrated with Blended Learning

According to the statement of AS as headmaster, the online method will continue to be applied during the COVID-19 pandemic as an online learning option for students who are unable to attend face-to-face meetings at school. According to the PAI teacher, explaining that the application of online

learning methods also aims to maximize the achievement of learning targets, considering that the portion of face-to-face learning in schools is not enough as learning before the COVID-19 pandemic. SM as student revealed that with online learning, he has more freedom to access the learning resources provided by the teacher and can study wherever and whenever he is.

Online learning occurred in wherever someone want to apply learning, because it does not need a formal place must used. Online learning just needs the internet network. As Mustofa (2019) said that online learning is a method of online performed between students and educators by utilizing the internet network. Through using internet network in learning activity so that the student can implement learning independently and flexible placement. That thing was delivered by Prasetyo (2012) that online learning methods can create very effective learning, such as practicing independently and more flexible placement of feedback, then online can be used flexibly.

In today's era, there are many learning management systems that can be used by teachers, one of which is through Google Classroom. Damayanti (2020) said that many educators like to use Google Classroom in conducting online learning activities, because platform provides communicative chats between educators and students in the form of text. In line with this, the most frequently used platform for online learning between teacher and student is Google Classroom, as said by AF, the PAI teacher.

In addition to using Google Classroom, the PAI teacher also said that the use of social media such as Whatsapp was very important to convey learning technical matters through voice messages or video calls. If the learning material requires explanations or more comprehensive learning resources, then the platform used is Google Meet or Zoom. The Zoom application provides features for teachers and students to communicate face-to-face virtually. So that teachers can explain teaching materials to students directly.

The application that is often used in the assessment of student competence is Quizizz. On the other hand, the Quizzes application is also used to give homework to the students concerned. Quizizz is a learning activity that uses a quiz approach, where students compete to answer the teacher's questions and compete among other students on the same quiz with a predetermined time limit (Sihotang & Husna, 2020).

Online learning activities consist of three stages, are introduction, core activities and assessment. In the introduction, the teacher prepares a learning syllabus for one semester, conveys the learning objectives to be achieved, the learning themes that will be discussed together through the Zoom or Google Meet application, makes an agreement regarding the learning assignments to be collected. In the core activity, the teacher delivered material through online learning, such as a list of the names of the prophets, the names of Allah, and the history of the prophets. On the other hand, educators face to face virtually with students. The stages in the core activity are observing, asking, experimenting, associating, and communicating. After the preliminary and core activities have been passed, the teacher gives an evaluation to the students regarding the teaching materials that have been discussed together. The goal is for the teacher to know how far the students' abilities have mastered in one theme and decide whether they can continue to the next theme or review the same theme again.

Online learning activities as well as face-to-face virtual activities carried out by teachers are a blended learning. Because the system applied to the blended is an online system and face to face via video conferencing (Dihamri et al., 2021). So even though the distance between teachers and students is far apart, they can still meet virtually to discuss learning themes. According to Syamsuri (2021), the blended learning method is an effective method to improve the cognitive competence of students. The online method used by PAI teachers in learning activities in the new normal era is integrated with the blended learning method.

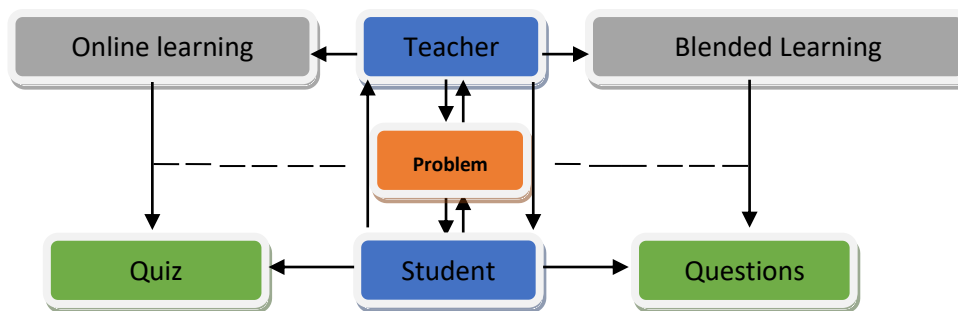


Figure 3. Activities map for developing PAI learning method based on the online method integrated with blended learning in the new normal era

3.4. Offline Learning Method Integrated with Inquiry Learning

Offline learning is learning that is often interpreted outside of the network. Offline learning is a learning activity that does not use online activities or those related to the internet network and platforms digital online (Ambarita et al., 2020). According to AS as the headmaster, offline learning activities are carried out by taking into account aspects of the health protocol of the COVID-19 pandemic. With the aim of avoiding activities that have the potential crowds and at the same time prevent the spread of the COVID-19 virus. AS also added that offline learning serves as a remedy for the homesickness of teachers who have not been able to physically meet their students for several months. According to AF, offline learning activities are carried out for students who are in the yellow or green zone while considering zoning aspects. For students who are outside the zone or have problems participating in offline learning activities, students are allowed to take part in online activities or through the home visit method mentioned in the previous point.

The portion of time for offline learning activities does not take too long. Because the learning delivered by the teacher is the main material which can then be continued through online learning from home or the home visit method. According to DM, he is very enthusiastic when taking offline because he can meet friends and teachers again even though the distance is so tight. It is relevant with research conducted by Anggarawan (2019) that face-to-face learning has a positive influence on psychological and emotional.

Offline learning activities, there are three stages, are introduction, core activities and assessment. In the introduction, the teacher prepares a learning syllabus for one semester, conveys the learning objectives to be achieved, the learning themes to be practiced, and makes an agreement about the learning materials to be practiced. In the core activity, the teacher conveys the material through offline learning face-to-face directly without going through the internet network. The stages in the core activity are observing, asking, experimenting, associating, and communicating. After the preliminary and core activities have been passed, the teacher gives an evaluation to the students regarding the learning materials that have been practiced together. The goal is for the teacher to know the extent to which the students' abilities have mastered and practiced in one theme and decide whether they can proceed to the next theme or review the same theme again. The teacher provides an assessment through a self-designed rubric.

As stated by AF, the offline learning method has the main target, which is character building. So the learning design at this stage does not only pay attention to the cognitive aspect but also to the practice of learning. Some learning practices are implemented such as how to perform wudhu, tayammum, fardhu prayer, sunnah prayer, reading the Koran with tajwid and replicating noble characters. Educators combine the offline method with the inquiry method. Because the characteristics of the inquiry method as mentioned by Al-Tabani (2014), one of which is to combine cognitive, affective and psychomotor aspects by focusing learning activities on practicum.

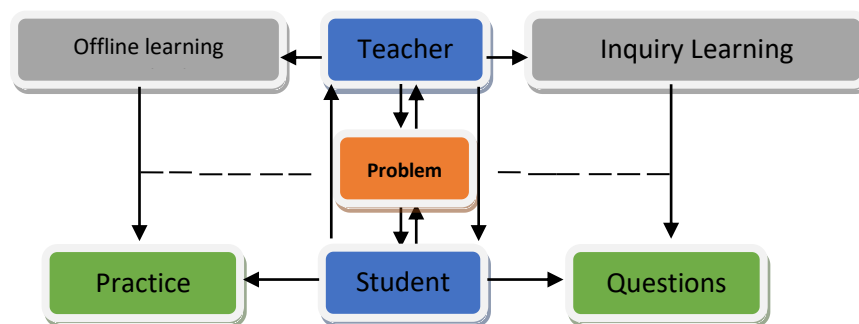


Figure 4. Activities map for developing PAI learning method based on the offline learning method integrated with inquiry learning in the new normal era

3.5. The Procedures of Creating Integrated PAI Learning Method Innovation in the New Normal Era

Effective and creative learning has a tendency to apply various learning methods (Widyastuti et al., 2017). The Islamic religious learning innovation that has been carried out needs to integrate one learning method with other learning methods to solve student learning problems in the new normal era. In his interview, AF reported the following:

“To solve student learning problems, who have problems in online or offline learning, so that I have to integrate one learning method with other learning methods.”

Therefore, the problem is the main factor that must be known by the teacher to formulate the right method for students. Problems that occur can be caused by many factors, such as from students, situations and conditions, facilities and infrastructure, or from the educators themselves (Moh. Nawafil & Junaidi, 2020). So the procedure for making innovative learning methods, the first is to determine the problem, the second is to formulate the objectives and learning media, and the third is evaluation. In his interview, AF said that:

“Actually, the innovation of the PAI learning method that I designed by integrating several other learning methods, consists of three stages. The first stage is to determine the problems that occur, the second is to formulate the objectives and learning media, the third is evaluation.”

In the use of the home visit method, it was found that there was problems with students who had difficulty accessing to schools. This takes into account the physical condition of students who have the potential to be exhausted if they travel long distances to school. Therefore, the home visit method was chosen. In the online learning method, it was found the problem of the portion of the student's learning time being minimal. Through additional learning using online methods, it is hoped that the learning objectives can be achieved optimally. In addition, the COVID-19 pandemic which has not stopped yet has an impact on the physiological health of students so that student attendance is still not optimal. The offline learning method is held. Abidiin (2020) said the government has allowed limited face-to-face meetings in new normal era by implemented strict health protocol.

The second stage is to formulate learning objectives and media. As in the theme of knowing the names of Allah and His books, the learning objectives chosen by the teacher are twofold. First, students can believe in the existence of Allah, the most deadly and eternal. The second is to believe in the existence of holy books as His word in order to implement one of the pillars of faith. After the learning objectives have been formulated, the next step is to choose learning media. The learning media chosen by PAI teachers are Youtube and student books. On the other literature mentioned that learning media using Youtube can make interactive and effective learning (Li, 2017). The next is to determine the learning method that will be used. One of the methods chosen in this case is the home visit method.

The third stage is evaluation. As mentioned in the explanation above, there are various variations in evaluating students. Evaluations implemented by PAI teachers can be project-based, questions, online quizzes, and self-designed assessment rubrics. In the home visit method, the teacher assesses

students through the projects they make. While in the online learning method, the teacher assesses students through online and practice questions. In offline learning, the teacher assesses students using a self-designed assessment rubric. Teacher must be clever to choose the right evaluation for learning activity that has been conducted, because evaluation is standard to determine the next study (Sudaryono, 2021).

The procedure for integrating PAI learning methods innovated by Islamic religious education teachers which is implemented has relevance to the theory of IDI development. IDI stands for Instructional Development Institute. The IDI learning development model is the result of a mutual agreement between well-known universities in the United States which is known as the University Consortium Instructional Development and Technology (UCIDT) (Rusman, 2013). By definition, IDI development is a comprehensive and integrative process of people, steps, ideas, tools and associations to organize problem solving efforts in controlled and learning situations (Sanjaya, 2008).

There are three stages of IDI development, namely, determination, development and assessment (Suparman, 2014). Determination stage is to need assessment about what needs or problems need to be resolved. At the development stage, what is done is to formulate the goals to be achieved, then determine the learning method to be used. The last stage is evaluation, the evaluation is intended to determine the weaknesses and strengths of an instructional program through a trial test conducted.

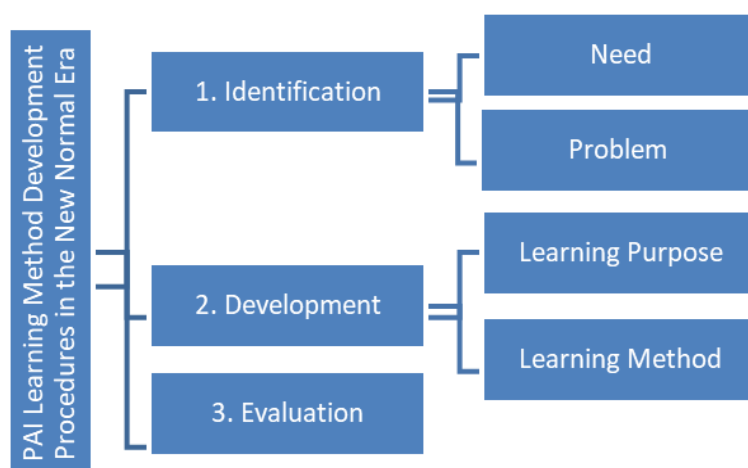


Figure 5. Map of PAI learning method development procedures in the new normal era

4. CONCLUSION

The COVID-19 pandemic has an impact on all aspects, including education. Therefore, almost all learning activities in schools have changed. Islamic religious educators must be able to design learning to be creative, innovative and fun even during a disease outbreak. Online and offline learning will remain valuable and memorable for educators who are innovative and have excellent strategies. One of them is by innovating a learning method for Islamic religious education in the new normal era. The implementation of the PAI learning methods innovation conducted through integrating various methods suitable with the problem happened. The Integrated PAI Learning Method Innovation consists of three kinds, the first is the home visit method integrated with project based learning, the second is the online method integrated with blended learning, and the third is the offline method which is integrated with the inquiry. Identification, development and evaluation are the three procedures of creating integrated PAI learning method innovation in the new normal era. In the identification section, do a need assessment and problem mapping. The activities applied have a development stage, aiming to formulate learning targets and learning methods to be used. At the evaluation stage conducting trials or assessments. Based on the results of this study, shown that PAI learning continues to run effectively even in the new normal era through the integrated learning method innovation that has been applied.

For the next studies must be using more large areas and samples, as well as use a number of complex research model. Giving alternative options to solve online and offline learning obstacles, including the effective media used, should be assessment too. The recommendation for the other scientist is how the effective ways to solve problem learning in school by innovative media, strategy and other.

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