



Readiness of Islamic Religious Education Teachers for Digital Learning Post Pandemic Covid 19

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Abstract

The consequence of the Covid 19 pandemic is an increase in the use of digital-based information technology, which also applies to education. Learning was obligated to use the internet network during the Covid 19 pandemic. Regarding the Covid 19 pandemic, digital-based learning would become a necessity for teachers and students to be able to use digital-based learning devices. Teachers and students must be able to use digital devices for learning process. But the state of the problem is whether Islamic Religious Education teachers are already ready to meet the requirements of digital learning. Therefore, It is necessary to investigate the extent to which Islamic Religious Education teachers are equipped to confront all-digital learning in the future. The purpose of this study was to investigate the preparedness of Islamic Religious Education teachers in Madrasa` for digital-based learning. This study's research method is a descriptive reserach. This study's data source is Islamic Religious Education teachers in the Madrasa` in West Java, with a 15 Madrasa and 42 teachers as source of data. According to the findings of this study, as many as 26.18% of teachers were "very capable" of using computer devices. As many as 21.43% of teachers were "very capable" of using Microsoft office. As many as 4.76% were "very ready" for e-learning on Islamic Religious Education. An average of 9.52 teachers are "very ready" to learn through video conferencing applications. Islamic Religious Education teachers are still unprepared to deal with digital-based learning. This is due to the fact that not all teachers have mastered the software applications used for learning, as well as the limited facilities available in schools to support digital-based learning. The findings of this study suggest that teachers should improve their skills in using software for e-learning and creating digital learning tools, teaching materials, and learning documents. Madrasa provide adequate facilities to support the digital-based learning process to keep up with current technological and information developments.

Keywords: Digital learning, education, Covid-19.

1. Introduction

Islamic Religious Education Teachers and Manners are the most essential components in overall the education system, especially in the education unit. These occur because both of them influence student success, among them in terms of the development of personality and good character in the furtherance of learning objectives (Maarif, 2022). Teachers' skills and expertise in developing learning are required to establish a fun, active, creative, and innovative learning environment. The teacher not only teaches what was authored in the book, but He may also implement his experience and knowledge into the learning (Crowley, 2015).

The covid-19 pandemic has provided an overview of future educational continuity through digitality assistance (Adhi, 2022). However, technology will never be able to change the role of teachers, lecturers, and learning interactions between students and teachers, because education is about more than just transfer knowledge; it is also about developing values, cooperating, and being competent. This pandemic situation is an challenge of each individual's creativity in using technology to advance the world of education.

Nowdays, Islamic Religious Education is facing new challenges and needs that have never existed before, making reform and modernization of the educational system necessary. If it's not reformed, Islamic Religious Education will fall behind and become obsolete (Mansir, 2022). Offline classroom learning was reformed into network-based learning as a consequence of the Covid 19 pandemic. According to UNESCO research, network-based learning is unsuccessful during the Covid 19 pandemic, particularly for students. These problem are further exacerbated by teachers' inability to use the information and communication technology employed in education (Vergara-Rodríguez, 2022). Actually, The problem of network-based learning is had by teachers itself rather than students. Students are

currently technologically literate, but most teachers less capable information and communication technology capabilities. The generation of teachers born before the 1980s is known as the digital immigrant generations, as opposed to the generation born after the 1980s, known as the digital native generations (Prensky, 2001). The generation of immigrant digital teachers prefers to teach in a offline classroom learning way with students (Riegel & Mete, 2017).

The covid 19 pandemic indirectly forces the educational process must be using various network-based that paid or free applications. There are several free learning tools available to teachers. But teachers must be proficient in the use of information and communication technologies, in order for learning may take place over the network-based during the Covid-19 pandemic. Unfortunately, because of the aforementioned problem, learning through the network is not currently used in Indonesia. Because only approximately 10 to 15% of teachers in Indonesia apply digital-based learning resources (Hardhienata, 20221). One of the needs of learning in the 4.0 generation is technological literacy (Trilling & Fadel, 2009). The capacity to use technology and information applications effectively and efficiently in a variety of situations, such as the academic and educational environment, learning and teaching, learning assessment, careers, and daily life, is referred to as 21st - century skills (Khairani, 2019).

Teachers' ability to use ICT devices is still very low. According to the findings of the Pusdatekom research, only 46% of the 28,000 teachers verified competence in ICT (Inoue & Bell, 2006). According to the findings of Maylitha's research result, just 3% of 33 elementary school teachers in Kadungora District, Garut Regency, West Java Province were very capable of using ICT in the learning process, whereas 24.2% of teachers were capable of using ICT in learning (Lim & Oakley, 2013). Similarly, Tanti's research in 2016 revealed that one of the learning problems for Islamic Religious Education teachers is less ability to use ICT (Aduwa-Ogiegbaen & Iyamu, 2005). Today's online learning is often confined to information transmission, leaving students with a lack of in-depth comprehension about it. On the other hand, the Covid-19 pandemic can boost students' independence to learn, and the intensity of using public libraries has risen significantly (Fuchs, 2022).

The network-based learning process in the last two years has not worked well; there are several obstacles and problems encountered by teachers and students during the network-based learning process. It happened to the Islamic Religious Education course at Riyadul Jannah High School Subang among the learning restrictions for the Islamic Religious Education subject is poor internet signal quality (Khairiah, 2022). The problem of teachers' ability to use ICT devices also appeared at Muara Kulam Junior High School, in which Islamic Religious Education course teachers had not mastered how to use computers, projectors, and the internet, and with only a few teachers using digital learning media. Furthermore, the enthusiasm of Islamic Religious Education course teachers for using computer devices and also the internet is still low (Supriyanto & Amrin, 2022). The problem of technology engagement in learning in Indonesia is not the intensity at which information and communication technology has been used, but rather the problem of ICT literacy for learning reasons. According to the outcome of the 2018 Cambridge Assessment International Education Research, students in Indonesia are relatively familiar with information technology, although literacy in the use of technology is still poor (Hooker & Berkowitz, 2020). Finally, information technology is more to use in social media than in learning. Various other studies have highlighted impediments to network-based learning circumstances.

The post-covid 19 pandemic and the application of offline classroom learning are not without problems. Since the Covid-19 pandemic exists, the learning process is enforced to be carried out through digital-based learning. The pandemic of covid-19 has hastened the usage of digital media in education. After the covid-19 pandemic, learning will be digitally based in terms of techniques, media, evaluation, teaching materials, and other all-digital learning technologies.

In Madrasa, Islamic Religious Education is taught differently than in other subjects. Islamic Religious Education subjects require not only cognitive but also direct engagement and an example of everyday behavior from the teacher. Islamic Religious Education subject learning requires offline classroom learning guidance to readily manage student behavior such as prayer activities, how to dress, morality, etc (Khairiah, 2022). In light of the problems described above, the teacher, in this case, the Islamic Religious Education subject teachers at the Madrasa, must be well prepared in a setting of digital-based learning. After the covid-19 pandemic, students and teachers started to adapt to digital learning; however, due to a wide range of circumstances, digital-based studying is complicated to implement effectively currently. To effectively facilitate digital learning, Islamic Religious Education teachers must be proficient in the utilization of information and communication technology equipment. Teachers must have ICT competence in order to support students in network-based learning (Admiraal et al, 2017). Teachers and students must be ready for online learning. Many researchers are undertaking studies to assess preparedness elements that influence online learning performance (Hung, 2016). Teacher preparedness connects to learning effectiveness and student learning outcomes (Lynch, 2017).

The importance of teacher preparation in accepting digital learning since online learning requires the engagement of numerous roles, namely communication skills and paradigm shifts. Communication skills are comparable to those necessary for effective classroom teaching, and paradigm adjustments in instructional time and space, virtual management approaches, and the capacity to engage students through virtual communication are all required (Phan & Dang, 2017). In 2022, the learning process at Madrasa was offline classroom learning, but it has now switched to digital..

Based on the background study above, it is critical to investigate the readiness of Islamic Religious Education teachers in Madrasa for digital-based learning. This study aimed to describe the level of preparedness of Islamic Religious education teachers in Madrasa for the digital-based learning process.

2. Method

This study uses a qualitative research design. The purpose of this study is to describe and explain the patterns related to the phenomena (McMil & Schumacher, 2006). The method used in this study is a research description. The purpose of this descriptive research method is appropriate to Sugiyono opinion, he said: "descriptive method research is conducted to determine the value of independent variables, either one or more variables (independent) without making comparisons, or linking with other variables" (Lazaraton, 2005). This data source for this research consisted of Islamic Religious Education teachers from as many as 15 private Madrasa in and around Bandung. Volunteer sampling was used as a sample strategy. As many as 42 Islamic Religious Education teachers in private Madrasa were acquired by voluntary sampling. This study was conducted in November 2022 using an online questionnaire. The data analysis technique of this research is data reduction, data display and verification.

The data collection technique used in this research is a questionnaire. The data were taken by giving questionnaires to data sources. The data obtained will be arranged and analyzed to find a conclusion. The interpretation references of this Islamic Religious Education teacher questionnaire readiness are shown in the following Table 1:

Table 1: The Interpretation of References Readiness for the Islamic Religious Education Teacher

Percentage (p)	Interpretation	Score
75.00 < p < 100.00	Full Readiness	4
50.00 < p < 74.99	Ready	3
25.00 < p < 49.99	Less Ready	2
0 < p < 24.99	Not Ready at all	1

3. Results and Discussion

To figure out the level of preparation of Islamic Religious Education teachers in Madrasa, researchers first investigated teachers' capability to use information technology devices and communication for digital-based learning. It will display as shown in the Table 2.

Table 2: The Capability of Islamic Religious Education Teachers to Use Computers, Laptops, and Gadgets

Capabilities	Frequency	Percentage	Score
Highly Capable	11	26.19	44
Capable	27	64.29	81
Less Capable	4	9.52	8
Very Incapable	0	0	0
Overall	42	100	133

Oranburg classifies two tools that allow teachers and students to be connected in the implementation of online learning. The hardware equipment includes computers in CPUs, laptops, webcams, microphones, and internet networks (Oranburg, 2020). Indeed, teachers and students should take the opportunity to use technology to improve the quality of learning. Teachers and students need to adapt to the ways and processes of life skills education in the future by using the role of technology to support education; they also need to develop their competencies in teaching (Aksarina et al, 2019).

Based on the table above, the capability of Islamic Religious Education teachers at Madrasa in using computers, laptops, and devices as many as 26.19% were "Highly Capable" of using these devices. as many as 64.29% were "Capable" and only as many as 9.52% were "Less Capable" to use the devices. According to these data, Islamic Religious Education teachers in Madrasa have not fully mastered the usage of computers, laptops, or devices. When age of the respondents in this survey is compared to the average age, they are 38 years. The ordinary Islamic Religious Education teacher at Madrasa might be classified as a digital immigrant. Essentially, the notion of digital immigrant is not totally right, because teachers' ICT capabilities may be developed if the teacher is literate in technological and information development. According to Guo's findings, there is no discernible difference between the digital native and immigrant generations (Guo, 2008). However, because Guo's research was carried out in 2003, it is possible that it would give different results if reviewed in the post-Covid 19 pandemic.

According to the table above, the capability level of Islamic Religious Academic teachers in Madrasa in using ICT is dominated by "Capable" up to 64.29% and "Very Incapable" up to 9.52%. They should be able to use computer gadgets and similar learning aids. Following the survey results, 100% of respondents own a computer or equivalent gadget. Several things can contribute to this inability. The overall score is 133, with a maximum score of 168. This

figure shows the percentage of readiness of Islamic Religious Education teachers is 79.16%. Based on the interpretation of the table above, the ability of Islamic Religious Education teachers to use computers, laptops, and gadgets is at the level of "Full Readiness".

Table 3: The Capability of Islamic Religious Education Teachers to use Microsoft Office Software (Ms. Word, Ms Excel, Ms. Power Point)

Capabilities	Frequency	Percentage	Score
Highly Capable	9	21.43	36
Capable	27	64.29	81
Less Capable	5	11.90	10
Very Incapable	1	2.38	1
Overall	42	100	128

Education is one of the demands that are also considered for the application of education in supporting the learning process in the world of information and communication technologies (Martin, 2019). To measure the preparedness of Islamic Religious Education teachers in Madrasa, teachers' capability to use software such as Microsoft Office must be evaluated. According to the table above, only 21.43% of users are "Highly Capable" in using Microsoft Office applications (Ms. Word, Ms. Excel, Ms. Power Point). As many as of 64.29% of Islamic Religious Education teachers were "capable," 11.90% were "Less Capable," and 2.38% were "Very Incapable" to use that devices. According to the data presented above, the vast majority of teachers are "Capable" in using Microsoft Office software. However, 11.90% of teachers are "Less capable" in using Microsoft Office. The overall score is 128, with a maximum score of 168. This figure shows the percentage of readiness of Islamic Religious Education teachers is 76,19%. Based on the interpretation of the table above, the ability of Islamic Religious Education teachers to use Microsoft Office Software is at the level of "Full Readiness".

These will make it harder for teachers to facilitate digital learning. Microsoft Office is a common application that teachers must use for both learning and other uses. Microsoft Office is the outcome of cutting-edge technology those are presently widely employed by the community (teachers and employees) to aid in the work process (Vernadakis, 2011). Another study confirms similarly. Nurhayati in 2021 at Madrasa Aliyah Al Fadillah stated that Islamic Religious Education teachers' ability to use Microsoft Word was 52%, Microsoft PowerPoint was 48%, and Microsoft Excel was 45% (Vernadakis, 2021).

Table 4: Teacher Readiness in Using Video Conference Applications in Post-Pandemic Learn

Readiness	Frequency	Percentage	Score
Full Readiness	4	7.52	16
Ready	33	78.57	99
Less Ready	5	11.90	10
Not Ready at all	0	0	0
Overall	42	100	125

Learning through virtual meetings is an indicator of digital learning. Online learning opens up new solutions in the education world through the innovation of technology. Online learning must be supported by supporting devices such as software and hardware (Pratama, 2020). Various media can be used to support online learning, for example, online learning using Google Classroom, Emodo, Schoology, Zoom, and many more (Enriquez, 2014). Zoom Meeting and Google Meet are the most popular video conferencing tools among teachers in Indonesia. As a consequence, Islamic Religious Education teachers at Madrasa must be capable and ready to use video conference programs.

According to the table above, only 7.52% of teachers were "Full Readiness" to use the video conferencing program following the pandemic. 78.57% of teachers are "Ready", while 11.90% are "Less Ready" to use the program. The overall score is 125, with a maximum score of 168. This figure shows the percentage of readiness of Islamic Religious Education teachers is 74,40%. Based on the interpretation of the table above, the ability of Islamic Religious Education teachers to use Video Conference Applications in Post-Pandemic Learning is at the level of "Full Readiness".

According to the data, the majority of Islamic Religious Education teachers in Madrasa are "Prepared" to use video conferencing for learning purposes. The data showed that the majority of Madrasa Islamic Religious Education teachers are "Ready" to use video conferencing for classroom activities. There are several problems with video conference-based learning, including teachers' inability to monitor students' levels of progress, difficulties evaluating qualitative evaluations, and teachers becoming more passive due to the lack of physical interaction between teachers and students (Yumnah, 2021).

Table 5: Teacher Knowledge on E-Learning Applications

Knowledge	Frequency	Percentage	Score
Very Informed	0	0	0
Informed	30	71.43	90
Less Informed	11	26.19	22
Don't know at all	1	2.38	1
Overall	42	100	113

Electronic technologies have made it possible to replicate information and knowledge in the most convenient form and with high economic efficiency (Musumba and R. D. Wario, 2019). Online learning method is characterized by time independence and the ability to connect to the educational program at any time (Nakajima & Ono, 2015). A digital learning system is capable of accumulating information and knowledge for use in the future. Teachers and students are the two main elements of the formation of e-classes within the proposed system. But many lessons are usually recorded and can be comprehensively used in the future (Akhmetshin, 2021).

According to the table above, teachers' understanding of e-learning apps is only 71.43% who are "Informed" with the application. There are 26.19% of teachers who are "Less Informed" about the application, and up to 2.38% who are "Do not know at all." This data indicates that the majority of Islamic Religious Education teachers at Madrasa are knowing about e-learning programs, with 71.43% being informed, and 26.19% less informed of them.

The overall score is 123, with a maximum score of 168. This figure shows the percentage of readiness of Islamic Religious Education teachers is 67.26%. Based on the interpretation of the table above, the ability of Islamic Religious Education teachers knowledge on e-learning applications is at the level of "Full Readiness".

TABLE 6: Teacher Readiness in Using e-Learning Applications Post-Pandemic

Readiness	Frequency	Percentage	Score
Full Readiness	2	4.76	8
Ready	34	80.95	102
Less Ready	5	11.90	10
Not Ready at all	1	2.38	1
Overall	42	100	121

E-learning is crucial in Islamic education learning. By introducing e-learning in the classroom, students will be encouraged to do more than just listen to the teacher explain the content; they are also required to participate actively in their learning (Djazilan & Hariani, 2022). E-learning can increase self-confidence, reduce stress, and increase enthusiasm and empathy (Catálan, 2019). However, there are problems in preparing content for e-learning, because students may not be able to access educational materials or do not have a proper understanding of the content in the electronic platform (Bovill, 2020).

According to the data in the table above, only 4.76% of teachers were "Full Readiness" to use e-Learning tools following the pandemic. To apply for the program, 80.95% of teachers were "Ready," 11.90% were "Less Ready," and 2.38% were "Not ready at all". According to those data, the majority of teachers are "Ready" to use e-learning programs. Gusti Ma stated in the findings of the same survey, stating that 61.11% of teachers were "Ready" to use e-learning (Sulisworo, 2021). The overall score is 121, with a maximum score of 168. This figure shows the percentage of readiness of Islamic Religious Education teachers is 72,02%. Based on the interpretation of the table above, the ability of Islamic Religious Education teachers in using e-learning applications post-pandemic is at the level of "Full Readiness".

Teacher readiness to apply e-learning programs must be accompanied by teachers competency to use them. In Indonesia, many e-learning software is used in digital-based learning. Learning management system (LMS) programs are among the most widely used e-learning solutions. Schoology, GeSchool, Learnboost, Medidu, Edmodo, Quipper, Kelase, Kelas Kita, and Sekolah Pintar are some examples of e-learning-based LMS. Each LMS may be applied efficiently and is highly beneficial to students and professors as a means of Virtual Class (Firman, 2021).

The Learning may be improved administratively with the use of e-learning. However, there are other challenges that Islamic Religious Education teachers in Madrasa face while using e-learning. The most prevalent problem is internet network limits, data quotas, and some students' lack of a gadget-based operating system. Another problem is that in Islamic Religious Education teachings, there are various teaching materials that must be directly practiced, such as ablution, prayer, Hajj, and Umrah. That component of learning is difficult to use e-learning.

4. Conclusion

The conclusion from this study, Islamic Religious Education teachers are not fully capable of using digital-based learning tools. About 26.18% of teachers were "very capable" of using computer devices. As many as 21.43% of

teachers were "very capable" of using Microsoft office. As many as 4.76% were "very ready" for e-learning on Islamic Religious Education. Likewise, the readiness of teachers is not fully ready to take part in network-based learning after the Covid-19 pandemic. An average of 9.52 teachers are "very ready" to learn through video conferencing applications. Islamic Religious Education teachers are still unprepared to deal with digital-based learning. This is due to the fact that not all teachers have mastered the software applications used for learning, as well as the limited facilities available in schools to support digital-based learning. The findings of this study suggest that teachers should improve their skills in using software for e-learning and creating digital learning tools, teaching materials, and learning documents.

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