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Author	**Ainal Mardhiah**
Affiliation:	Universitas Islam Negeri Ar-Raniry Banda Aceh

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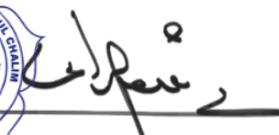
Dr. Afif Zamroni, L.C. M.E.I

Learning Strategy for Lecturers of PAI UIN Ar-Raniry Banda Aceh during the Covid-19 Period

Keywords:	Abstract
Strategy, Learning, Period of Covid-19	*Under normal conditions, learning is carried out directly face-to-face, during the Covid 19 pandemic, learning is carried out online via the internet network. Online learning during the Covid-19 era was something new, of course experiencing various obstacles and problems. This research aims to find out the planning, constraints, and efforts to implement learning in the PAI Study Program UIN Ar-Raniry Banda Aceh during the Covid-19 period. The methodology that the writer uses is field research and laboratory research. The results of the research can be concluded that the form of learning planning for PAI lecturers during the Covid 19 period was by making an RPS (Semester Learning Plan) form. The obstacles faced are: constraints on the ability of lecturers to master digital media or IT, internet network constraints that are difficult or often not good so that learning sometimes cannot be carried out. Problems with laptop facilities, mobile phones do not have enough capacity and facilities. The online learning facilities or systems provided by the campus at the start of Covid 19 were sometimes problematic, due to economic constraints for providing data or internet packages. For internet network problems, lecturers look for internet networks on campus, cafes or with hotspots. For obstacles to mastery of applications and learning strategies, lecturers try to seriously learn on online learning applications or platforms, by independently or take part in training made by the campus, and ask colleagues.*

Kata kunci:	Abstract
Strategi, Pembelajaran, Masa Covid-19	Dalam kondisi normal pembelajaran dilakukan langsung secara tatap muka, dalam keadaan pandemi covid 19, pembelajaran dilakukan secara online melalui jaringan internet. Pembelajaran secara online dimasa covid 19, merupakan suatu hal yang baru, tentu mengalami berbagai kendala, masalah, riset ini bertujuan untuk mengetahui perencanaan, kendala dan upaya pelaksanaan pembelajaran pada Prodi PAI UIN Ar-Raniry Banda Aceh pada masa covid-19. Metodologi yang penulis gunakan adalah *field reseach* dan *labrary research*. Hasil riset dapat disimpulkan bahwa bentuk perencanaan pembelajaran dosen PAI pada masa covid 19 dengan membuat bentuk RPS (Rencana Pembelajaran Semester). Adapun kendala yang dihadapi adalah: kendala kemampuan dosen dalam penguasaan media digital atau IT, kendala jaringan internet yang susah atau sering tidak bagus sehingga pembelajaran kadang tidak bisa dilaksanakan. Kendala fasilitas laptop, handphone tidak memiliki cukup

kapasitas dan fasilitas. Fasilitas atau sistem pembelajaran online yang disediakan kampus pada awal covid terkadang bermasalah, kendala ekonomi untuk mengadakan paket data atau paket internet. Untuk kendala jaringan internet, para dosen mencari jaringan internet di kampus, di warkop, kafe atau dengan hotspot. Untuk kendala penguasaan aplikasi dan strategi pembelajaran para dosen berusaha dengan sungguh-sungguh belajar aplikasi atau platform pembelajaran online, secara mandiri atau mengikuti pelatihan yang dibuat pihak kampus, dan bertanya kepada teman sejawat.

Corresponding Author: Ainal Mardhiah
Universitas Islam Negeri Ar-Raniry Banda Aceh, Indonesia: ainal.abdurrahman@ar.raniry.ac.id

INTRODUCTION

The Covid-19 pandemic that occurred at the end of 2019 forced the government to issue a lockdown policy, asking all Indonesians to study from home, work from home, worship at home. The covid-19 virus is dangerous for human safety, can cause death, transmission is very fast, therefore interaction with fellow humans is limited, in some other places it is prohibited because of the high possibility of its spread.

President Joko Widodo delivers a press statement regarding the handling of Covid-19 at the Bogor Palace, West Java on Sunday, March 15 2020. The President asked that the Indonesian people work, study and worship at home and remain calm, not panic, remain productive, so that the spread of Covid -19 can be inhibited and terminated.

Under normal conditions, learning is carried out face-to-face, during the Covid-19 pandemic, the President requested that the Indonesian people work, study and worship at home. This condition certainly requires learning to continue, but must be through online media, learning must be carried out online via the internet network. Online learning during the Covid-19 era is something new, of course experiencing various obstacles, problems, both for personal lecturers who still don't master the online learning system so they have to learn while teaching, or problems with the system itself because it has just been developed.

Based on the results of Ainal Mardhiah's research with the title: "Constraints of Online Learning During the Covid-19 Period", it was found that the obstacles faced by students, in general, were difficult internet network constraints because most of the students lived in areas that were still difficult to access and difficult internet network, so

they have to look for internet in urban areas. Some of them have to go up the mountain or down to the city to get an internet connection, the journey they take takes hours, because it is very far from where they live, not to mention the roads they have to go through are damaged such as muddy, or frequent landslides so as to they can get to urban areas is very difficult.

In addition to economic problems, Covid-19 has made many people lose their jobs, either because they were laid off, or went bankrupt because of the lockdown, all activities have shifted to the online system. So that many families experience an economic crisis because the cost of living is expensive, income and work are difficult. Students complain that being able to buy rice for some students is very difficult, which is a basic need, but they have to buy an internet package.

Under normal conditions, learning is carried out face-to-face, during the Covid-19 pandemic, learning is carried out online via the internet network. Online learning during the Covid-19 period was something new, of course it experienced various obstacles, problems. Based on this problem, the author wants to see "Lecturers' Learning Strategies at UIN Ar Raniry Banda Aceh in the Covid-19 Period". Here are some research questions:

1. What is the planning for the implementation of learning in the PAI Study Program UIN Ar-Raniry Banda Aceh during the Covid-19 period?
2. What are the obstacles to implementing learning at the PAI Study Program UIN Ar-Raniry Banda Aceh during the Covid-19 period?
3. What are the efforts of PAI lecturers in dealing with obstacles in learning during the Covid-19 period?

RESEARCH METHOD

The methodology in this study uses library research and field research. With a population of 29 lecturers of Islamic Education Study Program UIN Ar-Raniry, for the sample the authors took 16 lecturers, which is 50% of the population. The sampling technique used the Simple Random Sampling technique, with data collection techniques using: observation techniques, interviews, document review, this research is a qualitative research to see the learning strategies of lecturers of PAI Study Program at UIN Ar-Raniry during the Covid-19 period.

RESULT OF RESEARCH

Learning Strategy for Lecturers of PAI UIN Ar Raniry Banda Aceh during the Covid-19 Period.

1. Planning for the Implementation of Lecturers of PAI UIN Ar-Raniry during the Covid-19 Period.

Findings in the field of learning planning made by lecturers of the Islamic Religious Education Study Program (PAI) during the covid-19 period, in the form of RPS (Semester Learning Plans), which contain descriptions of each course, Graduate Learning Achievements (CPL) which include the domains of attitude, knowledge, general skills and specific skills. Then load the learning matrix in which there are final ability components, indicators of learning outcomes, lecture material, forms of learning, learning methods such as direct learning, cooperative learning, expository, review, assignment, question and answer, discussion, discovery, project based learning, practice and practice, all of this is done online through the WhatsApp group, google meet, zoom, email, classroom or in the form of voice recordings or video recordings for practical courses that must be uploaded to the classroom by students. In addition, the RPS contains time allocation and student experiences, assessments, and references for each material that will be taught.

Learning during the Covid-19 period at the PAI Study Program UIN Ar-Raniry in its implementation uses classroom media for a place where students receive learning material or submit assignments given by lecturers. Assignments given by lecturers, usually in the form of making book reviews, journal reviews related to the material being studied or assignments to make recordings and videos for practical material. All of these assignments are usually collected and uploaded to the classroom, which has been provided by the campus or study program.

Other learning is carried out using zoom media, Google meet, video calls, to explain learning material directly face to face remotely. By using zoom media, the teacher explains the material he wants to teach students, then discussions and questions and answers can be carried out if something is not understood, discussions and questions and answers can be carried out immediately. In addition to this, it is hoped that in this way a sense of affection, a positive emotional relationship will be fostered between lecturers or educators and participants, namely students. In this way it is also hoped that lecturers and students can get to know each other, so that a sense of affection

is developed between them, with this feeling of affection it will make it easier for lecturers to teach and students are happy to receive the learning provided by lecturers. In this way it can also embrace or make it easier for students who have auditory characters to easily understand learning and ask directly if there are problems or obstacles they face in the teaching and learning process.

As stated by Mr. Muhibuddin (interview, 12 May 2023): "...in the Covid-19 situation, teach online or online with a synchronous scheme via the zoom meeting link and asynchronous via Google Classroom". Likewise what was conveyed by Mr. Mashuri (interview, 15 March 2023): "... learning during the Covid-19 period using the Zoom meet media...". While Mr. Muhibuddin said (interview, 12 May 2023): "...This online (online) system uses various applications such as: google classroom, WebEx, zoom, Google class meet, Video Call, WA etc.
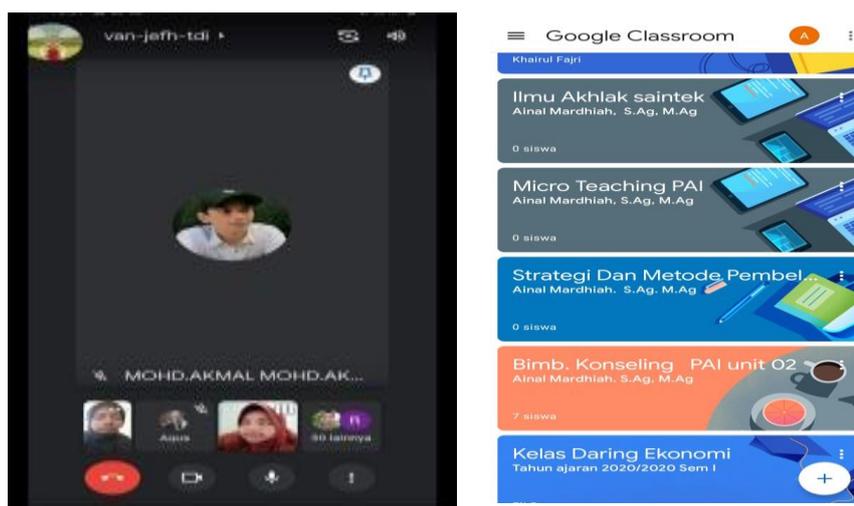
Picture 1. One of the media, namely Google Classroom, used by PAI lecturers at UIN Ar Raniry Banda Aceh

From the explanation above, we can see that learning planning in the PAI Study Program at UIN Ar-Raniry uses RPS with lecture, question and answer, discussion, discovery, assignment methods, with learning media including WhatsApp groups, Zoom meetings, Google meet, email. With the usual form of assignments given reading and reviewing books, journals related to learning material, recording and making videos for practice material. Lecturers in teaching use the classroom to send learning materials,

then hold discussions in the classroom according to predetermined lecture hours, if outside of class hours a WhatsApp group is provided, for students to ask questions or discuss if there is anything that is not understood during the assignment process.

2. Obstacles of UIN Ar-Raniry PAI Lecturers in Learning during the Covid-19 Period.

Learning during the Covid-19 pandemic cannot be separated from obstacles. Constraints in the form of available facilities, because these conditions are sudden and sudden transitions. From normal conditions, learning is done face-to-face, in the conditions of Covid-19 so that learning can take place, learning must switch to an online system, learning from home from their respective places, which are far apart, beyond cities, provinces, and even countries.

Even face-to-face learning experiences many obstacles, of course, the online system is not without problems. The obstacles faced by PAI lecturers in learning during the Covid-19 period are:

a. Constraints on Lecturer Ability in Mastering Digital Media or IT

Learning during the Covid-19 period was carried out online, so lecturers had to be able to master online media, lecturers who did not master computers, cellphones and IT or students who did not master IT, so lecturers and students had to be guided to use IT, use Classroom, Google meet and Zoom meet, or something else. As conveyed by Mr. Mashuri (interview, 6 February 2023): "...at the beginning of the Covid-19 incident, lecturers still had to study hard, about how to use online media for learning, and what learning strategies were right for Covid-19 conditions. 19 who use online system learning?"

b. Internet Network Constraints

Some lecturers experience problems with bad internet signals, so that learning is not effective, while learning is being carried out through Google Meet or Zoom, suddenly the internet network is down, slow or not good, so what is delivered by lecturers is intermittent and cannot be understood by some students who live in remote and mountainous areas, as stated by Mrs. Nurbayani, one of the obstacles she faced was (interview: Nurbayani, 15 March 2023, 5:21 p.m.): "... Lack of a signal that can be reached in remote areas..."

This is one of the toughest obstacles in online learning, without an internet network learning cannot be done, if this happens a lecturer must change the learning strategy with other strategies, such as: students are given reading assignments, reviewing books, so that the learning targets to be achieved in learning with zoom and google meet can be achieved with other strategies.

c. Constraints on Laptop Facilities, Cellphones and learning portals

During the early days of the Covid-19 pandemic, some PAI lecturers did not have cellphones or laptops that had sufficient capacity to be able to carry out distance learning online. Assignments sent by students don't go into classroom because there isn't enough capacity, there are even lecturers whose cellphones don't have video call facility because they are still old school cellphones, old output. As Mr. Mashuri said (interview: 6 February 2013, 5:15 p.m.): ".... laptops are only used to write in word or excel format…"

Adequate, good facilities that meet learning needs during the Covid-19 period, in online learning conditions, will determine whether or not the learning process runs, if cellphone and laptop facilities are sufficient, then learning can be carried out, if there are none, not enough facilities, of course online learning cannot be done.

d. Economic Constraints

Some lecturers experience economic constraints, in the condition of Covid-19 there is an economic crisis, large expenses, income only from salaries every month, with the implementation of online learning, lecturers must provide special funds to buy internet data, or sufficient internet packages every month, usually for 100,000 a month is enough to buy a cell phone internet package, for Covid-19 conditions you have to study via zoom, or Google meet, check assignments submitted by students via classroom application, this situation requires lecturers to buy internet packages of up to 500 thousand a month, or even there's more. As stated by Mr. Mashuri (interview: 6 February 2013, 17.15 "...Then the constraints from an economic perspective too..."

Meanwhile, Zulfatmi said that she did not face many obstacles, only students during lecture hours, were not active via classroom application or on Google: "...for lecturers there are no obstacles, only students are less active." While Mr. Mashuri said the obstacles he faced (interview: 6 February 2013, 17.150 hours): "... students are not on time, we have to wait a while..."

Meanwhile, Mrs. Sri Hastuti experienced difficulties in teaching practical courses via online, because at the beginning of Covid 19, the lecturers had not studied with the

maximum online learning strategies, so the lecturers did not understand proper learning strategies during the Covid-19 period for practical learning. Likewise students do not understand the online learning system, so learning how to use it while the lecture is in progress, especially for practical courses, he explains practical courses online: "The problem is students don't understand, because I teach practical courses..."

Picture 2. Interviews with PAI lecturers at UIN Ar Raniry Banda Aceh

e. Campus Network Not Ready.

The network in question is online learning media provided by campuses such as classrooms, Google meet, sometimes there are still problems that cannot be used, and so lecturers have to contact the campus IT department repeatedly. This is as stated by Mrs. Nurhayati: "...the campus at the beginning of Covid-19 was not ready for online learning...,

3. Efforts made

For internet network constraints, lecturers look for internet networks on campus, in warkop, cafes or with hotspots. Regarding obstacles to mastery of learning applications, as conveyed by Mrs. Sri Hastuti (interview: 11 May 2023, 19.40 hours, Banda Aceh) said: lecturers must try to really learn applications or online learning platforms, either independently or following trainings made by the campus, so that later lecturers are proficient in online learning, proficient in and mastering various kinds of media and methods that are appropriate for learning during the covid-19 period.

For limited strategic abilities, lecturers need a lot of strategies in teaching, learn independently about how to manage online learning media or take part in training

provided by the campus, ask colleagues, or students who have expertise in the field in question.

Due to the limited availability of laptops, the lecturers reinstalled their laptops and bought new cellphones. For the problem that students have difficulty understanding learning, lecturers carry out various efforts through various existing online learning media. If with Google Meet and Zoom learning is not optimal, because of constraints where students live far away in remote areas, or because the internet network is not good, so Google Meet intermittently the lecturer uses classroom media, email, WhatsApp groups to provide learning materials and assignments. For internet constraints the lecturers have to block internet data, they carry out learning in warkop, cafes, offices, campuses that have a Wi-Fi network available.

Table 1. *The process of learning and actualization of PAI lecturers at UIN Ar Raniry Banda Aceh*

No	Learning Process	Actualization
1.	**Learning Planning Lecturer of PAI UIN Ar-Raniry**	Learning plans made by Islamic Religious Education Study Program (PAI) lecturers during the Covid-19 period, in the form of an RPS (Semester Learning Plan). By using Whatshap media, google meet, zoom, email, classroom.
2.	**Obstacles of UIN Ar-Raniry PAI Lecturers**	Constraints to digital capabilities, internet networks, learning facilities, economy and unprepared university internet networks.
3.	**Efforts made by Lecturers of PAI UIN Ar-Raniry**	For internet network constraints, lecturers look for internet networks on campus, in warkop, cafes or with hotspots. For limited strategic abilities, lecturers need a lot of strategies in teaching, learning independently about how to manage online learning media. Due to the limited availability of laptops, the lecturers reinstalled their laptops and bought new cellphones.

DISCUSSION

1. Understanding Learning Strategies during Covid 19

At the end of 2019 the world was shocked by the emergence of a very terrible and very deadly virus, which was named covid-19 or corona virus. This corona virus began to become a concern of the world community after on January 20, 2020 the health authorities in Wuhan City, Hubei Province, China, said that three people had died in Wuhan after suffering from pneumonia caused by the virus. It was further stated in other sources about the dangers of this corona virus, namely that the symptoms of the Corona virus are almost like the common cold. Only the fever is higher than 38 degrees. Then sufferers experience headaches, dry coughs, sometimes also shortness of breath. But for the most severe infections, you can experience respiratory failure," Yulianto told IDN Times, Monday (27/1). The transmission of the Covid-19 virus is so fast that in just 6 months it has spread throughout the world causing more than 687 million cases and 6.9 million deaths.

This condition demands rapid changes and adjustments in various fields and aspects of human life, including in the field of education and learning. Under normal circumstances, learning at schools, on campuses, at dayah and other educational institutions, both formal and non-formal schools, is carried out in classrooms or lecture halls in a face-to-face manner, when the co-19 pandemic came suddenly, all educational actors are required to carry out distance education from their respective homes, using online media, using internet network facilities. Of course, to be able to carry out learning during the Covid-19 period, an appropriate strategy or planning is needed and in accordance with the online system, because all activities are centered at home via the internet network.

According to the language of strategy, it means the science and art of using all the resources of the nation to carry out certain policies in war or peace, or the science and art of leading troops to face the enemy in war, under favorable conditions, or careful planning of activities to achieve specific goals.

According to Syaiful Bahri Djamarah and Aswan Zain, strategy is defined as an outline of a course to act in an effort to achieve predetermined goals. He further said, if strategy is connected with teaching and learning, strategy can be interpreted as general patterns of activities of teachers, students, in the embodiment of teaching and learning

activities to achieve the required goals. According to another opinion, strategy is a large-scale and future-oriented plan of managers for interaction with the competitive environment in order to achieve company goals.

If it is related to education, according to Wina Sanjaya and Andi Budimanjaya in their book The New Teaching Paradigm, strategy can be interpreted as planning a series of activities designed to achieve certain educational goals. He further said that first, the learning strategy is an action plan (series of activities) including the use of methods and utilization of various resources/strengths in learning. Second, strategies are arranged to achieve certain educational goals. Therefore, according to Sutarjo in his book learning character values based on strategic understanding, there are two things that need to be considered in learning strategies. First, the learning strategy is an action plan including methods and utilization of various resources in learning. Second, strategies are arranged to achieve certain strategies.

Strategy can also be interpreted as a plan that contains a series of activities designed to achieve educational goals. Planning according to Hadari Nawawi is compiling steps to solve a problem or implementing a job that is directed at certain achievements. When associated with learning, William H. Newman quoted by Abdul Majid in his book planning of Learning, planning is determining what will be done. In another opinion, lesson planning is a satisfying way accompanied by anticipatory steps to make learning work well, so as to shape character, civilization, and improve the quality of student life.

There are four basic strategies in teaching and learning which include the following:

1. Identify and determine the specifications and qualifications for changes in the behavior and personality of students as expected.

2. Choose a teaching and learning approach system based on the aspirations and views of people's lives.

3. Select and determine the procedures, methods and teaching and learning techniques that are considered the most appropriate and effective so that they can be used as a guide by the teacher in carrying out his teaching activities.

4. Establish norms and minimum limits of success or criteria and standards of success so that they can be used as guidelines by teachers in evaluating the results of teaching and

learning activities which will then be used as feedback for improving the instructional system concerned as a whole.

The development of learning strategies in elementary schools, junior high schools and senior high schools is made in the form of RPP (Learning Implementation Plans), while the development of learning strategies in tertiary institutions is in the form of RPP (Semester Learning Plans). RPS is a form of lecture planning document prepared by lecturers to achieve the expected goals or competencies of the courses to be taught, in which there are competencies to be achieved, objectives, materials, methods, learning media, learning methods, sources of teaching materials, implementation time, references and forms of evaluation that will be used, as a guide for lecturers in teaching and for students as their reference in learning, during one semester lectures.

Learning is defined by the process of teaching and learning. In another sense, learning is a teaching activity that is not just conveying subject matter, but also as a process of regulating the environment so that students learn.

According to Yunus Abidin learning has many points of view, if learning is viewed from a behavioristic theory point of view then learning is the process of changing student behavior through optimizing the environment as a source of learning stimulus. From the point of view of cognitive theory, learning is defined as a learning process built by the teacher to develop creative thinking that can improve students' ability to consume the results of the transfer of new knowledge as an effort to improve good mastery of learning material. According to interactional theory, learning is defined as the process of interaction between students and educators and learning resources in a learning environment.

From all the definitions above, we can see that learning is a process of interaction between educators and students to educate students, to educate cognitively or intellectually, socially intelligent and competent in certain skills or skilled in certain fields.

Thus, we can interpret learning strategies during the Covid-19 period as a plan on how, a strategy will be carried out to achieve the objectives of an activity or learning program during the Covid-19 period or a plan that explains in detail the steps of how an activity program learning will be implemented during the covid 19 period, in which there are plans for learning objectives, methods, media, materials, sources of teaching materials, evaluation forms, and learning steps with these steps are expected to achieve

the objectives of learning activities to the fullest, optimally effectively and efficiently in one semester.

Thus for the tertiary level the learning strategy is a form of lecture planning document prepared by the lecturer to achieve the goals or competencies expected of the courses to be taught, in which there are competencies to be achieved, objectives, materials, methods, learning media, learning methods learning, sources of teaching materials, amount of implementation time, reference sources and forms of evaluation that will be used, as a guide for lecturers in teaching and for students as their reference in learning, during one semester lectures, which will be carried out via the internet or online network.

2. Benefits of Strategy in Learning

The strategy as mentioned above is a plan, if the strategy is in learning, then it can be interpreted as a plan or plan that is prepared for the reference of teachers (educators) in teaching, or a reference for students in learning at school, in tertiary institutions and all educational institutions. . Learning plans at school are made in the form of RPP, learning modules, while learning plans on campus are made in the form of RPS (Semester Learning Plan).

Udin Syaefudin and Abin Syamsyuddin Makmun, said about the importance of planning:

1. With planning, it is hoped that an activity direction will grow, there will be guidelines for the implementation of activities aimed at achieving development goals.

2. With planning, it is possible to make a forecast (forecasting) of things in the implementation period that will be passed. Estimates are made regarding the potentials and prospects for development but also regarding the obstacles and risks that may be faced. Planning seeks to limit uncertainty as early as possible.

3. Planning provides the opportunity to choose various alternatives about the best way (the best alternative) or the opportunity to choose the best combination of ways (the best combination).

4. With planning, the arrangement of priority scales is carried out. Choosing sequences in terms of the importance of a goal, target, or business activity,

5. With a plan, there will be a measuring instrument or standard to conduct monitoring or evaluation of the performance of a business or organization, including education.

Meanwhile, Hamzah B.Uno, said that learning planning is important, among others, to:

1. To improve the quality of learning, it is necessary to start with learning planning which is realized by the existence of learning designs

2. To design a lesson, it is necessary to use a systems approach

3. Learning design planning refers to individual students.

4. To plan a learning design with reference to individual students.

5. The learning carried out will lead to the achievement of learning objectives, in this case there will be direct learning objectives and accompanying learning objectives.

6. The ultimate goal of learning design planning is to make it easy for students to learn.

In another opinion, there are 4 reasons why learning planning needs to be done in learning activities, namely:

1. Learning is a purposive process.

2. Learning is a cooperative process.

3. The learning process is a complex process

4. The learning process will be effective when utilizing various available facilities and infrastructure, including utilizing various learning resources.

In another opinion it is stated, the reasons for the importance of planning, especially in learning, include:

a. With planning, the implementation of teaching will be good and effective.

b. By making good planning, a teacher will grow and develop into a professional teacher.

There are also those who argue first, through a careful planning process, we will avoid success by chance, meaning that with careful and accurate planning, we will be able to predict how much success will be achieved. Second, as a tool to solve problems. Third, to make proper use of various learning resources. Fourth, planning will be able to make learning take place systematically, meaning that learning does not take place soberly but will take place in a directed and organized manner.

CONCLUSIONS

The results of the study can be concluded that the form of learning planning for PAI lecturers during the covid 19 period was in the form of RPS (Semester Learning Plans), in the RPS there were descriptions of each course, Graduate Learning Outcomes (CPL) which included the domains of attitude, knowledge, general skills, and special skill. Then load the learning matrix in which there are final ability components, indicators of learning outcomes, lecture material, forms of learning, learning methods

such as direct learning, cooperative learning, expository, review, assignment, question and answer, discussion, discovery, project based learning, practice and practice, all of this is done online via the WhatsApp group, google meet, zoom, email, classroom or in the form of voice recordings or video recordings for practical courses which must be uploaded to the classroom by students. In addition, the RPS contains time allocation and student experiences, assessments, and references for each material that will be taught. The obstacles faced are: constraints on the ability of lecturers to master digital media or IT, internet network constraints that are difficult or often not good so that learning sometimes cannot be carried out. Problems with laptop facilities, mobile phones do not have enough capacity and facilities. The online learning facilities or systems provided by the campus at the start of Covid were sometimes problematic, due to economic constraints for providing data packages or internet packages. For internet network constraints, lecturers look for internet networks on campus, in warkop, cafes or with hotspots. For problems in mastering applications and learning strategies, the lecturers try to seriously study online learning applications or platforms, independently or take part in training made by the campus, and ask colleagues. For limited laptop facilities, most of the lecturers updated their laptops or reinstalled them. For lecturers who used old school cellphones without camera and VC facilities, they bought new cellphones. The problem is that students find it difficult to understand learning, lecturers give assignments or lecture material, through various existing online learning media, explain via Google meet, zoom, classroom, WhatsApp, in this way students also don't understand, some lecturers ask students to contact the lecturer directly with phone, so they can ask about all the difficulties faced by students directly.

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