

Factors of Decreasing Learning Outcome in Islamic Religious Education During Covid-19 Pandemic at State Elementary School: A Study to Psychomorical Domain

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Abstract

The entry of the Covid-19 outbreak into Indonesia has impacted the decline in students' psychomotor learning outcomes. This article examines the factors that cause the decline in Islamic Religious Education learning outcomes, primarily the psychomotor domain. The research method uses a qualitative descriptive method with a descriptive approach. The research informants were 20 SD Negeri, 85 Palembang students, and one educator. Data were collected through observation, literature study, and interviews. Data analysis used descriptive qualitative analysis with data and source triangulation to obtain in-depth conclusions from the problems studied. The results showed that the factors of declining learning outcomes in the psychomotor domain were 1) unpreparedness to accept changes in the learning process from face-to-face to online learning; (2) learning objectives only focused on theory in the early days of covid-19, and only began to be determined by practice in the second and third periods; (3) the ability of students to understand orders from educators; (4) the lack of ability of students to adapt to technology; (5) the measurement system for psychomotor learning outcomes that was applied did not reflect the abilities of students; and (6) high graduation standards. Efforts made by educators to overcome these findings are (1) conducting digital learning management training; (2) conducting accelerated learning programs; (3) providing clear instructions for self-learning activities; (4) using digital technology; (5) implementing direct learning outcome measurements; and (6) setting flexible graduation achievement standards. This research concludes that the psychomotor learning outcomes achieved are not always under expectations; certain conditions and situations that are not predicted can occur, resulting in a decrease in student learning outcomes, so rapid adaptation to changes must be accepted and anticipated regularly and continuously.

Keywords: Covid-19 Pandemic, Islamic Religious Education, Learning Outcome, Psychomorical Domain

Abstrak

Masuknya wabah Covid-19 ke Indonesia berdampak pada penurunan hasil belajar psikomotorik peserta didik. Melalui artikel ini dikaji faktor-faktor yang menjadi penyebab menurunnya hasil belajar Pendidikan Agama Islam khusus ranah psikomotorik. Metode penelitian menggunakan metode deskriptif kualitatif dengan pendekatan deskriptif. Informan penelitian ada 20 orang peserta didik di SD Negeri 85 Palembang dan 1 orang tenaga pendidik. Data dikumpulkan melalui observasi, studi pustaka, dan wawancara. Analisis data menggunakan analisis deskriptif kualitatif dengan triangulasi data dan triangulasi sumber sehingga diperoleh kesimpulan mendalam dari permasalahan yang dikaji. Hasil penelitian menunjukkan, faktor-faktor menurunnya hasil belajar

ranah psikomotorik, yaitu 1) ketidaksiapan menerima perubahan proses pembelajaran dari tatap muka ke pembelajaran online; (2) tujuan pembelajaran hanya berfokus pada teori di masa awal masuknya covid-19, dan baru mulai ditentukan praktik pada periode kedua dan ketiga; (3) kemampuan peserta didik memahami perintah dari pendidik; (4) kurangnya kemampuan peserta didik beradaptasi dengan teknologi; (5) sistem pengukuran hasil belajar psikomotorik yang diterapkan belum menggambarkan kemampuan peserta didik; dan (6) standar kelulusan yang tinggi. Upaya yang dilakukan pendidik mengatasi temuan ini adalah (1) mengadakan pelatihan pengelolaan pembelajaran digital; (2) mengadakan program percepatan pembelajaran; (3) memberikan petunjuk kegiatan belajar mandiri yang jelas; (4) penggunaan teknologi digital; (5) menerapkan pengukuran hasil belajar langsung; dan (6) penetapan standar capaian kelulusan yang fleksibel. Kesimpulan penelitian ini adalah hasil belajar ranah psikomotorik yang dicapai tidak selalu sesuai dengan harapan, ada kondisi dan situasi tertentu yang tidak diprediksi dapat terjadi mengakibatkan penurunan hasil belajar peserta didik, sehingga adaptasi yang cepat terhadap perubahan harus diterima serta diantisipasi secara berkala dan berkesinambungan.

Kata Kunci: Pandemi Covid-19, Hasil Belajar, Pendidikan Agama Islam, Psikomotorik

INTRODUCTION

There has been a decrease in student learning outcomes during the Covid-19 pandemic, with a percentage reaching 60%. Of this percentage, 20.35% of the decrease occurred in the psychomotor aspect (Rahmawati, 2022; Putri, 2022). The decrease in learning outcomes is assumed to occur due to learning activities that are less supportive in a pandemic atmosphere, so they are not effective. Learning activities can effectively achieve learning success if they are designed with strategies that can please and facilitate student understanding but need to be maximally implemented due to the covid-19 outbreak (Haryoko, 2012). In the early days of covid-19 in Indonesia, especially in Palembang City, learning activities could not make students comfortable learning; even psychomotor material was eliminated to reduce crowding habits.

In learning Islamic Religious Education in the psychomotor domain, the second and third periods of covid-19 entry in Indonesia, psychomotor material is presented generally by alternating face-to-face and online. Face-to-face learning is directly taught at primary and secondary-level educational institutions with the requirement to comply with health protocols. Online psychomotor learning uses digital technology, such as social media, audio, and audio-visual as learning media and direct practice as an assessment medium (Herlinsi, 2022b).

In the third period of the entry of Covid-19 in Palembang City, and even afterward, new habits in the implementation of learning and assessment of student learning outcomes using online assessments are predicted to be still used in consideration of particular learning needs (Amin, 2021). For example, learning using modified e-learning media with WordPress media and a problem-based approach is still considered adequate for learning in that period and after covid-19 (Ferdiansyah. et al., 2020; Bakri, 2018). Face-to-face and online learning need to be accompanied by educators to obtain students' learning independence using the media (Yulianti, 2020). In connection with these problems, innovative measurement and assessment tools are needed according to the competencies measured and or assessed from the psychomotor learning outcomes of students during the Covid-19 pandemic (Amin, 2021). Decreased financing, increased expenses, and weak management systems result in low learning outcomes (Asim, 2021).

Learning outcomes are changes in overall student behavior after learning experiences in certain subjects at school (Ekawati et al., 2021). If students have participated in learning activities, the learning process produces particular abilities, skills, and attitudes as student learning outcomes.

Not all students get encouraging learning results following expectations, but all results are the fruit of the learning process they have participated in.

Several factors influence whether or not student learning outcomes are good. In general, there are two factors: internal factors, such as lack of student interest and motivation, and external factors, namely uninteresting teacher teaching methods (Nabilah, 2020). Apart from methods, learning outcomes can be influenced by the role of parents, especially in online learning (Naim, Ngainun; Aziz, 2022). Another opinion says that factors and learning strategies influence learning outcomes (Bujuri et al., 2021; Idris, 2019; Kurniati & Astuti, 2016; Pratiwi & Handayani, 2021). Integrated learning of Islamic values is one of the strategies that can be applied to improve student learning outcomes (Purwati, 2018).

Theoretically, factors that affect learning outcomes include assessment strategies, learning objectives based on the level of complexity, learning styles preferred by students, competencies possessed by students, and graduation standards (Asim, 2021). Changes in the use of teaching and learning strategies that are following the conditions of students and educators in the covid and post-covid-19 periods are the right choice, especially to create learning activities that have accessibility, connectivity, and flexibility and open up opportunities for students and educators to interact through the internet network (Kuntarto, 2017; Sadikin, A., 2020). Adaptation to technological developments in the implementation of the teaching and learning process in this covid era has been shown to have an impact on learning outcomes (Holman, E Alison, 2020). From this opinion, it is known that the factors that affect learning outcomes include learning strategies, learning objectives, learning styles, competencies, the ability to adapt to technological changes and developments, assessment strategies, and graduation standards.

Studies on assessing learning outcomes during the Covid-19 period have generally been found (Said, Ahmad., 2021; Tariga, 2021). In particular, the study of Islamic Religious Education learning outcomes in the psychomotor domain still needs to be improved. Studies are more focused on implementing Islamic Religious Education learning during the Covid-19 period in various parts of Indonesia (Sartika, Fitria., 2020). Other findings state that students' learning outcomes can increase due to the high concentration in learning, meaning that if the concentration of learning is low, the learning outcomes are also low (Rinawati, 2021). There is a relationship between learning independence during the co-19 pandemic and students' learning outcomes in Islamic Religious Education subjects (Saefuddin et al., 2022). In addition to student independence, at the basic education level, the role of parents in assisting is significant. Research results show that the role of parents in online learning affects student learning outcomes (Mentari et al., 2021). Another finding is that learning outcomes have decreased due to limited parental insight into accompanying children (Putra, 2022). Another study examined the problem of assessing thematic learning outcomes during the covid-19 pandemic, where learning outcomes were influenced by internal and external factors (Widya Fatmawati et al., 2021).

This article describes the factors causing the decline in student learning outcomes during covid-19 within the boundaries of the basic education level. Specifically, it aims to describe the dominant factors causing the decline in learning outcomes in the psychomotor domain of Islamic Religious Education at the basic education level. This study examines theoretical solutions to overcome these problems as additional findings.

RESEARCH METHOD

This research was conducted because the assessment of the psychomotor domain at the elementary education level during the COVID-19 pandemic was only held during the second phase of COVID entering Indonesia. In addition, the implementation of psychomotor assessment in schools is rarely done. This type of research is descriptive-qualitative with a descriptive approach. Data collection was carried out through observation, interview, and documentation techniques. The

stages of data collection, starting from the observation process carried out on the activity of assessing learning outcomes in the psychomotor domain, After that, it was followed by interviews to collect the factors that reduced student learning outcomes, primarily the psychomotor domain of 20 students at SD Negeri 85 Palembang. Documentation is needed in this case as supporting data for observations and interviews. The data that has been collected is then analyzed using a qualitative descriptive analysis technique with data triangulation, namely comparing and providing an interpretation of the observed data, the results of interviews, and the results of documentation. After that, it is followed by triangulation of sources through students, educators, and relevant articles. As a final result, the data from the two triangulations were concluded, so in-depth conclusions were obtained on the problems studied.

RESULT AND DISCUSSION

This study aims to describe the factors that cause the decline in psychomotor learning outcomes in Islamic Religious Education subjects during the Covid-19 pandemic. The results of data analysis in this study found that several factors caused students' learning outcomes to decline, namely, as follows.

Learning Strategies

The results of interviews with teachers of Islamic Religious Education at SD Negeri 85 Palembang, Indonesia, showed a change in new learning strategies in the early days of the arrival of COVID-19, namely the application of online learning. At this time, the dominant learning was done through the WhatsApp group (WAG) application as a learning medium. Learning material is given as assignments, and instructions for carrying out tasks are given through Voice Note (VN) voice recordings in WAG. Furthermore, students from their homes complete the tasks given by the teacher. Students are accompanied by their parents or guardians; if there are difficulties, they help explain (Herlinsi, 2022). In several elementary education-level schools, the online learning strategy for the early period of COVID-19 and the second period was dominated by giving practice assignments to answer several questions to students. However, there was minimal explanation of previous material, so conditions like this triggered more stress for parents. The results of interviews with teachers and parents of grade VI students show that this also triggers a tendency for students at the primary level to have learning stress due to the large number of school assignments that must be completed every day, which ultimately results in decreased learning outcomes (Herlinsi, 2022). In addition, the factor of decreasing student learning outcomes that generally occurs in Indonesia is because there is no readiness of students and educators to accept changes in the learning process; previously had been accustomed to face-to-face and then had to learn online (Jogezai, 2021). The unpreparedness of online learning in the early and second periods of the arrival of COVID-19 in Palembang, Indonesia, made online learning strategies relatively rigid. In the third period, after COVID-19 decreased, learning was carried out more variedly from the aspect of using the media; they varied, using not only WAG but also Zoom, Google Meet, and several schools using the teacher's room (Herlinsi, 2022).

Learning Objectives

The learning objectives of Islamic Religious Education in the psychomotor domain in the early period of the entry of COVID-19 had yet to be achieved, and there was no implementation at all. In the second period, the learning objectives focused on theory and independent learning with educator instructions. In the third period, the purpose of psychomotor learning begins to be able to achieve its true purpose, which starts with theory and is dominated by practical activities. In the initial period and the second period, it is understandable, considering the life situation in Palembang in particular and the world in general, that people are experiencing anxiety due to the COVID-19 pandemic. During this period, the government was still focusing on recovery efforts in overcoming

COVID-19 because the essential thing from other policies was overcoming the pandemic so it would pass quickly. This policy has contributed to reducing student learning outcomes in the psychomotor domain of Islamic Religious Education subjects.

Student Competence

The general description of students during the COVID-19 period experienced high anxiety in dealing with this outbreak, so they could not learn optimally, which led to a decrease in learning outcomes in the psychomotor domain (Holman et al., 2020). The desired learning ability in the curriculum is for students to master knowledge, moral values, and high skills following the fields they study. The pandemic has changed everything quickly. In education, the COVID-19 pandemic has changed learning strategies, the implementation of learning, media, teaching methods, and learning outcomes measurement techniques. As long as there is COVID-19, students in cognitive, affective, and psychomotor abilities in Islamic Education Institutions tend to be low (Herlinsi, 2022). From the documentation of the learning outcomes of 20 students at SD Negeri 85 Palembang, the learning outcomes in the psychomotor domain for the initial, second, and third periods of COVID-19 entering Palembang, Indonesia, were, respectively.

Table 1. Documentation of Psychomotor Learning Outcomes of Islamic Religious Education Subject in the Psychomotor Domain

Number	Psychomotor Learning Outcomes Before Covid-19		Psychomotor Learning Outcomes During the Entry of Covid-19	
	Semester/Year	Average value	Covid period	Average value
1	Even 2018	87	Early Period	-
2	Odd 2019	85	Second period	73
3	Even 2019	88	Third period	79

Source: Results of PAI Teacher Documentation at SD Negeri 85 Palembang City, 2022

The documentation in the table above shows that the psychomotor learning outcomes of the Islamic Religious Education subject at SD Negeri 85 Palembang tended to decline during the Covid 19 period. Before COVID-19 entered Indonesia, the average psychomotor learning outcomes from 2018 to 2019 were 87, 85, and 88. Meanwhile, the results of the documentation of PAI subject teachers in the early period of COVID-19 were not defined because psychomotor was omitted. It decreased with an average value of 73 in the second period, and in the third period, it was 79. These psychomotor results tended to decrease.

Technology Adaptation

The ability to adapt to technology in the psychomotor learning of Islamic Religious Education during COVID-19 is critical. Through high adaptability, various facilities for participating in learning and taking learning achievement tests can be obtained because the implementation and assessment of learning outcomes during the COVID period are carried out online. The inability to master technology will leave people behind. Therefore, like it or not, students and educators should be able to adapt to these changes, especially for the learning process to continue (Manco, 2020). Learning during the COVID-19 pandemic was conducted online, so the learning process using technology was the right choice, primarily to obtain learning outcomes following the learning conditions at that time. This is shown by the findings of previous research that appropriate learning methods according to needs are proven to improve student learning outcomes (Syafaati et al., 2021). In both public and private schools in Palembang, we have seen in various reports that student learning outcomes tend to decrease. This happens, among other things,

because many of our children still need to participate in online learning activities. Not only that, but this inability to adapt also occurs because many educators need to understand learning with the e-learning system or learning using social media. others (Herlinsi, 2022). This is because it is said that students have yet to adapt to technology use (Holman et al., 2020). The Internet can be used as a medium for learning, including conducting psychomotor domain assessments (Ni'mah, 2020).

Assessment Strategy

The system for measuring student learning outcomes carried out online during the COVID-19 period affects learning success, high or low. Carrying out online measurements can potentially lead to student fraud because there is no direct supervision. In addition, the learning outcomes obtained are less able to describe the abilities owned by students. This is stated by the PAI subject teacher below:

“We admit that the decline in psychomotor learning outcomes in Islamic Religious Education during COVID-19 has indeed occurred in our schools and other schools. The reason is that one of them is using measurement techniques that are not correct, so how else can people be more concerned with their health and how to avoid getting infected with COVID, which is quite scary for most people nowadays”. (Herlinsi, 2022a)

From the results of the interview, H, as a teacher of Islamic Religious Education at SD Negeri 85 Palembang, confirmed that there was a decrease in psychomotor learning outcomes in PAI subjects, one of the reasons for which was an inaccuracy in the selection and use of assessment tools. He further said that this was understandable because students and educators faced the problem of overcoming COVID-19, which is more important than that because it relates to a person's life and death. The strategy for assessing learning outcomes in the psychomotor domain of Islamic Religious Education during the COVID-19 pandemic was dominated by the WhatsApp application with the observation method of assignments sent in video form (Sirolastika et al., 2021). Apart from using the application, assessments can also be carried out using the Google Classroom application and are proven to be able to improve student learning outcomes (Ratnawati, 2020).

Graduation Standard

A decline in learning outcomes can also occur due to high graduation standards. This factor determines whether students can pass the PAI subject in the psychomotor domain, depending on their ability to reach and even exceed these standards. The results of the interviews show that the high passing standard is not balanced with the condition of students who are experiencing the COVID-19 pandemic, so the psychomotor scores they receive are low. As a PAI subject teacher at SD Negeri 85 Palembang, H stated:

“Yes, that is right. The graduation standard for the psychomotor domain during the COVID-19 period was not lowered; it is still high enough that our children cannot achieve it totally, considering they are worried about facing COVID-19, which is very urgent because he, his family, and all of us in Palembang and even this world are faced with this problem between life and death, as he called it”. (Herlinsi, 2022a)

Based on the interview, in the view of educators, the passing standard for the psychomotor domain is still high and not appropriate for the COVID-19 period because the chances of success are small. If faced with a level of importance, what is more, important right now is avoiding COVID-19, recovering from the virus infection, and learning how to eliminate the Coronavirus from this world. After the safety and comfort of students are guaranteed, they can study comfortably and pleasantly.

With the decrease in learning outcomes caused by the six factors described above, a solution can be found to increase the learning outcomes obtained by students. The results of the study show that an effort to overcome the problem of decreasing learning outcomes during a pandemic is to use a problem tree (Tanuwijaya & Tambunan, 2021). Theoretically, it was found that efforts that

educators and the school can make as the right solution to improve psychomotor learning outcomes are to provide treatment according to the cause. Among them, efforts to overcome the unpreparedness of educators and students to face changes in the learning process from face-to-face to online learning can be carried out by conducting training to improve the ability of educators to manage digital learning so that learning activities can take place effectively (Korkmaz, G., and Toraman 2020).

This accelerated learning program aims to overcome the backwardness of psychomotor learning material during the early period of COVID-19's arrival in Palembang City, Indonesia. At that time, learning only focused on theory. At the same time, practical activities were abolished, so the accelerated learning program developed by PAI subject teachers and supported by the school became a solution that could replace the learning lag that had disappeared in the early period of COVID-19.

The inability to understand orders from educators online is an obstacle to obtaining high learning outcomes. Therefore, it is necessary to provide instructions for independent learning activities or practical activities in clear psychomotor tests, using simple sentences easily understood by students. Overcoming the ability to adapt to technology that is not carried out by using digital technology, which is related to improving student academic performance, means that mastery of technology becomes essential in overcoming the low learning outcomes of students (Frolova, 2020).

Overcoming factors in the measurement of psychomotor learning outcomes that have not been able to describe students' abilities, a system of measuring learning outcomes can be applied directly. Each measurement can be made in the learning and assessment processes directly and can describe the actual ability. Previous research findings have proven that the learning process facilitated by the teacher can directly affect student learning outcomes (Carlson, 2019).

Educators can adopt policies by developing Flexible Standards for Graduation. Overcoming the ability to face the challenges of high achievement standards is a particular passion for individuals who think positively, but setting these passing standards is not rigid. The freedom of achievement standards set can improve student learning performance and create a good learning climate for them. Therefore, in setting graduation standards, it is necessary to consider flexibly the opportunities, challenges, obstacles, potential, situation, and condition of human resources as a whole, both educators and students.

CONCLUSION

This study found that student learning outcomes in Islamic Religious Education material in the psychomotor domain during the COVID-19 pandemic experienced a decline due to internal and external factors such as technology, educator abilities, and assessment systems. Psychomotor learning outcomes can experience unexpected declines, thus requiring technological adaptation, acceptance of change, and continuous alternative actions from educators and school officials at the elementary school level.

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