Hasil Turnitin

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The Challenge of Teacher Islamic Religion During an Endemi Transition:
The Study of Phenomenon at Elementary School Level

Abstract: After about two years, the pandemic has hit the world, including education. During the endemic transition period, the recovery phase regarding the impacts and challenges teachers face is an important matter to pay attention to, how teachers, institutions, and the government restore current learning due to yesterday's online education. We conducted the research on the outskirts of Sidoarjo, precisely in the Tarik sub-district, directly adjacent to Mojokerto. So, the author has a goal in this study to see how PAI teachers feel about the Impacts and Challenges at the elementary level. This study used a qualitative research approach, with phenomenological methods and data collection techniques using interviews, observation, and documentation. This study used *purposive sampling* as a data collection technique. The subject of this research was a PAI teacher at an SD and MI in the Tarik-Sidoarjo area. The study's results and conclusions stated that learning carried out online impacted the current learning process, where student learning motivation decreased due to yesterday's online learning. In addition, digital literacy is a challenge for Islamic education teachers today. In the implication during this endemic transition period, the impacts and challenges teachers feel can be evaluated in the education sector in Indonesia so that they are better.

Abstrak: Setelah kurang lebih dua tahun, pandemi melanda dunia, termasuk pendidikan. Pada masa transisi endemik, fase recovery terkait dampak dan tantangan yang dihadapi guru menjadi hal yang penting untuk diperhatikan, bagaimana guru, lembaga, dan pemerintah memulihkan pembelajaran saat ini akibat pendidikan daring kemarin. Kami melakukan penelitian di pinggiran kota Sidoarjo tepatnya di kecamatan Tarik yang berbatasan langsung dengan Mojokerto. Maka, penulis memiliki tujuan dalam penelitian ini untuk melihat bagaimana perasaan guru PAI tentang Dampak dan Tantangan di tingkat SD. Penelitian ini menggunakan pendekatan penelitian kualitatif, dengan metode fenomenologi dan teknik pengumpulan data menggunakan wawancara, observasi, dan dokumentasi. Penelitian ini menggunakan *purposive sampling* sebagai teknik pengumpulan data. Subyek penelitian ini adalah guru PAI pada SD dan MI di wilayah Tarik-Sidoarjo. Hasil dan kesimpulan penelitian menyatakan bahwa pembelajaran yang dilakukan secara daring berdampak pada proses pembelajaran saat ini, dimana motivasi belajar siswa menurun akibat pembelajaran daring kemarin. Selain itu, literasi digital menjadi tantangan bagi guru pendidikan Islam saat ini. Implikasinya pada masa transisi endemik ini, dampak dan tantangan yang dirasakan guru dapat dievaluasi dalam bidang pendidikan di Indonesia agar lebih baik.

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A. Introduction

The World Health Organization (WHO) has determined that the Covid-19 pandemic started on March 11, 2020, and spread to almost all countries worldwide. With this pandemic outbreak, the Indonesian government issued policies by making various efforts. Steps taken by the government so that people are not involved in crowds that result in the spread of this virus . The Covid-19 pandemic has had an extraordinary impact on human life; almost all activities that impact this Covid-19 pandemic, the world of education, is no exception (Rosmayati & Maulana, 2021). In the field of education, there are challenges from the impact of the covid-19 pandemic; in the contents of circular letter number 4 of 2020 in point number 2, which states that online learning activities are one of the efforts to anticipate the spread of the covid-19 virus to all school members (Mar'ah et al., 2020). From that policy, all levels of education carry out online/distance learning activities. The design/adaptation of students and teachers is urgent and provides a problem in online learning. Not only students and teachers but parents are also important figures as supporters of the success of this online learning process. Study From Home (SFH) learning with online media is a policy from the government to overcome this problem. According to Annisa Etika Aruma and Endang Susilaningsih's previous research entitled "Online Learning and Study of the Impact of the Covid-19 Pandemic at Elementary Schools in Muncar District", the results of her study stated that online learning seems inappropriate for learning at the elementary school level due to the lack of adequate infrastructure—inadequate and miscommunication between teachers and parents of students. Providing material and assignments via the *WhatsApp group* has gone differently than expected (Arum & Susilaningsih, 2020). As a result, due to yesterday's pandemic, online learning has resulted in the quality of education tending to decline.

Eva Muzdalifa, in her research entitled "Learning Loss as an Impact of Online Learning When Returning to Face-to-Face After the Covid-19 Pandemic", explained that some grade 6 children in a study group some students did not complete their assignments, and some others completed tasks given by the teacher even though they were not perfect. In this case, students experience decreased learning outcomes, decreased cognitive, and affective to psychomotor children, inequality of children's knowledge abilities, and disruption of students' emotional development. As a result, students lose their enthusiasm for learning or motivation to study, they tend to be ignorant of lessons at school, and many need to focus while looking, so some students often do not attend face-to-face learning after this pandemic. The Ministry of Education, Culture, Research, and Technology (KEMENDIKBUDRISTEK) Nadiem Makarim stated that this phenomenon is "*learning loss*" or "*learning period*" (Muzdalifa, 2022); this is why improving the quality of education in the post-Covid-19 Pandemic is very urgent as a new challenge for the education sector (Winandi, 2020).

The Covid-19 pandemic is not only damaging. Social restrictions and studying from home (SFH) also positively impact students and all levels of education. Technology is a new colour for the field of education. Various kinds of facilities that can be accessed quickly, such as Youtube, Zoom, Google Classroom, and others, give a new colour to the world of education (Faturohman & Gunawan, 2021).

One of the learning subjects that did not escape the impact of online learning yesterday was learning Islamic religious education (PAI). PAI learning which has several materials that require face-to-face learning, such as worship materials, impacts the competence of student learning outcomes. Learning Islamic Religious Education is a part of

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the subjects that teachers must carry out to foster religious values in students so that they can become human beings who believe and have piety in harmony with national education goals. Islamic Religious Education aims to form good mutations regarding behaviour, words, and actions that align with Islamic teachings. For this reason, it is necessary to have efforts made by teachers, parents, and the government to support learning success. Muntholi'ah (2002) explained that Islamic Religious Education is an effort specifically focused on developing the religious nature of the subject of students so that they can better understand, appreciate, and practice the teachings of Islam (Akhmad, 2021). Research conducted by Nurullita Almunawaroh entitled "The Impact of the Covid-19 Lockdown on Islamic Education in Indonesia" explained that online learning methods have not been effective in Islamic religious education (PAI) because many PAI learning materials use practice (such as worship materials). This results in understanding the capture of material that is not as expected and loss of learning which results in a decrease in student learning competence in PAI subjects (Almunawaroh, 2020).

After more or less two years of the Covid-19 pandemic, which forced almost all human activities to change, with many social restrictions, considering the current conditions, the government provides an alternative for the world of education, namely limited learning or Pembelajaran Tatap Muka Terbatas (PTM-T). Based on the Joint Decree (SKB) of the four ministers of the Republic of Indonesia number 03/KB/2021, Number 384 of 2021, Number HK.01.08/MENKES/4242/2021 and Number 440-717 of 2021 concerning guidelines for organizing learning during the covid-19 Pandemic which provides several important points such as: teaching staff in the education sector are given complete vaccinations, for this reason the central government, local government, to regional offices (kanwil) or the office of the Ministry of Religion (Kemenag) require the education sector to provide PTM-T accommodation by following the applicable health and distance learning protocol, each class is given a quota of students, namely 18 students and implemented in accordance with the distribution of shifts so that students get direct learning at schools determined by the education unit while still prioritizing health and safety education unit residents with a transition period of three months in the absence of a new variant of Covid-19 (Faturohman & Gunawan, 2021). On June 21, 2023, through the official website and social media of the presidential secretariat, President Joko Widodo officially revoked the COVID-19 pandemic status in Indonesia, and by withdrawing the COVID-19 pandemic status, Indonesia entered the Endemic period. Based on the Centers for Disease Control (CDC), the Endemic period is a condition where the appearance of the disease is typical in a population or an area with its geography, such: as Dengue Hemorrhagic Fever (DHF); this is what provides new challenges for the world of education. How do educators reorganize the old education system and bring about recent changes in the endemic transition period? So we conducted research to explain and explain the impacts and challenges faced by PAI teachers after the Covid-19 pandemic ended.

We conducted research in one of the SD and MI in the Tarik subdistrict, Sidoarjo district, a suburb of Sidoarjo city directly adjacent to Mojokerto. The Tarik-Sidoarjo area is where most people depend on livelihoods in the agricultural/rural sector. Sidoarjo City is a Delta city located between 2 major rivers, the Mas and Porong Rivers. The town of Sidoarjo is also the primary buffer for the provincial capital of East Java, which includes the Gerbangkertosusila area in the economic, development, and population growth indices. According to R. Dimas Widya Putra and Wilmar Salim in their research entitled "Garbangkertosusila Regional Spatial Structure Based on Center-Surround Theory: A Study", explained that Gerbangkertosusila (GKS) is a manifestation of the implementation

of the large-scale urban expansion structure design as one of the regional development efforts, in the city/district scope of Surabaya, Gresik, Bangkalan, Sidoarjo, Lamongan, and Mojokerto. The Gerbangkertosusila area (GKS) is Indonesia's second-largest metropolitan area, with its centre being the city of Surabaya. One of the main problems in the Gerbangkertosusila area is the imbalance between cities and regencies. The pattern results show that the city of Surabaya is included in the classification into quadrant I, which means it consists of a rapid growth area. We find that areas categorized as Quadrant I are geographically directly adjacent to the city of Surabaya, the areas referred to are the cities of Sidoarjo and Gresik. With a tendency to reinforce the Theory of growth in central and periphery areas, Sidoarjo is an extension of the city of Surabaya called "urban sprawl", with a transition of livelihoods between rural and urban areas. Judging from this classification, the increase in population, area density, and land conversion from agrarian to non-agrarian has occurred in several sub-districts in Sidoarjo Regency. Areas that experience the phenomenon of "urban sprawl" in the Sidoarjo City area are called "peri-urban". The peri-urban area has a more prominent urban area called the "frame zone". This region has a higher percentage of land use and non-agrarian employment and has a high index of development and population growth; this development has resulted in other sectors also experiencing development, including the education sector. The area of Sidoarjo City, which is geographically on the direct border with the City of Surabaya, is experiencing a faster development index and population growth index than other border areas of Sidoarjo City, including the Tarik-Sidoarjo area, which is a border area with Mojokerto City which is experiencing more development. Slow from the border area of Sidoarjo City and Surabaya City (Putra & Salim, 2022).

This inequality is visible in the border area of Sidoarjo City and Surabaya City and the border area in the Tarik-Sidoarjo sub-district, which borders the City of Mojokerto. Inequality in the development index and new non-agrarian centres is relatively low in the Tarik-Sidoarjo area. Communities in the border areas of Sidoarjo City and Mojokerto are still high in agriculture as a livelihood. The economy of the people of the Tarik sub-district is, on average, a community with a middle to lower economy. Other conditions, such as infrastructure and facilities in the Tarik sub-district, are also quite different from Sidoarjo City's and Surabaya City's border areas. The low development and growth index in the border area of Sidoarjo City and Mojokerto City makes other sectors unable to develop correctly, such as in the border area of Sidoarjo City and Surabaya City; This is what prompted the researcher to take the research location in the Tarik-Sidoarjo area as the border area of Sidoarjo City and Mojokerto City, which is still relatively low in development and growth index, which is different from the border area of Sidoarjo City and Surabaya City.

Thus the researcher chose a unit at the basic level of education, namely taking the research location in one of the SD and MI in the Tarik-Sidoarjo sub-district. The researcher focused on research on elementary school and madrasah primary school education because elementary school is an essential level of education for students; where at this level, students take the longest time, namely six years, which means that this level has a high urgency to shape the character of a child to prepare resources. Quality human resources (HR) for the nation's future and compare how PAI learning is in SD and MI. In this case, the researcher aims to examine learning at the elementary school level in border areas and how teachers face obstacles after unexpected big problems befall the education sector.

B. Method

This type of research is qualitative, with phenomenology as its approach. Qualitative research aims to understand the phenomena that occur in life by research subjects in the field. (Nawawi, 1991). This research technique used interviews with Islamic education teachers at the elementary level (SD and MI) in the Tarik area of Sidoarjo. This study used *purposive sampling* as a sampling technique. The focus of this research is the impact of Covid-19 on education and what are the challenges faced by PAI teachers at elementary level education in the Tarik-Sidoarjo area; the subjects of this study were Islamic Religious Education teachers at SDN 1 Gampingrowo and Islamic Religious Education teachers at MI Roudlotun Nasi'in. In this study, the data collected by researchers used interview, observation, and documentation techniques. Elementary Islamic Education teachers in the Tarik-Sidoarjo sub-district (namely PAI teachers at SDN 1 Gampingrowo and MI Roudlotun Nasi'in) and library sources through related articles are the data sources collected by the author.

Figure 1: concept map of research stages

Creswell (2012) suggests that data collection using a phenomenological approach has several stages: looking for respondents willing to be interviewed in the category of researchers who are PAI teachers (Rafidiyah & Kailani, 2020). As for the several components of the questions posed by the author to respondents, they are as follows: 1) teacher and school policies on learning Islamic Religious Education during and after the pandemic?, 2) problems experienced by PAI teachers during online learning?, 3) how is the development of students during online learning and post-online learning?, 4) how are the effects and challenges that teacher PAI faced after the pandemic? 5) what efforts have teachers made to restore post-pandemic learning? Furthermore, the authors recorded and analyzed the interview results using a phenomenological approach.

Data analysis in this study took the procedure according to Moustakas (1994), which included the following: 1) the author explained his personal experience regarding the phenomenon raised; 2) the phenomena that the author examined were identified by the results of interviews with informants (PAI teachers); 3) the writer then categorizes the results of the interview on broader themes or classifications; 4) the author explains the phenomena that have occurred based on the analysis of related references and examples; 5) the researcher compiled the results of the research and discussion textually and structurally, which then from the results of the research and discussion the authors drew conclusions based on the phenomena that the authors studied.

C. Result and Discussion

Result

Islamic religious education is a component of national education in line with Law No. 2 of 1989 concerning national education (Aziz, Asep et al., 2020). Islamic religious education (PAI) is compulsory from the elementary level to the upper secondary status. Islamic religious education (PAI) subjects are learning to prepare students in society to have good ethics, morals, and character (Saprudin & Nurwahidin, 2021). The learning of Islamic

religious education or in Indonesia, "Pendidikan Agama Islam" (PAI) in elementary school, namely sekolah dasar (SD) and religious elementary school, namely Madrasah Ibtida'iyyah (MI), have more religious lessons than SD. PAI learning in MI is divided into four subjects: Fiqh, Aqidah Akhlak, Al-Qur'an Hadith, and SKI, while in SD, PAI learning is only in one issue. The learning hours are also, of course, different; MI has more hours of PAI lessons than SD. The authors underlie what to take research subjects on PAI teachers in SD and MI regarding the challenges and impact teachers face after learning online for about two years.

a. **Teacher and school policies during and after the pandemic.**

Based on the results of interviews conducted by the author with PAI teachers at SDN 1 Gampingrowo and MI Roudlotun Nasi'in, we find that the two teachers stated that school policies followed the policies of the Ministry of Education, Culture, Research and Technology (KEMENDIKBUDRISTEK), namely, conducting online/distance learning. However, there are different points from the presentation of the two respondents.

"kebijakan pembelajaran saat pandemi di MI daring juga mbak, dan ada beberapa pelajaran yang dikurangi. Pada awal-awal setelah pembelajaran daring di MI kan di bawah naungan Kementrian Agama (KEMENAG) ya mbak jadi, saat awal-awal setelah pembelajaran daring belum memakai kurikulum baru" (wawancara dengan Ibu Ida selaku guru PAI di MI Roudlotun Nasi'in).
"The learning policy during a pandemic at MI is online, sis, and some lessons are reduced. In the early days, after online learning at MI, it was under the auspices of the Ministry of Religion (KEMENAG), right, sis, so, in the early days after online learning, the new curriculum was not used" (interview with Ms. Ida as PAI teacher at MI Roudlotun Nasi'in).

"kebijakan pembelajaran saat pandemi di SDN mengikuti peraturan pemerintah mbak. Setelah pandemi pembelajaran dilaksanakan PTMT jadi, masuknya bergantian trus proses pembelajaran disekolah lebih singkat dari sebelum pandemi" (wawancara dengan Bapak Alim selaku guru PAI di SDN 1 Gampingrowo).
"The learning policy during a pandemic at SDN follows government regulations, Ms After the pandemic, learning was carried out by PTMT so, shifting in and the learning process at school was shorter than before the pandemic" (interview with Mr. Alim as a PAI teacher at SDN 1 Gampingrowo).

b. **The Problems felt by PAI teachers during and after online learning.**

The two respondents stated that the problems of online and post-online learning experienced the same issues, starting from an internet connection, infrastructure, and class management. However, there are several distinguishing points from the problems experienced by respondents.

"problemnya ya kendala internet, sarana prasarana yang mendukung anak-anak saat pembelajaran daring, penggunaan teknologi karena saya gaptek kalau masalah teknologi mbak tidak seperti anak jaman sekarang, banyak juga wali murid yang mengeluh saat pembelajaran daring dan menitipkan anak-anaknya kerumah saya untuk di bimbing belajar secara langsung, untuk praktek lebih banyak ke pemberian tugas saat pembelajaran daring karena kendala internet dan interaksi pembelajaran saat daring yang kurang kondusif ya mbak. Kalau program hafalan di MI memang ada hafalan mbak juz 30. Setelah pandemi ini

penyesuaian kurikulum ya mbak, karena memang kalau MI itu di bawah naungan Kemenag, motivasi belajar anak-anak juga, anak kelas 1,2 itu yang masih rewel, masih tidak mau ditinggal orang tuanya karena memang mereka belum terbiasa belajar tatap muka" (wawancara dengan Ibu Ida selaku guru PAI di MI Roudlotun Nasi'in).
"The problem is internet constraints, infrastructure that supports children when learning online, using technology because I am clueless if technology problems are not like today's children, there are also many parents who complain during online learning and leave their children to my house to be cared for. They are tutoring directly to practice more on giving assignments during online learning due to internet constraints and less conducive online learning interactions, sis. For the memorization program in MI, there is memorization Ms. Juz 30. After this pandemic, the curriculum has been adjusted, right, Ms., because if MI is under the auspices of the Ministry of Religion, children's learning motivation is also the same; grade 1,2 children who are still fussy still don't want to be left by their parents because they are not used to face-to-face learning" (interview with Ms. Ida as a PAI teacher at MI Roudlotun Nasi'in).

"saat pembelajaran daring ya penyampaian materi melalui media-media dan platfrom, pemberian tugas, resume. Saat daring koneksi internet kurang mendukung ya mbak. Permasalahan yang di hadapi setelah pandemi ini ya motivasi belajar siswa yang menurun mbak" (wawancara dengan Bapak Alim selaku guru PAI di SDN 1 Gampingrowo).
"During online learning, the delivery of material through media and platforms, giving assignments, resumes. When online, the internet connection doesn't support it, sis. The problem faced after this pandemic is that student learning motivation has decreased, sis" (interview with Mr. Alim as a PAI teacher at SDN 1 Gampingrowo).

c. **Development of students during online learning.**

"perkembangan anak-anak tidak ada masalah sih mbak, cukup bagus" (wawancara dengan Ibu Ida selaku guru PAI di MI Roudlotun Nasi'in)
"There are no problems with the development of the children, sis, quite good" (interview with Ms. Ida as a PAI teacher at MI Roudlotun Nasi'in)

"untuk perkembangan peserta didik setelah pandemi menurun mbak" (wawancara dengan Bapak Alim selaku guru PAI di 1 Gampingrowo)
"For the development of students after the pandemic has decreased, sis" (interview with Mr. Alim as a PAI teacher at 1 Gampingrowo)

In the development of students, Mrs. Ida as a PAI teacher at MI Roudlotun Nasi'in, said differently. This is because, during online learning, many parents of students entrust their children to their teachers, including Mrs. Ida. This is because some of the parents work and some need help understanding their children's learning which results in parents being unable to supervise and accompany their children's learning.

d. **Impacts and Challenges Faced by PAI Teachers after the Pandemic.**

The two respondents here stated that the significant impact felt was the technology media which is now overgrowing due to yesterday's pandemic. The challenge of dealing

with a decrease in student learning motivation is a challenge for the two respondents. However, there were also different points felt by the two respondents.

"dampak yang dirasakan banyak mbak, terutama pada media teknologi. Kalau pada pendidikan karakter berdampak baik seperti anak-anak menjadi peduli dengan kebersihan diri, mencuci tangan sebelum masuk kelas. Tantangannya yang dihadapi itu mbak motivasi belajar siswa yang menurun tadi." (wawancara dengan Bapak Alim selaku guru PAI di SDN 1 Gampingrowo).
"Many people feel the impact, especially on technology media. Suppose character education has a good impact, such as children becoming concerned about personal hygiene and washing their hands before entering class. The challenge faced is the decreased student motivation earlier." (interview with Mr. Alim as a PAI teacher at SDN 1 Gampingrowo).

"dampak yang dirasakan ya penggunaan internet itu mbak, media teknologi. Dampak untuk pendidikan karakter cukup baik mbak, ada pembiasaan-pembiasaan yang bagus. Tantangan yang dialami adanya kurikulum yang baru itu mbak, yang kemarin baru faham sekarang ganti lagi." (wawancara dengan Ibu Ida selaku guru PAI di MI Roudlutun Nasi'in).
"The impact being felt is using the internet, miss, media technology. The impact on character education is quite good, sis; good habits exist. The challenge the new curriculum is experiencing, miss, what you just understood yesterday is now changing again." (interview with Ms. Ida as a PAI teacher at MI Roudlutun Nasi'in).

e. Efforts made by PAI Teachers to restore Learning after the Pandemic.

In this recovery phase, the two respondents expressed different things about the efforts being made to restore PAI learning.

"memulai pembelajaran kembali mbak dari awal. Mengembangkan literasi kembali kepada anak-anak. Dan menyesuaikan kembali dengan kurikulum baru mbak." (wawancara dengan Ibu Ida selaku guru PAI di MI Roudlotun Nasi'in).
"Start learning again, sis, from the beginning. Develop literacy back to children. And readjust to the new curriculum, Miss." (interview with Ms. Ida as a PAI teacher at MI Roudlotun Nasi'in).

"upaya yang dilakukan melaksanakan pembelajaran dengan media-media, LCD, diskusi, tanya jawab, pemberian tugas." (wawancara dengan Bapak Alim selaku guru PAI di SDN 1 Gampingrowo).
"Efforts are made to carry out learning with media, LCD, discussions, questions and answers, giving assignments." (interview with Mr. Alim as a PAI teacher at SDN 1 Gampingrowo).

Discussion
a. Teacher and school policies during and after the pandemic.

The statements of the two respondents are in line with the policy of the Indonesian Minister of Education, Culture, Research and Technology (KEMENDIKBUDRISTEK), which issued a policy in circular letter number 36962/MPK.A/HK/2020 which contains learning

instructions carried out online/remotely in a design to prevent the spread of the covid-19 virus in Indonesia (Widad & Bakar, 2021). This online learning policy impacted the learning process at school for the two respondents; learning that was usually carried out directly during the pandemic had to be carried out online/remotely. This provides a new challenge for teachers on how to carry out online learning properly so that students can still learn while protecting themselves from the circulation of the Covid-19 virus yesterday.

b. **Problems felt by PAI teachers during and after online learning.**

The Covid-19 pandemic has changed many cultures in the world of education, including in Indonesia (Haidar & Agustina, 2021). Problems in the world of education during the Pandemic in Indonesia faced various issues. During the transitional period, Endemic learning was also not spared from difficulties, such as changing online learning or online learning to offline learning. Offline learning that was carried out after the pandemic created various problems for educators, parents of students, and the students themselves. The two respondents took multiple things the authors interviewed, from following government policies, providing learning through platforms, sharing information via *WhatsApp*, and the like. And here, the two respondents used a lot of *WhatsApp groups* during distance learning (PJJ) as a medium of information to give materials and assignments to students. Constraints on connections and infrastructure facilities resulted in the two respondents only using the *WhatsApp group* media to share material information and projects. This has become a severe problem, especially in rural areas such as the allocation that the author examined, because it causes miscommunication between teachers and students, teachers and schools to teachers and parents/guardians of students, which results in less than optimal online learning and access to learning too much. Finally, this has an impact on student learning outcomes and motivation.

Decrease in an understanding of learning, so that students' learning outcomes, interest, and motivation decreases (Karmen & Pribadi, 2022). Several factors namely can influence this: the lack of teacher competence in class management and students, problems in learning methods that are less varied and tend to be monotonous in teaching (only using one-way learning using the lecture method without any other support such as: learning media, props to facilitate explanation of material and so on) (Istiqomah & Nadlif, 2022).

Gadget addiction in elementary school students due to internet-based distance learning (PJJ) also influences the learning development of elementary school students because children like to play games on social media such as TikTok. We found in the surrounding environment that school children from elementary to high school level and above after school immediately play with their friends at cafes for Wi-fi, and some even skip school just playing gadgets so that their learning motivation is relatively low; this is a problem with teachers, parents and the government. Coordination between teachers and parents of students also needs to be communicated better, resulting in a need for the realization of good learning. Parents' attention is the main thing in the growth and development of their children's education (Widyasari et al., 2023). However, the parent needs help managing time between work and caring for the children. They also need more understanding of parents about their children's learning, and difficulties in using technology for education have resulted in parents not being optimal in paying attention to and accompanying learning, especially in technology-based learning as it is today. Related to the decline in students' abilities during and after the Pandemic, UNESCO (2020) stated

that learning activities during the pandemic hurt and harmed students' routines, mindsets, and learning interests, which resulted in students' futures in learning (Gularso et al., 2021).

c. Development of students during online learning.

In online learning yesterday, many things could be developed so that knowledge seemed more varied, balanced, and exciting. Many factors can make online learning successful, but three crucial factors have an impact on online education (Fauziyah, 2020):

1. Technology, the only solution for remote/online learning, is to use technology; this is also to make it easier for students and teachers to send information to each other.

2. Teacher character, application of online learning guidelines for instructors/teachers. If the teacher can use technology and good learning management, then learning can be carried out well.

3. Student character and collaboration between students and teachers are also essential factors; if students can follow the lessons conveyed by the teacher online correctly and with discipline, then the learning objectives can be achieved. Parental support is also a driving factor for online learning to take place properly.

However, online learning with smartphones or computers is an obstacle, especially in suburban areas such as the Tarik-Sidoarjo sub-district. Where infrastructure facilities to support online learning become a control for some residents who have middle to lower economic status. As a result, this online learning process influences student competence in the cognitive aspect. This mental aspect is related to the ability of children's think *(thinking)*, solve a problem *(problem-solving)*, determine and make decisions *(decision-making)*, intelligence *(intelligence)*, and talent *(aptitude)* (Dewi Niswatul Fithriyah et al., 2022). The cognitive aspect has a goal to be oriented towards thinking power which includes simple intellectuals such as remembering the ability to solve a problem which encourages students or students to be able to correlate and combine various ideas, methods, to procedures to be studied as a guide for solving a problem (Dewi Niswatul Fithriyah et al., 2022).

d. Impacts and Challenges Faced by PAI Teachers after the Pandemic.

After going through the emergency period, the Covid-19 Pandemic for about two years provided many changes, challenges, and impacts on the education sector, which forced human social activities to adapt to unexpected conditions (Septiadi et al., 2022). In the learning process usually carried out in class, interacting socially unexpectedly must change to new habits. This requires teachers to adapt quickly to the learning process, which is carried out indirectly; this change is seen as very foreign and shocks educators. In addition, online learning methods are seen as ineffective in the education sector in Indonesia and for Islamic religious education, which requires direct learning (such as worship materials) (Almunawaroh, 2020). The education sector in Indonesia is still being prepared, and the ineffectiveness of online learning is a challenge for elementary-level educators in the Tarik-Sidoarjo area. In addition, many educators in the subject of Islamic religious education at the elementary school level, both SD and MI, are primarily elderly in the Tarik-Sidoarjo area (which ranges from 1955-1975 births on average (according to KKG PAI Sidoarjo data)), so that adaptation of online learning using technological media is homework

for educators. The welfare of teachers in Indonesia is a separate obstacle to using adequate information technology facilities and infrastructure when learning online. Unequal internet access is another obstacle for educators and students in the Tarik-Sidoarjo area (Aji, 2020). Educators are encouraged to be more creative in carrying out distance learning (online) so that students continue to get a good education without falling behind in lessons due to the Pandemic (Hendriyani et al., 2021).

Experts group the factors that have had an impact due to the Covid-19 pandemic on the education sector into two parts, namely: internal factors and external factors (Ulfah, 2021). First, there is the instinct factor or human instinct, which will increase when faced with a problem; during yesterday's pandemic, it gave caution to secure himself and those closest to him. Second, the willingness factor to return to everyday life usually. Third, maintaining cleanliness influences character learning for elementary-level education, where students maintain personal and environmental hygiene and wash their hands. From these factors, the Covid-19 pandemic has impacted good habits in character education and Islamic religious education at the basic education level. External factors also have an impact on the education sector, such: as increasing awareness of the existence of technology to support Islamic religious education learning in the millennial era; many innovations have developed platforms to support student learning (such as Google Classroom, Zoom Meetings, Microsoft Teams, etc.). From the government itself, it is also developing the Spada platform, e-learning to support online learning, and the development of online courses; there are also more and more variations to support student learning (such as Ruang Guru, Zenius, Quipper, etc.).

Technology is overgrowing, with this having impacts, challenges, and opportunities for the education sector. Education in Indonesia is not ready for technology because the education sector in Indonesia still needs to practice technology-based learning. Many teachers still need to be more knowledgeable about technology in the Tarik-Sidoarjo area, some parents are still clueless, and the parent needs to supervise the children when using technology so they don't fall into negative things. Coupled with distance learning (online) which had to be carried out due to yesterday's pandemic, the order of the education system fell apart. As a result, learning cannot be carried out properly, which has made learning after this pandemic end decline and be chaotic; this encourages several important factors to improve the digital competence of PAI teachers in this era, namely: actively participating in ICT guidance and following up with self-taught learning. From these factors, ICT guidance influences upgrading teacher competencies in line with digital developments in this era (Habibah, 2022).

Behind the impact above, educators must resolve some challenges for the elementary-level children in Tarik-Sidoarjo. The Theory of somatic weakness states that psychosomatic can occur due to biologically sensitive organs (Nurkholis, 2020). It happened to students who felt bored and bored due to distance learning (online) and large-scale social restrictions (PSBB) that never ended. PSBB resulted in decreased students' motivation to learn. As a result, student learning outcomes decline, and this is a challenge for elementary school educators in Tarik-Sidoarjo. How do educators restore old habits and revive student motivation in the post-pandemic learning era? The government launched a new curriculum policy to overcome learning loss after online learning. However, this new curriculum policy for teachers has become a problem because teachers have to study the new curriculum again while still solving challenges from the impact of yesterday's online learning.

e. **Efforts made by PAI Teachers to restore Learning after the Pandemic.**

After the Covid-19 Pandemic ended, elementary-level educational institutions in the Tarik-Sidoarjo area had to start reformulating strategic plans and face-to-face learning with several new policies to anticipate the source of the disease. In addition, elementary-level educators are working on learning strategies to revive student interest and motivation, which has decreased due to distance (online) learning implemented due to the COVID-19 Pandemic. A proposed plan/strategy to overcome/provide solutions in the current era with the development of technology. Changes in globalization today and progress that leads to the impact of technological globalization from yesterday's pandemic provide challenges in the development of science and technology in the world of education (Rosmayati & Maulana, 2021). According to Oberg's U-Curve, quoted by Utami in his Theory, he stated that *the recovery phase* is the third of the four adaptation phases. In the *recovery phase*, the individual begins to understand the situation at hand; in this phase, the individual gradually begins to experience adjustments and changes in coping with the new position (Azami & Basukiyatno, 2022). In this case, *the recovery phase* after yesterday's pandemic demands technology to support learning. Emphasizing the solution in this *recovery phase*, the government issued a new curriculum policy, the Merdeka Curriculum.

The implementation of the PTM-T policy (limited face-to-face learning) begins in early 2022 after approximately two years of learning held online or remotely. Along with the commencement of limited PTM (face-to-face learning), the Ministry of Education, Culture, Research and Technology (KEMENDIKBUDRISTEK) launched a new policy, namely the Merdeka curriculum (Susintowati et al., 2022). With the Merdeka Learning curriculum, the government hopes it will become one of the *best practices* for improving and recovering learning (learning loss) due to yesterday's Pandemic (Nugraha, 2022). However, it differs from the respondents interviewed in the Tarik-Sidoarjo area, who assessed that the new curriculum presented problems and challenges for educators; this poses a problem for teaching staff, who should focus on learning recovery due to learning loss after about two years; instead, it creates new issues for teaching staff to adapt to the new curriculum and learning recovery after the pandemic.

The causes of *learning loss* in students occur due to several factors, including 1) the long vacation period, as it makes most students forget things related to school; 2) Gap-year students, namely students who stay in class for a specific duration. As a result, the student's memory of learning material will fade; 3) leave/drop out of school. As a result, students do not receive learning materials within a certain period and result in a decrease in students' learning abilities; 4) less effective learning, teaching with less quality and learning that is less effective as a result of which the students' understanding of the material also decreases and is not optimal (Muzdalifa, 2022). Online learning, which has been carried out for approximately two years due to the pandemic, has resulted in learning loss for most students.

The educational situation in recent years, the adaptation of learning processes, learning concepts and strategies, adaptation of new curricula, adaptation of new policies, management of human resources (HR), and every era has its challenges. The age of the industrial revolution 4.0 and the impact of yesterday's pandemic has provided new problems and opportunities for educators, institutions, and the government in the education sector. The teacher is essential in achieving educational goals in the education sector. Teachers at the basic education level not only have a teaching role but also teach and educate students who direct academic skills spiritually and shape the character of students (Dhaifi, 2020).

D. Conclusion

From the results and discussion, the impact on the adaptation of the educator sector is in terms of the student environment, changing times that affect student development, changing curricula, products, and dynamics of the global and modern world educators must be able to adapt to the use of technology to adjust to demands era. Education operations in Indonesia that are not ready to accommodate new developments in learning using digital media for education provide controversy in the world of education, which impacts the current learning process. In the current era of globalization, digital literacy is urgent for educators. The government should provide training on learning transitions using digital media for educators so that there using digital media. As is the smooth driving force to be more proactive in preparing the community so that the implementation of learning with digital media is no longer a problem, and fixing digital transformation in the education sector is one of the main concerns. Facilities and infrastructure to support learning using digital media and internet access, such as mobile phones and computers, must also be equalized. Because the government also has to think more deeply about some conditions that may be casual so that all levels of society can enjoy a good education. To maximize the proportion of digital transformation opportunities in the education sector, the community and government need to work together to create intelligent and quality human resources (HR) and the right technology and facilities. Because if only one party participates, there will only be challenges that impact limitations in the world of education.

In efforts to restore learning after the pandemic or during this endemic transition period, the impacts and challenges felt by teachers can be evaluated in the education sector in Indonesia, both evaluations for the government, educational institutions, schools, and teachers to make education in Indonesia better.

Suggestions for future authors of this research may be comparing prospective authors to other similar studies, and this article can be a reference for further studies.

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