Aqidah Akhlak Learning Strategy Using Sway Office Media During the 2021/2022 Covid-19 Pandemic (Study Case: 11th Grade Student of Smk Vocational School Muhammadiyah 3 Surakarta)

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ABSTRACT

This study aims to describe and identify inhibiting and supporting factors in the implementation of the *Aqidah Akhlak* (*Moral Ethics*) learning Strategy using the sway office at 11th-grade students of SMK Vocational School Muhammadiyah 3 Surakarta during the 2021/2022 Covid-19 Pandemic. It used the observation and interview method. The results showed that *Aqidah Akhlak* teachers at SMK Vocational School Muhammadiyah 3 Surakarta used blended learning strategies with sway office learning media. The implementation of the media takes stages. (1) Teachers make a link containing *Aqidah Akhlak* material through the sway office media. (2) They determine an attractive performance through the sway office. They share the link with students to learn the *Aqidah Akhlak* material and they instruct students to open the link. Inhibiting factors in blended learning strategies using sway office media include as follows. (1) Internet connection must be stable; (2) some students do not have cellphones or laptops, (3) the determinant design is entirely from sway office, and (4) users cannot be free to be creative like using PowerPoint. Supporting factors include (1) the sway office has many interesting features, (2) can be opened with several tools such as mobile phones, PCs, or laptops anywhere and anytime, (3) can save work on Google Drive, and (4) teachers can see how many people have opened the media that they have sent.

Keywords: inhibiting and supporting factor, sway office media, learning strategy.

1. INTRODUCTION

Learning is a process of interaction between students and teachers discussing instructional materials by using learning methods, techniques, and resources in a learning environment [3]. In learning, teachers try to develop children's potential to find a sense of comfort in the classroom, so students can have religious beliefs, self-control, personality, intelligence, good attitudes, and abilities existing in themselves [2]. *Aqidah Akhlak* is a learning subject that discusses a strong inner belief to perform a noble behavior [4].

Islamic Religious Education teachers need to employ different learning strategies and media. The impact of the widespread Covid-19 pandemic on learning causes schools to take social distancing learning (online learning). In online learning, students will have more difficulty in understanding learning materials because their ability is different and they come from different areas making access to the Internet connection unstable. Therefore, they are difficult to understand the learning materials explained by the teacher because of the unstable Internet connection.

During the current covid-19 pandemic, teachers must have more creative and unique ways such as using different learning strategies and learning media when explaining materials to students. Using different learning strategies and media can make them easy to understand the materials and they are not easily bored with the explanations that only use the same strategies and learning media every teacher employs in a discussion forum.

Teachers play a role in building educative relationships with students. They can manage and control students' behavior [21]. During Covid-19, in particular, their role is very important to develop learning strategies and media. A learning strategy is a

series of steps for implementing a learning process to achieve a goal [1]. Understanding the strategy is also explained in the Qur'an (Surah An-Nahl, Verse 125).

اُدْعُ اِلٰى سَبِيْلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِيْ هِيَ اَحْسَنُ ۗ اِنَّ رَبَّكَ هُوَ اَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيْلِهِ وَ هُوَ اَعْلَمُ بِالْمُهْتَدِيْنَ

(O Prophet!) Call to the way of your Lord with wisdom and goodly exhortation, and reason with them in the best manner possible. Surely, you Lord knows best who has strayed away from His Path, and He also knows well those who are guided to the Right Way [15].

Learning media are a technique or tool used by teachers to facilitate the learning process particularly when they explain instructional materials to students. The media will facilitate the achievement of learning objectives [19]. The fundamental for using learning media is found in the Qur'an Surah An-Nahl Verse 44.

بِالْبَيِّنٰتِ وَالزُّبُرِۗ وَاَنْزَلْنَآ اِلَيْكَ الذِّكْرَ لِتُبَيِّنَ لِلنَّاسِ مَا نُزِّلَ اِلَيْهِمْ وَلَعَلَّهُمْ يَتَفَكَّرُوْنَ

(We sent messengers) with the clear arguments (means of proof) and Heavenly Books and We have also sent down unto you the Dhikr (the Qur'an) that you make clear to mankind what has been sent to them. It is hoped that they may reflect [10].

The existence of learning strategies and media makes teachers easy to utilize the applications used as learning media properly. If they have taken advantage of learning media applications well, students will find it easier to understand the materials delivered by the teachers and they will be more enthusiastic about taking learning activities during the Covid-19 pandemic. Additionally, they are increasingly interested in the subject matter in discussion. If they have a strong attraction to study the instructional materials more deeply, it can create a conducive learning process for students and teachers when they take a discussion forum.

In the early observations at SMK Vocational School Muhammadiyah 3 Surakarta, *Aqidah Akhlak* teachers take out online or distance learning and they sometimes take offline learning or face-to-face learning. When taking online learning, they use the sway office learning media. However, when taking offline learning, they use power-point slides. The study describes the sway office learning media employed by *Aqidah Akhlak* teachers of the SMK Vocational School Muhammadiyah 3 Surakarta during the Covid-19 pandemic.

2. LITERATURE REVIEWS

Mac Donald in Haidir and Salim defines a strategy as the art of carrying out a plan skilfully. It is an art to do something well or skillfully. According to

Oemar Hamalik, a learning strategy is a plan of action to realize the teaching and learning process and both teachers and students actively participate in it. Nana Sudjana in Ahmad Rohani states that learning strategy is a tactic used by educators for carrying out the teaching and learning process by encouraging students to achieve learning goals effectively and efficiently. Kemp in Wina Senjaya states that a learning strategy is a learning activity taken by teachers and students so that learning objectives can be achieved effectively and efficiently [6].

Aqidah Akhlak

Etymologically, Abu Bakar Jabir al-Jazairy state that *aqidah* is a strong faith in the truth based on mind, divine revelation (vision from God to man), and goodness or kindness for God, universally recognized by humans. *Aqidah* is the valid truth stipulated by God and its existence cannot be refused by anything contrary to the truth. The term *akhlak* comes from the Arabic language *khuluq*, namely *character, moral,* or *custom*. In the Indonesian Language Dictionary, Bahasa Indonesia adopts the term *khuluq* into *akhlak*. It means behavior, good deed, or courtesy. *Akhlak* is an individual's inner attitude and it is spontaneously realized in behavior, deed, or action [4].

Sway Office Media

1) Media
   The word *media* (a plural word) comes from the Latin language *medium* (singular word), something in the middle (between two parties, apparatus, means, or tool. Media means a mediator between two parties, namely the first speaker and the second speaker. Therefore, the learning median can be defined as a means of conveying a message from teacher to student. *Association for Educational Communications and Technology* defines media as all the forms used to convey information. Briggs stated that learning media is a piece of physical equipment to complete learning content. The media includes books, sound slides, teacher voices, tape recorders, modules, or one component of conveying systems [1].

2) *Sway Office*
   According to Erni Muniarti, Sway Office is one of the Microsoft Office 365 applications used to manage instructional materials in a more attractive presentation form. Sway is a new application development launched by Microsoft

Office 365 in 2014. It has a professional design for making reports and presentations [18]. It is one of the programs of the cloud-based Microsoft 365. It is not software installed on a PC or laptop, but it is a web-based application [20].

3. RESEARCH METHOD

The study used a type of field research to investigate data and information from real events that were directly sourced from informants [8]. For example, the research of a teacher's success in making teaching and learning process, motivating students to be enthusiastic in learning activities, and educating students to be those with a noble character. It used a phenomenological approach to describe the phenomena in a certain place or solve the problems of people. It was located at SMK Vocational School Muhammadiyah 3. It aims to describe learning strategies and media used by the *Aqidah Akhlak* teachers during the Covid-19 pandemic.

According to Max Scheler, a phenomenological approach is a procedure taking actions based on thoughts with observation, interview, and induction. It requires a direct relationship with real events [7]. Therefore, it needs to gather documents as employed in the qualitative method, but it does not gather numbers as applied in the quantitative method. In the qualitative approach, the data collection cannot be numbered, but it can be phenomena or events nowadays. It describes them and positions a reader as if he or she serves as a researcher [14].

The use of a phenomenological approach in this study is to match the current situation in the field with a descriptive method. It aims to find the truth with the appropriate opinion [12]. It describes students' learning outcomes by using blended learning strategies with the sway office media during the Covid-19 pandemic.

The research of *Aqidah Akhlak* learning strategies takes four stages.

1. Data Collection
   Data collection in qualitative research used observation and in-depth interview techniques [17]. In-depth interviews activities to collect data involved informants [16]. Observation is a method for combining research data by monitoring the research location [9]. The activities of interviews and observations involved *Aqidah Akhlak* teachers at SMK

Vocational School Muhammadiyah 3 Surakarta.

2. Data Design
   The study used primary and secondary data sources. Primary data sources come from the source directly, but they are not a document or files. Secondary data sources are a document [11]. The data sources in the study include primary and secondary.
   a. Primary data source
      1) Informants
         Informants are a person who completes the information obtained previously [13]. The informants in the study included *Aqidah Akhlak* subject teachers at SMK Vocational School Muhammadiyah 3 Surakarta.

         1) Location and event

            The study was located at the SMK Vocational School Muhammadiyah 3 Surakarta. The events used as a special data source were the teaching and learning activities with the sway office media and interactions between *Aqidah Akhlak* teachers and students at the SMK Vocational School Muhmmadiyah 3 Surakarta.

      a. Secondary data sources

         1) Textbooks

            The secondary data sources are the textbooks of learning strategies and media.

         2) Journals

            Journals used as data sources are the research papers on blended learning strategies and sway office-learning media published in the journals.

3. Research Subjects
   A research subject is a person who conveys information on research data [5]. The research subjects included (1) the principal, (2) *Aqidah Akhlak* teacher, and (3) some 9th-grade students at SMK Vocational School Muhammadiyah 3 Surakarta.
4. Data Validation
   To avoid errors in the analyzed data, it is necessary to test the data validity. The data validity test employed data triangulation, namely checking data validity by using

something else outside the data as a comparison against the data. Data triangulation means checking the data periodically with the same source or informant. Then, the data is used as a comparison of whether the data obtained is the same as the data that will be obtained next. With the checking and comparison, it can be seen whether the data is valid or not.

4. RESEARCH RESULT

SMK Vocational School Muhammadiyah 3 Surakarta is a private school located in Surakarta city. It has a learning objective development even though it has currently been fighting against the Covid-19 pandemic. Subject teachers compete with each other to express ideas for the continuity of learning in a discussion forum. Especially, *Aqidah Akhlak* teachers have several strategies to keep building and developing a conducive learning atmosphere so students do not get bored with the teacher's learning model that sounds monotonous.

The strategy that the *Aqidah Akhlak* teacher employs is changing the learning media by applying a blended learning strategy. Learning media currently used is the sway office media although other learning media such as google form, WhatsApp group, and YouTube are sometimes used. The following are the implementation of *Aqidah Aklah* teacher in using blended learning strategies and sway office learning media as well as inhibiting and supporting factors.

1. Implementation of *Aqidah Akhlak* Learning Strategies Using Sway Office Media during the Covid-19 Pandemic

During the pandemic, schools have been taking online learning as their policy. It makes teachers confused with determining learning media. Additionally, they are difficult to apply or implement the media in a learning activity. At the SMK Vocational School Muhammadiyah 3 Surakarta, however, the *Aqidah Akhlak* teacher uses blended learning strategies and sway office media by taking these procedures. These include (1) making a link containing the *Aqidah Akhlak* learning materials with the sway office media; (2) making an attractive appearance with the sway office media whether it displays a picture or not; (3) sharing the link with students. Then, they learn the *Aqidah Akhlak* instructional material; and (4) instructing them to open it.

2. Inhibiting and Supporting Factors in *Aqidah Akhlak* Learning Strategies Using Sway Office Media during the Covid-19 Pandemic

In implementing strategies and learning media, a teacher frequently faces problems during the Covid-19 pandemic in particular. Online learning policy during the pandemic recommends teachers and students take the learning process from home. In carrying out the online teaching and learning process, therefore, it is general to experience inhibiting factors. These can cause students not to focus on the learning. However, it is also found the supporting factors in carrying out the online learning process so that it can be realized as formulated in the lesson plan and syllabus.

The inhibiting factors in blended learning strategy using the sway office media experienced by the *Aqidah Akhlak* teachers at SMK Vocational School Muhammadiyah 3 Surakarta are as follows: (1) it requires a stable internet connection. (2) Some students do not have mobile phones or laptops. (3) The learning media design is entirely dependent on the sway office media. (4) Users are difficult to build and develop creative thinking; for example, they cannot use PowerPoint programs. The supporting factors in blended learning strategy with the sway office media are that (1) the media has many interesting features. (2) Users can access the media by using such electronic services as mobile phones, PCs, or laptops anywhere and anytime. (3) Users can save the work in Google Drive. (4) Teachers can see many people who have opened the media they have sent.

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5. CONCLUSION

Based on the description described above, it can be concluded that (1) to prevent the widespread Covid-19 pandemic, the *Aqidah Akhlak* teacher at SMK Vocation School Muhammadiyah 3 Surakarta uses a blended learning strategy that is supported by the sway office learning media. He employs the blended learning strategies with the sway office media by taking these procedures. These procedures consist of (1) making a link containing the *Aqidah Akhlak* learning materials with the sway office media; (2) making an attractive appearance with the sway office media whether it displays a picture or not; (3) sharing the link with students. Then, they learn the *Aqidah Akhlak* instructional material; and (4) instructing them to open it.

The inhibiting factors in blended learning strategy using the sway office media experienced by the *Aqidah Akhlak* teachers at SMK Vocational School Muhammadiyah 3 Surakarta are as follows: (1) it requires a stable internet connection. (2) Some students do not have mobile phones or laptops. (3) The learning media design is entirely dependent on the sway office

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AUTHORS' CONTRIBUTION

The authors carried out the research at the SMK Vocational School Muhammadiyah 3 Surakarta Vocational School by contacting the head of administration who then conveyed it to the principal. After that, they contacted the *Aqidah Akhlak* teacher as an informant for observations and interviews to explore the research data. The author asked several questions about the learning strategies used by the informant during the Covid-19 pandemic. Additionally, to explore the valid data, the authors are asked to directly observe the blended learning strategy with the sway office media by teaching the students in the class in a few meetings. Therefore, they can see the real learning activities when they are involved in during the Covid-19 pandemic.

ACKNOWLEDGMENT

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