The Implementation of Fiqih Learning Based on Science Integration through Online Learning of Covid-19 in School

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan implementasi pembelajaran fikih berbasis integrasi ilmu melalui daring masa Covid-19 di sekolah. Adapun jenis penelitian ini ialah kualitatif dengan metode studi deskriptif. Dalam konteks ini, peneliti perlu mengamati segala fakta yang terjadi di lapangan (latar penelitian) dengan teknik pengumpulan data berupa wawancara mendalam, observasi partisipan, dan upaya korelasi (kroscek) data dengan kajian dokumen. Analisa data menggunakan teknik reduksi, penyajian data, dan verifikasi. Hasil penelitian ini menunjukkan bahwa implementasi pembelajaran fikih sebagai sub-mata pelajaran Pendidikan Agama Islam (PAI) berbasis integrasi ilmu telah terlaksana dengan efektif melalui sistem daring di masa Covid-19. Hal ini ditandai dengan (1) kemampuan guru PAI merancang perangkat pembelajaran daring baik, dibuktikan dengan perangkat pembelajaran sesuai arakan permendikbud di masa Covid-19; (2) kemampuan guru PAI melaksanakan proses pembelajaran daring baik, terbukti dari aplikasi pendukung seperti, *WhatsApp*, *zoom*, *google classroom*, *google form*; dan (3) proses pembelajaran dilakukan sesuai dengan perangkat pembelajaran yang dibuat. Adapun faktor pendukung implementasi ini ialah kreativitas guru dan siswa dalam proses pembelajaran daring, sedangkan kendalanya berupa ketidakdisiplinan siswa, kurang fokus belajar. Untuk itu, sebagai alternatif solusi pembelajaran daring lebih efektif ialah melalui pelatihan terstruktur dan berkala diberikan kepada guru.

Kata Kunci: Covid-19, Fikih, Pembelajaran Daring.

Abstract

This study aims to describe the implementation of learning fiqh based on the integration of knowledge online during the Covid-19 period in schools. The type of this research is qualitative with a descriptive study method. In this context, researchers need to observe all the facts that occur in the field (research background) with data collection techniques in the form of in-depth interviews, participant observation, and efforts to correlate (crosscheck) data with document studies. Data analysis uses reduction techniques, data presentation, and verification. The results of this study indicate that the implementation of fiqh learning as a sub-subject of Islamic Religious Education (PAI) based on knowledge integration has been carried out effectively through the online system during the Covid-19 period. This is marked by (1) the ability of PAI teachers to design good online learning tools, as evidenced by learning tools according to the Ministry of Education and Culture during the Covid-19 period; (2) the ability of PAI teachers to carry out the online learning process well, as evidenced by supporting applications such as WhatsApp, zoom, google classroom, google form; and (3) the learning process is carried out in accordance with the learning tools made. The supporting factors for this implementation are the creativity of teachers and students in the online learning process, while the obstacles are students' indiscipline, lack of focus on learning. For this reason, an alternative solution for more effective online learning is through structured and periodic training provided to teachers.

Keywords: Covid-19, Fiqh, Online Learning.

INTRODUCTION

At the beginning of 2020, the world was shocked by the incidence of severe infections with unknown causes, which began with a report from China to the World Health Organization (WHO) that there were 44 severe pneumonia patients in an area namely Wuhan City, Hubei Province, China, to be precise on the last day of 2019 China. The initial suspicion is that this is related to a wet market that sells fish, marine animals, and various other animals. On January 10, 2020, the cause was identified and the genetic code was obtained, namely the new coronavirus (Handayani, *et.al.*, 2020:119).

In the world of education, the SFH or School from Home policy is also implemented to suppress the transmission of COVID-19. Schools were closed and online learning was carried out. Since the beginning of 2020, drastic changes in the field of education have begun to experience a revolution. Learning that was previously dominated by face-to-face learning must switch to online learning at all levels of education, including basic education. This is expected to prevent the transmission of the 2019 Covid-19 coronavirus, many educational policies have been born. Circulars issued by the Minister of Education and Culture Number 3 of 2020 regarding the prevention of Covid-19 in Education Units and Number 36926/MPK.A/HK/2020 concerning online learning, educators are expected to present a fun learning process for students (Kemendikbud, 2009). At the university level, they also make circulars with the same content, namely implementing online learning on campus. Policies are certainly not easy to implement by all students. It takes the cooperation of parents and teachers to guide students (Handika, *et.al.*, 2020:12).

From the point of view of educators, there are also many problems faced. Starting from preparing lesson plans that are not as usual and must be studied again by educators so that learning can run according to procedures and be able to achieve learning objectives. For teachers who are not young, they will have difficulty in using media and applications that will be used for online learning. Not many teachers are good at using the application and the features in it. So those teachers are constrained in providing material and accepting student assignments that are done digitally (Basar, 2021:209).

The professional competence of a PAI teacher can be seen from the learning tools and the learning process he does (Fadjar, 1999). During the Pandemic, IT capabilities and technology are needed in compiling learning tools and conducting the learning process. Devices are a number of materials, tools, media, instructions, and guidelines that will be used in the process of achieving the desired activities (Minarti, 2012). Learning is a learning process that is built by teachers to develop creative thinking that can improve students' thinking skills, and can improve the ability to construct new knowledge as an effort to increase knowledge (Wardani, *et.al.*, 2021). Learning devices are a series of media/facilities used and prepared by teachers and students in the learning process in class (Majid, 2011:13). The following are some learning tools, namely: Annual Program, Semester Program, Learning Implementation Plan (RPP), and Syllabus.

After designing a learning device, an educator must apply the device to the learning implementation process. In the learning process, we recognize 3 activities that must be carried out by an educator. These three activities are carried out during face-to-face learning and online learning. These activities are divided into opening activities, core activities, and closing activities (Syarifuddin, 2005:45).

Fiqh learning should have a systematic preparation of lesson plans to facilitate the achievement of learning objectives (Muchtar & Juhari, 2005; Firanti, 2021). Fiqh learning has the meaning that it is part of the subject of Islamic Religious Education which is expected to prepare students who know, understand, live daily worship which will become the basis of life guidelines based on guidance, teaching, practice using experience and habituation (BNSP, 2007:328).

Applying the integration of knowledge is an urgent matter in the learning process. In the book "Islam as a Science of Epistemology, Methodology, and Ethics" it is explained that scientific integration is to unite or combine scientific integration that gives scope to the activities of human reason (secularism) and also provides

flexibility to God and His revelations (Kuntowijoyo, 2014:37). The application of adaptive, inclusive, and scientific curriculum integration in Islamic educational institutions, both in schools and Islamic boarding schools is assumed to be able to provide something useful and eliminate boundaries between subjects to become subject matter in the overall form of each other, and be able to present facts and shape the personality of students in harmony with the surrounding life (Romadhon & Supena, 2021; Mudlofir, 2015).

Several schools in Indonesia, especially in the North Sumatra region and in a smaller area, namely in Binjai City, precisely at the Al-Fityah Binjai Integrated Islamic Elementary School (SDIT) also conduct online learning, on all subjects during the COVID-19 pandemic. Based on the initial review that the researchers conducted at SD IT Al-Fityah Binjai, information was obtained that the school was making efforts to create maximum online learning. Several teachers were ordered to attend training on online learning in Binjai City. This step is expected to make teachers more professional in managing online learning systems. From this review, the researchers wanted to dig deeper into the school. So that researchers can explore things that are important to research during this pandemic. Therefore, researchers are interested in conducting further research related to "Learning Fiqh Based on the Integration of Knowledge through Online during the Covid-19 Period in Schools".

METHOD

Approach and Type of Research

The researcher uses a qualitative method (Naturalistic Inquiry), According to Salim & Syahrum (2012:48), the inquiry is carried out in a natural setting (in the field/field of concern, not in the laboratory), using natural methods (observation, interviews). , think, read, write), in a natural way in what they are studying (practitioners, such as teachers, counselors, and administrators as well as researchers and evaluators).

In this study, the reason is that the researcher wants to know, analyze, understand and describe the integration of science-based fiqh learning through online learning at SD IT Al Fityah Binjai. So that researchers need to observe all the facts that occur in the field with supporting aspects such as interviews and in-depth observations of research informants and documents that are evidence of justification for observations.

Research Background

The place where this research is carried out is the urban IT SD because the school is an Integrated Islamic school with an elementary school level that is a pilot in the Binjai area. While the time that the researchers carried out in Semester I of the 2021/2022 Academic Year starting in July 2021. Through the permission of the Principal of SD IT Al-Fityah Binjai in July the researchers made initial observations in the study. After the proposal was approved in early August, the researcher then conducted interviews, observations, and structured documentation related to the formulation of the problem studied from August to November 2021.

Data and Data Sources

Research data is the result of research records, both in the form of numbers and facts. Data are all numbers and facts that can be used as material to obtain structured information. Information is the result of data that has been processed to be used for a purpose. The data in this study can also be referred to as the object of research (Arikunto, 2014:161). Subjects studied in qualitative research are called informants who are even used as consultants to explore the information needed by researchers. In this regard, Spradley in Bernard (2000:142) explains that the selected informant must be someone who understands the situation to be studied to provide information to researchers on an ongoing basis. Therefore, the selected informants are the principal, Islamic Religious Education teacher, and students.

The informants were chosen because they are actors involved in learning fiqh based on the integration of knowledge online at the school and knowing about the problem of Islamic religious education teachers and designing learning tools, all media and online applications used, and the learning process. Knowing and

explaining the constraints and opportunities as well as solutions from online learning of fiqh based on the integration of knowledge at an urban IT elementary school, namely Al-Fityah Binjai IT Elementary School.

Data collection technique

Data collection techniques are the most strategic steps in research because the main purpose of research is to obtain data (Sugiyono, 2016:104; Assingkily, 2021). Without knowing data collection techniques, researchers will not get data that meets the data standards set. Data collection techniques in this study is using the technique of observation, interviews, and documentation. Observation is used to obtain information from direct experience, interviews are used to construct about people, events, and others that will be developed by the researcher, and the study of documentation in this research is carried out to study and explore various documents related to research.

Data Analysis Procedure

After the data is collected, the data is analyzed to obtain conclusions from these data as well as to answer the formulation of the problem that has been compiled (Tashakkori & Teddie, 2010:208). There are three kinds of activities in analyzing qualitative data, namely: data reduction, data presentation, and conclusions. Then, the validity of the data was tested through the triangulation technique.

RESULTS AND DISCUSSION

Fiqh Learning Device Design at SD IT Al-Fityah Binjai

In preparing the RPP, the principal gives important points to educators in making the RPP. The existence of collaboration between teachers in the field of study is evidence that there is an integration of knowledge applied by schools. This is in line with the concept of the educational institution on the basis of IT (Integrated Islam). So that all fields of study must be interrelated and based on the Qur'an and Hadith. According to the principal's idea, that:

"I only gave a few important points to all teachers in preparing lesson plans and other supporting learning tools that first observe each characteristic of the students you will teach, then take them into consideration when you choose any strategy that you will include in your lesson plans so that later you don't will have difficulty in carrying out learning. In addition, several teachers in the field of study must cooperate in preparing lesson plans, remember that we are an Integrated Islamic or IT school, so every lesson must be interrelated with Islam, based on the Qur'an and hadith".

The lesson plan designed by the PAI teacher at the Al-Fityah SD IT, namely Mr. Helmi, has several points that he did not make for clarity, which can be understood in the form of a table as follows.

Table 1
Analysis of Learning Devices

No.	Activities	Yes	No
1.	RPP during the Covid-19 emergency	∨	
2.	Include the identity of the RPP	∨	
3.	Determining KD and Indicators	∨	
4.	Formulate learning objectives	∨	
5.	Clarity of learning materials	∨	
6.	Adjusting learning methods and strategies	∨	
7.	Steps of learning activities	∨	
8.	Observation activity stage	∨	
9.	Question activity stage	∨	
10.	Stages of exploration activities	∨	
11.	Association activity stage	∨	
12.	Stage of communication activities	∨	

13.	Appropriateness of assessment technique	∨
14.	Starting device equipment	∨
15	Integration and synchronization of components in RPP	∨

Source: Field observations at SDIT Al Fityah Binjai

Following are the details of the RPP analyzed:

1. Identity Column Writing

The identity of the lesson plan contains the name of the school, subject, class & semester, subject matter and time allocation. Based on the data presented, the PAI teacher has written the data completely and correctly.

2. Determining Learning Objectives

In the learning objectives above, there are applications such as google meet/WhatsApp/zoom/Google Form, this means that in delivering the material using some of these media as a form of online learning.

3. Determining Learning Activities

In RPP, in general, there are three parts to learning activities, namely, preliminary activities, core activities, and closing activities. In the RPP, the time allocation is very clear, starting from 15 minutes for preliminary activities, 60 minutes for core activities, and 15 minutes for closing activities. In the preliminary activity section, there are 4 indicators in it, and for each indicator, there is an online learning tool used, namely zoom/WhatsApp.

Zoom/WhatsApp has become the main choice of media in the implementation of online learning because it is considered quite effective. Teachers can meet face to face and communicate as usual, even though they are virtual. Thus, there will be direct interaction, how to use it is also fairly practical and easy.

Meanwhile, from the core activities, we can see that although the emergency RPP is short, it does not reduce the quality of the RPP itself, it is explained by the maximum strategies used in the RPP, namely literacy activities, critical thinking, collaboration, communication, and creativity. This proves that the RPP remains optimal in its management if an educator is careful in preparing the RPP. So that in the implementation of learning educators still get the learning objectives as expected. By maximizing the use of technology during online learning, students remain comfortable in receiving material or conducting lesson discussions (Jailani, *et.al.,* 2021).

Next is the closing activity, there are several indicators in it, the focus is that there are several tasks that will later be collected with supporting online applications, namely Google Form and Google Classroom, this application is considered efficient with the online learning process taking place (Marbun & Sinaga, 2021).

4. Determining the Rating

Assessments carried out by teachers include spiritual attitudes using online observations and self-assessment sheets, knowledge using assignments on modules, quizzes, final tests on google forms, while skills assessments are carried out online using online media for example practice with video calls. From the description of the steps taken by PAI teachers in designing the lesson plans, the authors managed to take an inventory of the data that became the strengths and weaknesses in the lesson plan design process. The advantage is that the learning design is designed online using internet-based media, this is beneficial for all parties for teachers and students to be more IT literate, especially in an increasingly modern era like today. With their IT skills, they will direct teachers to be more innovative in learning in the future.

The ability of PAI teachers in carrying out the online learning process at SD IT Al-Fityah Binjai

As a teacher of Islamic Religious Education who previously maximized practice during face-to-face learning, while online, you must also have a lot of strategies or tricks to do in order to continue to achieve learning goals for students. An Islamic Religious Education teacher must continue to maximize the online learning process from opening to closing the learning process which is carried out day by day. The motivation of an Islamic Religious Eduqion teacher is very much needed in increasing patience, confidence, and strengthening faith in the difficult times of the Covid-19 pandemic (Assingkily, 2020).

The following is a table of analysis of the integration of science-based fiqh learning process, from the table it will be easier to understand that:

Table 2
Analysis of the Learning Process

No.	Activity	Yes	No
1.	Introduction		
	Pray	V	
	Attendance	V	
	Material flashback	V	
	Motivation	V	
	Learning objectives	V	
2	Core:		
	Material explanation	V	
	Question and answer	V	
	discussion	V	
	Material reinforcement	V	
	Product Show		V
	Evaluation	V	
3	Core:		
	Material explanation	V	
	Question and answer	V	
	discussion	V	
	Material reinforcement	V	
	Product Show		
	Evaluation		

Source: Field observations at SDIT Al Fityah Binjai

The initial activity carried out by almost all educators in Indonesia is conducting preliminary activities. Preliminary activities are often carried out according to various situations, conditions, and learning materials at that time. From observations made in several classes, an Islamic Religious Education teacher, namely Mr. Fauzan, is always seen starting meetings with a smile and a happy face. When all students were present on the zoom page, he immediately said greetings with enthusiasm to all his students. After greeting and greeting the students, Mr. Fauzan hinted at the homeroom teacher to lead a prayer before studying. Next is to convey the purpose of learning at that time and the expectations obtained after studying it.

From the core activities, it can be seen that in several classes he gave short stories, in the form of stories or parables related to the subject matter being taught. He delivered the material with different strategies in each class and each material. So, for the question step in a group consisting of several students, they take turns delivering material related to how to display PowerPoint slides on Zoom that they use. All other students paid attention to the material and listened with focus, as well as Pak Fauzan who supervised the presenters and other students. Not to forget, he always applies the integration of knowledge according to the expectations of the principal. When he knew that the material was related to history, he explained the importance of studying history because the history of a human being or an event can be remembered and become a benchmark for correcting mistakes in the past. Not only that, he linked the material with social learning. Regarding a city, region, the government of civilization will not be able to succeed without a high level of social and caring for the sake of good and other positive things. After the material was successfully delivered, he then assigned his students to make concept maps according to each student's understanding, and to draw historical figures they admired.

Like every meeting in any class he teaches, he doesn't forget to convey the point of integrating knowledge. He explained that the sermon is something related to sociology because the interaction between the lecturer and the congregation is good, and the congregation who applies each of the contents of the sermon will have a positive impact on the lives of people. He also explained that as a preacher he also gets a reward if his

congregation applies it and is sincere in conveying it. As well as biologically, he explained that people who are used to preaching mean having a habit of always adding to their knowledge wherever they are, meaning that they are always thirsty for scientific literacy. So that the amount of knowledge he absorbs makes his brain organs work optimally and will continue to be awake from senility.

In closing activities, as can be seen, he always provides conclusions for the material that has been discussed, discussed, and thoroughly discussed together. However, before closing the lesson with conclusions, he first allowed his students to provide conclusions according to their respective views. In addition, he often shares short videos about children's motivation in learning. After giving the video and motivational sentences, he closed the class by saying hamdallah with all his students together and saying greetings which were then answered by all of the students. Before he left the class, Mr. Fauzan first made sure all his students were out of zoom then he "turned off the zoom" at the meeting.

Evaluation of Opportunities and Constraints of Online Learning at SD IT Al-Fityah Binjai and their solutions

Learning is an important effort in preparing students to become good and expected citizens of society. Learning is a process of helping students to face life or plunge into the community (Sari, *et.al.*, 2020). During the Covid-19 era, learning changes and creating new opportunities creates various obstacles and this must be addressed with the right solution.

Table 3
Opportunities, Constraints, and Solutions

No.	Opportunities	Constraints	Solutions
1.	Teachers get creative	Teachers who are not young have trouble	Teacher attends training
2.	Student's IT talent is visible	Undisciplined students	Teachers make it easier for students
3.	Flexible study time	Students don't focus on studying	Familiarize discipline with students
4.	Flexible learning place	Each student's network is different	Provide material creatively
		Tasks that are done by imitating a friend's task	
		Teachers find it difficult to understand the character of students	

Source: Field observations at SDIT Al Fityah Binjai

Technology can equalize perceptions between educators and students, concretize abstract concepts, present dangerous or hard-to-find objects in the surrounding environment, display objects that are too large or even too small, and can show movements that are too fast, or too slow. Thus, by using technology, an educator can facilitate the delivery of material and create interesting learning to arouse the interest of students to learn and know the learning that is being delivered by educators (Nata, 2010). Previously boring classes, making students sleepy due to limitations in monitoring, can be overcome by interesting learning using technology.

But actually, every change has opportunities for obstacles and solutions, especially in changing the online learning system imposed during the Covid-19 period. Some opportunities are only a small part that can be seen from online learning. Meanwhile, there are many obstacles found in online learning, ranging from small things to fatal things for students. But the school also always tries to provide the best solutions to keep running quality online learning.

The skills that should be mastered by students at the time of learning become less than optimally accepted by students (Mujib & Mudzakir, 2006). The collection of assignments that are only in the form of videos or photos makes it difficult for teachers and fatigue when correcting the results of assignments from students. Especially if there are students who do not collect the assignments given. The teacher cannot give a grade if this continues to happen. The existence of these obstacles online learning becomes less effective. Learning becomes monotonous and less fun because of the lack of innovation in the learning process because students and parents

of students are less technologically literate so they do not understand how to access and use platforms that support the learning process.

From some of these obstacles, there are several solutions that the entire school community is trying to find. Some solutions that have been provided by the government are that there are several regulations that regulate and provide an overview of how the distance learning process is implemented, such as Circular No. 15 of 2020 concerning Guidelines for the Implementation of Learning from Home in the Emergency Period for the Spread of Covid-19, Flexibility in the use of BOS funds to subsidize teacher and student quotas is one of the policies issued by the government in overcoming the high cost of quotas in the context of implementing distance learning.

To improve the quality and capacity of teachers, the Education Office of North Sumatra Province has collaborated with providers to conduct training on the use of science and technology in the context of distance learning, although with a limited quota, this is a necessary step in efforts to increase teacher capacity.

The role of school principals in encouraging educators and education staff to be literate in science and technology during this pandemic is an important element in the implementation of distance education. With the policy of providing training through webinars or workshops on the teaching and learning process for educators and education staff, it can improve the quality of these educational institutions in providing services for students.

The collaboration between the school and the provider to improve internet services in schools is one of the efforts to solve the problem of limited facilities and infrastructure to support science and technology in schools for quality improvement. The importance of the principal's role in collaborating with providers in the process of providing quota subsidies is an aid that can relieve parents and students themselves.

In terms of assisting parents during distance learning, it takes commitment from parents to be willing to take the time to assist students when carrying out learning activities. Supervise by asking children to schedule the learning process, participate in the process of checking the work being done. Taking time is the only key in assisting students during the distance learning process.

Finding Analysis

According to the Regulation of the Minister of National Education (Permendiknas) Number 16 of 2007 in the Law on Teachers and Lecturers No. 14 of 2005, five core teacher competencies must be mastered as teachers who have professional competence:

First, mastering the subject matter being taught, along with the structure, concepts, and scientific mindset; Second, mastering the Competency Standards (SK) lessons, Basic Competencies (KD) lessons, and learning objectives of a taught lesson; Third, being able to develop subject matter creatively so that it can provide wider and deeper knowledge for students; Fourth, able to act reflectively in order to develop professionalism continuously; and Fifth, able to utilize Information and Communication Technology in the learning process and also self-development.

This indicator is true at SD IT Al-Fityah Binjai. The professional competence of Islamic Religious Education teachers in the school implements or has indicators of professional competence within him. This can be seen from how he compiles all learning tools, masters learning materials, and masters the learning process, students, media, and others. In addition, he is creative, fast, and responsive in seeing changes that are getting more and more updated over time. So that he can transfer broad knowledge and broad knowledge to all his students. Mr. Fauzan also strives to master IT as much as possible. He learns from anywhere, from fellow teachers, students, and participates in various training to support the skills that he continues to hone for the benefit of advancing his students.

Regarding the integration of knowledge, Islamic Religious Education teachers at SD IT Al-Fityah Binjai also apply. As it is understood that the integration of science is the integration of science and religion, if studied carefully, actually knowledge in this world can be classified into 3 groups, namely natural sciences (natural sciences), social sciences (social sciences), and humanities (humanities). The three types of knowledge apply

universally everywhere. It's just that, among Muslims, they formulate their knowledge based on the Qur'an and Hadith (Siska & Kristiawan, 2021).

In this school, each teacher in the field of study applies the concept of integration of knowledge in the simple form of examples and relationships. This is also done by Mr. Fauzan as a teacher of Islamic religious education. He linked each material taught with several other related sciences. This is done according to the expectations of the school so that later the child can understand that every science learned is very related. The concept of true science cannot stand alone but is related to other sciences or knowledge.

Another thing that is taken from the practice of running the online learning process at this school is that there is always an opportunity in every situation. In every opportunity be a solution to the situation itself. From another point of view, there are several obstacles experienced by the school. But there are also solutions endorsed by schools, educators (teachers), and students to be able to anticipate each of these obstacles.

The Covid-19 pandemic has provided an overview of the continuity of the world of education in the future through the help of technology. However, technology still cannot replace the role of teachers, lecturers, and learning interactions between students and teachers. This is because education is not only about acquiring knowledge but also about values, cooperation, and competence. This pandemic situation is a challenge for each individual's creativity in using technology to develop the world of education (Dewi, *et.al.*, 2021).

This pandemic period can train and instill the habit of becoming an independent learner through various online classes or webinars attended by students and teachers. In addition, students can also work together with one another to solve problems in learning and face real problems that exist. He also added that this situation is not only a challenge for students, but also for teachers in delivering education where lecturers need to ensure that students understand the learning material.

The unavoidable process of digitizing education has become a positive asset in line with the expectations of the Minister of Education and Technology, Nadiem Makarim, who wants digitalization in the education sector to advance. This will be a positive capital when the face-to-face teaching and learning process will start again. So that the use of information technology that has been carried out for 1 year will further complement and perfect the learning process activities. The Minister has said that the face-to-face learning process will start simultaneously even though it is carried out with prerequisites and protocols that must be met as a step in handling the Covid-19 pandemic by all educational units (Aprizan, *et.al.*, 2021).

Professional competence of Islamic Religious Education teachers at SD IT Al-Fityah Binjai already owns or masters teaching materials delivered during teaching and learning, manages the learning programs and manages classes, assesses student achievement, recognizes and organizes educational administration, recognizes the function of guidance and counseling service programs, manage teaching and learning interactions and use learning media/resources, it's just that in online learning the teacher is less in using learning media, and the lack of student response or interaction in online learning (Sembiring, 2021).

Efforts are made by teachers to improve the quality of the online learning process by explaining learning objectives to students, giving gifts, giving praise, choosing varied learning methods, and using media in learning. The efforts of teachers to improve their competence can be done by participating in training, PKG, seminars, or others, to improve the professional competence of a teacher.

The dichotomy of science in Islam has long existed, one form of which is the existence of Islamic boarding schools, madrasas, and schools. Pesantren and madrasas are represented as religious schools, while schools are represented as public schools. However, thinkers and observers of Islamic education continue to strive to erode this dichotomy, one form of which is the existence of pesantren which establish schools or madrasas, so that scientific integration occurs between religious and general knowledge. Schools as formal educational institutions with a dominant general knowledge curriculum, are only able to produce intellectually intelligent generations but have not been balanced with emotional and spiritual intelligence (Nizar, 2002).

Meanwhile, Islamic boarding schools that only study religious knowledge are not able to deliver their graduates to be ready to face the world of work. The integration of religious and general knowledge with the format of integrating Islamic boarding schools, madrasas, and schools into one educational institution which is better known as boarding school has turned out to be an ideal model of Islamic education today. Economic demands and opportunities for women to enter the public sector and job market, so many parents submit the care and guidance of their children to educational institutions with boarding programs. This is because this system can shape character and mastery of general science and religion in a balanced way with full-time guidance (full-day learning system).

Another obstacle is that the Islamic Religious Education teacher does not complete the school administration. Such as student attitude notes that are only filled out occasionally. Meanwhile, an educator should complete all school administration, especially those related to the students he teaches. This administration is very important for the evidence of all student assessments and student behavior. So if something happens, such as a parent asking for their child's proof while at school, the school can firmly convey the evidence so that parents are sure that whatever happens to their child is always under the supervision of the school.

CONCLUSION

Based on the results of the research and analysis that the researchers described earlier, it can be concluded that the ability of PAI teachers in designing online learning tools at SD IT Al Fityah Binjai is good. This is evidenced by the lesson plans and several other learning tools that are systematically arranged in accordance with the Covid-19 emergency learning device regulations. This also proves as an Islamic religious education teacher compiling RPP following the criteria for drafting RPP during the COVID-19 period. The ability of Islamic religious education teachers in carrying out the online learning process is said to be good. This is evident from the learning process that goes well with various supporting applications such as WhatsApp, Zoom, Google Classroom, and Google Form. The ability of teachers to manage IT and interact well with their students is also evidence that online learning is going well. The integration of knowledge is also carried out in the delivery of material with creative educators. Evaluation of the opportunities and constraints of online learning and solutions are interconnected, but every change has opportunities for obstacles and solutions, especially in changing the online learning system imposed during the Covid-19 period. Some opportunities are only a small part that can be seen from online learning. Meanwhile, there are many obstacles found in online learning, ranging from small things to fatal things for students. But the school also always tries to provide the best solutions to keep running quality online learning.

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