



## TEACHER'S STRATEGY IN DEVELOPING STUDENTS' LEARNING INTEREST AFTER PANDEMIC COVID 19 AT ISLAMIC SCHOOL

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### **Abstract**

*The COVID-19 pandemic has been around the world for almost two years. Many human activities have been carried out in different ways since the COVID-19 pandemic occurred, one of which is in the field of education. Learning during the pandemic is carried out online so that it has caused various obstacles in its implementation. However, recently the government has allowed some schools to carry out face-to-face learning despite very strict health protocols. However, this does not mean that learning in schools can be carried out freely as before before the COVID-19 pandemic, many things have been adapted from this pandemic in learning after the pandemic. This study aims to determine the teacher's strategy in developing student interest in learning after the COVID-19 pandemic in Islamic schools. The research was carried out using a qualitative method using a descriptive approach to examine the strategies that teachers apply when studying in order to develop students' interest in learning after the covid 19 pandemic. Data were collected by giving direct interviews to ten teachers at Mts Al-Hadi. The results of the study show that teachers have prepared themselves with new knowledge about the strategies they will use in teaching after the covid 19 pandemic. Teachers have also used various strategies to improve students' sense of learning while studying after the covid 19 pandemic.*

**Keywords:** Strategy, Learning Interest, Covid 19 Pandemic, and Islamic school

### **1. INTRODUCTION**

The arrival of the corona virus 19 has changed the order of world education. The face-to-face education system was previously implemented throughout the world. Students come to school to carry out teaching and learning activities. However, the emergence of the corona virus has changed everything. The government, schools and educational institutions are jointly looking for solutions so that education can continue despite the pandemic situation. As a result, the online education system was chosen as an alternative to learning in this dangerous situation. Online learning is a learning system where teachers and students are connected to each other through the help of learning technology that is connected to the internet. Online learning means that students and teachers must be able to master learning technologies such as computers, laptops or smartphones for the realization of good online learning. In addition, students are also required to have technology to support online learning. With the change of the face-to-face education system into online learning, it is certain that various obstacles will arise in its implementation.

The online learning system due to COVID-19 is almost two years old. This means that online learning has been massively used throughout the world, including in Indonesia, especially in Islamic schools. Islamic schools are educational institutions based on religion and cannot avoid the dangers of the covid 19 virus. Therefore, education in Islamic schools is also affected and changes the education system to online learning. For two years there were many challenges and obstacles faced by teachers in teaching their students, especially English teachers in Islamic schools. Teachers have experienced very different

conditions than they thought before the pandemic.[1] Stated that various obstacles ranging from mastery of technology and learning applications, internet signal interference, low student learning motivation, and even student control who cannot be supervised are always problems that often occur when learning online.

Thus, the online learning system has become a routine that has been carried out for the past two years. Teachers and students have started to get used to using learning technology because of the demands of circumstances that require teachers and students to be ready to face very difficult situations like this. The teacher as the main key in a class must be able to guide students to be able to adapt themselves to this chaotic situation. So that with the adjustment it will avoid major mistakes that will later occur. However, recently the discourse for the implementation of face-to-face learning has begun to be discussed in the national arena. With the decline in the level of people with corona disease, there is some hope for face-to-face learning to be implemented. Even though until now, education in schools is carried out in a blendid or alternate shift, at least it opens hope for schools to accept back their students to carry out face-to-face learning. The discourse of face-to-face learning has been discussed in various educational institutions. This means that there will be new adjustments that will occur if the face-to-face learning system is really carried out again.[2] Here teachers and students may face the name shock learning or a condition where students and teachers feel alien to a situation that requires them to change from a state that has been attached to a new state for a long time. So what is the attitude of a teacher to face this challenge, does the teacher feel ready to face the face-to-face learning system that has been changing for almost two years. This is the problem that will be raised in this research. This study aims to determine the teacher strategies used when face-to-face learning is applied after the COVID-19 pandemic in Islamic schools.

## **2. RESEARCH METHODOLOGY**

The discourse for the implementation of face-to-face learning has begun to sound. So many teachers have to get ready to prepare good learning in order to provide interesting learning to their students. This study uses a qualitative research type. Qualitative is used to get a picture of a phenomenon that occurs in the field. Qualitative research is used to explore, understand and explain social phenomena in more depth [3]. Qualitative research is also used to explain an object under study by analyzing the perceptions and opinions of the subject under study. To support this qualitative research, a descriptive approach is used as a basis in the stages of obtaining and explaining research data.[4] Explained that descriptive qualitative methods are used to see the condition of the object being studied naturally where the researcher holds the main key in a study. So by using qualitative research, researchers can get more and more detailed information related to the description of the object under study [5]. In this qualitative study, it was used to find out the strategies used by teachers in teaching in order to attract students' interest in learning after the covid 19 pandemic.

The research was carried out at Mts Al-Hadi to ten teachers by conducting direct interviews with the teachers concerned. The type of interview used is an open interview where the teacher is free to give answers according to the questions given. After the data is collected, the data is analyzed through several stages, namely; reducing the data or simplifying the data and described in detail and briefly related to teachers' strategies in teaching English after the covid 19 pandemic in Islamic school. The interviews used are as follows:



Table 1. Interview Questions

NO	Questions	Answer
1	What preparations will you use to face face-to-face learning after the COVID-19 pandemic?	
2	How do you manage the learning atmosphere after the COVID-19 pandemic?	
3	How do you attract students' interest in learning after the COVID-19 pandemic?	
4	What steps will you take to make learning after the COVID-19 pandemic effective?	
5	How do you make learning as interesting as possible after the COVID-19 pandemic?	

### 3. RESULT AND DISCUSSION

Learning after the COVID-19 pandemic will provide a different atmosphere because students have been carrying out online learning for almost two years. This means that online learning habits will be different if face-to-face learning is implemented. There are many differences between online learning and face-to-face learning when schools reopen. Both from a different learning atmosphere, different learning strategies and even the teaching media used will be very different. If online learning teachers only explain and use online learning media, then in face-to-face classes the teacher will use real learning media.

Teachers are required to prepare themselves as much as possible to face face-to-face learning at school. Teachers must have good knowledge in order to be able to attract students' interest in learning after the covid 19 pandemic. In this study teachers were asked to express their opinions regarding the strategies they would use in teaching after the covid 19 pandemic passed. The data were obtained through direct interviews with ten teachers who teach at Mts Al-Hadi. The following answers are summarized based on the results of the interviews that have been conducted. For the first question regarding the preparations that teachers prepare to face learning after the covid 19 pandemic. The results of the interviews illustrate that the teachers actually do not have really mature preparations in the implementation of face-to-face learning in schools. The teachers still have not thought about it, because the situation is not too clear for its implementation so that the teacher has not thought too much about the problem. However, there are some teachers who already have an idea of the preparations they will use when face-to-face learning is carried out, such as going to an intense question and answer process about the online learning process that they have been doing for almost two years, then using various media and learning videos. as is often done when learning online. These preparations are a type of basic preparation for learning in schools, especially when face-to-face learning is carried out.

The second question is about how the teacher manages the learning atmosphere after the COVID-19 pandemic. The post-pandemic learning atmosphere may be different from the learning atmosphere when face-to-face learning is carried out. Teachers may have difficulty in regulating student learning because students have to re-adapt to new situations. However, some teachers gave their answers regarding their ways to regulate the learning atmosphere, namely by providing motivation, games and even warming up so that students get positive encouragement when they will do face-to-face learning. In addition, teachers can also provide interesting learning videos to attract students' interest

in learning, creating a pleasant atmosphere like this is one of the best steps before making students participate in the learning process.[6] A assumed that students are stimulated to have an interest in learning in advance so that they have enthusiasm and a sense of liking for learning. This method is the best way to get students' attention when learning takes place. The third question is about how teachers can attract students' interest in learning after the COVID-19 pandemic ends. As stated in the second answer, some teachers use various ways to create a pleasant learning atmosphere, starting from the use of interesting learning media, providing motivation and enlivening the learning atmosphere, so students will be interested in learning.[7] Suggested feeding is done in order to get prey. This means that students must be persuaded in advance in various ways to want to take part in the teaching and learning process after the COVID-19 pandemic.

The fourth question is about the steps that the teacher applies to provide more effective learning. Some teachers said that the steps they used to make learning after COVID-19 effective was to ask students to participate and be fully active in the classroom. Students will be appointed to participate in learning, there are no passive students because the teachers think that student center learning should be implemented so that students can take part in learning. So that learning can be done effectively. Students are required to be able to express and explain learning materials because students have spent almost two years at home by only carrying out online learning [8]. The fifth question relates to how the teacher makes learning as interesting as possible. Like the previous answers, teachers feel that creating an interesting learning atmosphere can make students feel more interested in learning. Therefore, the first thing teachers do is how they can attract and motivate students to participate in face-to-face learning. As for how teachers can carry out discussion activities, question and answer, give experiments, provide interesting and creative learning media, use learning videos and so on to make it easier for students to get a pleasant learning atmosphere.[9] This is where the role of a teacher is tested to be able to find solutions to problems that occur during learning. Professional teachers will be responsible for the progress of their students. The teacher will make every effort to achieve the learning objectives for the students. Teachers can use various ways to get students' attention for the smoothness and goodness of face-to-face learning that occurred after the COVID-19 pandemic.

#### **4. CONCLUSION**

The discourse of reopening schools provides good news for the education system in Indonesia. This means that face-to-face learning has the possibility to be implemented. The implementation of face-to-face learning can be used as a good learning in the midst of various difficulties and obstacles in the implementation of online learning. Nevertheless, the teacher as the main key holder in the classroom has a very important role to be able to attract students' interest in learning after the covid 19 pandemic. The teacher must be able to provide an interesting learning atmosphere after the covid 19 pandemic. The teacher must be able to determine good strategies to motivate students to always actively studying again after the covid 19 pandemic. There are various strategies that teachers can apply to attract students' interest in learning after the end of the covid 19 pandemic. Among them are using creative learning media, turning on an interactive learning atmosphere, providing warming up before learning is carried out, and focusing on the student learning center where students will be given the freedom to express their skills and knowledge in the classroom as the main source of learning.



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