Research article

Mahasantri Online Coaching in the COVID-19 Pandemic

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Abstract.
The goal of this study was to examine Mahasantri's online religious coaching activities in the context of COVID-19. Qualitative descriptive methods were used in this study at Ma'had Al Jami'ah State Islamic Institute (IAIN) Kendari. The findings revealed that Ma'had Al Jami'ah IAIN Kendari's religious guidance activities could be classified into several coaching categories. First is the guidance of tahsinul qira'ah al-quran. Second is guidance for interpretation. The formation hadith is the third. Fourth, there is the development of fiqh. Adab development is the fifth, and language development is the sixth. COVID-19 was not expected to be a barrier to carrying out teaching and learning activities, according to the findings of this study.

Keywords: religious development, daring, COVID-19

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1. Introduction

The Covid-19 outbreak has colonized many countries, one of which is Indonesia [1]. The spread of the disease is so fast and has a huge impact on all sides of human life [2]. Economic, social, political and educational effects [3]. This is a challenge in itself, especially for educational institutions that require learning using an online system [4].

Online learning activities are increasingly becoming a trend due to covid-19 [5]. Face-to-face learning activities previously carried out in educational institutions were eliminated and replaced with online learning activities [6]. The implementation of this online learning is in accordance with the Minister of Education and Culture Circular Number: 36962 concerning Online Learning and Working from Home in the Context of Preventing the Spread of Corona Virus Disease (COVID-19).

The implementation of this online learning was followed up by the Circular of the Secretary General of the Ministry of Religion of the Republic of Indonesia Number: 069-08 / 2020 dated 9 March 2020 regarding the implementation of the Covid-19 handling protocol in public areas within the Ministry of Religion. However, during the Covid-19 pandemic, educational institutions must continue to carry out learning to students

at home. Learning activities are guided by online teachers through available learning applications.

The extension of the Covid-19 emergency period has increased the learning time from home for students. Consequently, teachers need to design distance learning that is varied and not boring. Teachers can also provide material related to Covid-19 to educate students about the dangers of Covid-19, symptoms of infection, and how to prevent it. Online learning activities are carried out through virtual interactions. There are many learning media that can be used for distance teaching and learning, such as google classrooms or you can also use social media like Whatsapp or Telegram. This was also adopted in the development of mahasantri Ma'had Al Jami'ah IAIN Kendari during the Covid-19 emergency period.

Referring to the Circular of the Chancellor of IAIN Kendari on Prevention of the Spread of Covid-19 in Public Areas in the IAIN Kendari Environment and followed up by the appeal of the Head of UPT Ma'had Al Jami'ah IAIN Kendari to vacate the Ma'had area by returning Mahasantri to his home since then distance which is done online was formulated by the manager of Ma'had Al Jamiah IAIN Kendari.

Overall, coaching based-online for Mahasantri was first carried out by Ma'had Al Jami'ah IAIN Kendari, previously coaching was carried out directly at the mosque and Ma'had in the form of a study. This is certainly a challenge for Ma'had coaches to find effective coaching solutions so that they can be carried out. Based on the author's observations, currently online-based Ma'had mahasantri coaching is routinely carried out using the WhatsApp and Telegram applications. Both of these applications are considered capable of being accessed by Mahasantri by considering network conditions and quotas. So it is interesting to see how religious coaching activities are carried out online and how effective the two applications are.

Online learning has been widely used and varied. For example, the University of Muhammadiyah Cirebon (UMC) uses google classroom as a learning medium [7]. Distance learning is also carried out at TK ABA Klaco Kotagade using WhatsApp media where the teacher gives instructions and assignments then the students send them with pictures and videos as well as voice recording [8].

Online coaching on a religious basis has varied, such as online-based Islamic religious education in Medan by emphasizing the motto of "friendly", which is learning that is friendly and creates intimacy for all students without exception even in the online world [9]. The religious formation of Christian congregations also carries out their worship through video streaming due to the covid-19 outbreak [9]. There was also guidance for Al-Qur'an in Kutane, Aceh Tenggara during the covid-19 period which required

educators to teach from house to house [10]. The conditions for covid and online learning that are carried out certainly have differences according to the conditions and abilities possessed by institutions and personal as well as Ma'had Al Jami'ah IAIN Kendari.

2. Research Method

This type of research is qualitative research [11]. The purpose of this study was to describe the online religious development held at Ma'had Al Jami'ah IAIN Kendari as an effort to break the chain of spreading covid-19 in Higher Education environments. The research was conducted by first giving several questions to the coaches and students regarding the application of online religious guidance. Questions are spread using google form, via telephone, WhatsApp or zoom. The research subjects were the supervisor, Musyrifah and Mahasantri Ma'had Al Jami'ah IAIN Kendari. Analysis of research data was carried out using the Miles and Huberman analysis model which consisted of three stages, namely data reduction, data display and data verification [12].

3. Result and Discussion

The online training of mahasantri Ma'had Al Jami'ah IAIN Kendari is valid since the Circular of the Chancellor of IAIN Kendari takes effect and lasts until the next Circular / Instruction / Appeal relating to this online coaching is issued. The schedule of coaching activities is openly mandated to each caregiver by considering academic, material, technical principles, without giving more burdens to the student. The interval for giving coaching items is adjusted to the schedule by taking into account the abilities of the assisted students. The media suggested to be a means of online coaching are social media such as Whatsapp and Telegram applications by considering the material and technical capabilities of the assisted students.

Based on the search results, it was found that the online coaching program conducted by Ma'had Al Jami'ah IAIN Kendari was as follows:

3.1. Guidance for Tahsinul Qira'ah Al-Qur'an

This guidance for tahsinul qira'ah uses social media WhatsApp with the group name "Tahsin Ma'had Al Jami'ah" as a means of guidance. The coaching implementation schedule is dynamic / incidental with intervals of providing fostered items that are dynamic and interactive following the activities of group users. The assisted items that

have been given are: material translation, tajwid, qira'ah method. The guidance materials that have been delivered include: the correct way to read basmalah, the correct way to read Al-Fatihah, the law of mim sukun and tanwin, muraja'ah readings and periodic assignments about the previous Tajwid material.

In the teaching and learning process, the selection and use of appropriate methods in presenting a material can help students know and understand everything that is presented. Joyce & Weil argued that effective learning models can be grouped into four learning models, namely: (1) interaction models (2) information processing models, requiring students to be active in selecting and developing material to be studied; (3) personal model, (4) modified model [14]. Ma'had al jami'ah has implemented several of these learning models. The following is a picture of guidance for tahsinul qira'ah.
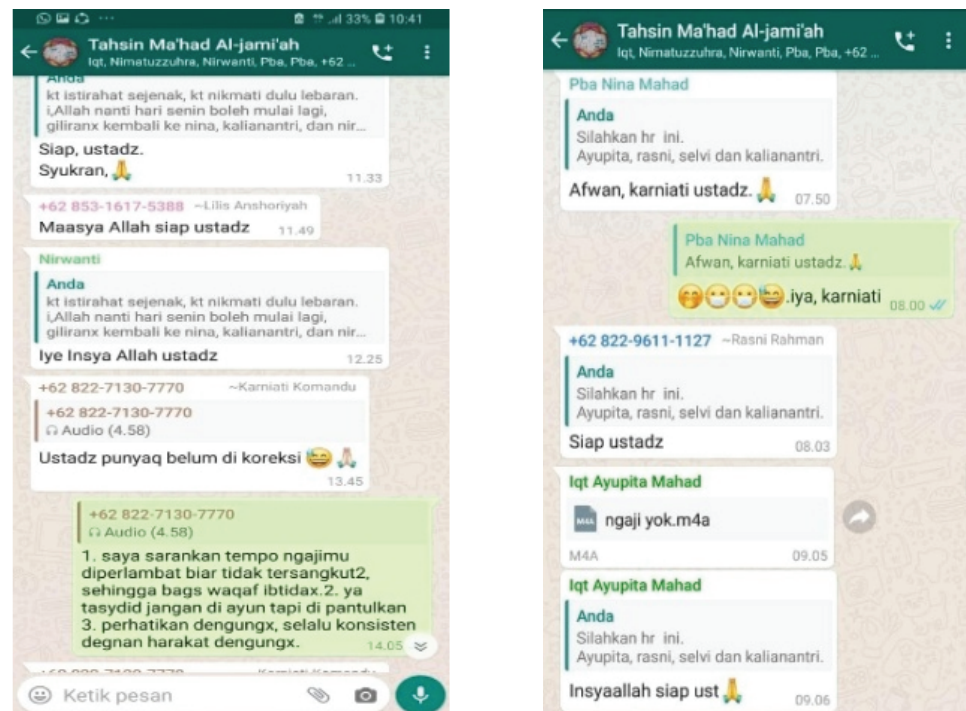

Figure 1: Coaching Tahsinul Qira'ah Al-Qur'an by WhatsApp.

Evaluation results of coaching: The method of depositing Tahsinul Qur'an with deposits and correcting the reading of Tahsin can still be done by utilizing the voice note feature on Whatsapp even though it is limited to only a few verses / pages. The activeness of the students depositing and checking their Al-Qur'an reading to the caregiver and musyrifah did not experience a significant impact because it required a video call / conference based application. Why is that? because not all of the Voice notes deposited by the student can be read on the caregiver / musyrifah device. This is because there are indications of technical problems in the format and failed uploads during delivery. However, Mahasantri remains active in conducting consultations

regarding the techniques of tahsinul qira'ah as well as those related to the laws of reading the Al-Quran;

3.2. Guidance of Tafsir

This Tafsir Development uses Whatsapp Social Media with the group name "Tafsir Ma'had Al Jami'ah". The schedule for the implementation of coaching is dynamic / incidental with intervals of providing fostered items that are dynamic following the activities of group users. The guided items that have been provided are: studies on topics around the Qur'anic interpretation, questions and answers, consultation, correction and clarification. The guidance material that has been delivered includes: The position of Tafsir (continued), how to read the Tafsir Inheritance of the Ulama (Introduction), Common mistakes in understanding the texts of the Al-Qur'an translation. Periodic exercises on the approaches and methods of interpretation of the Al-Qur'an.
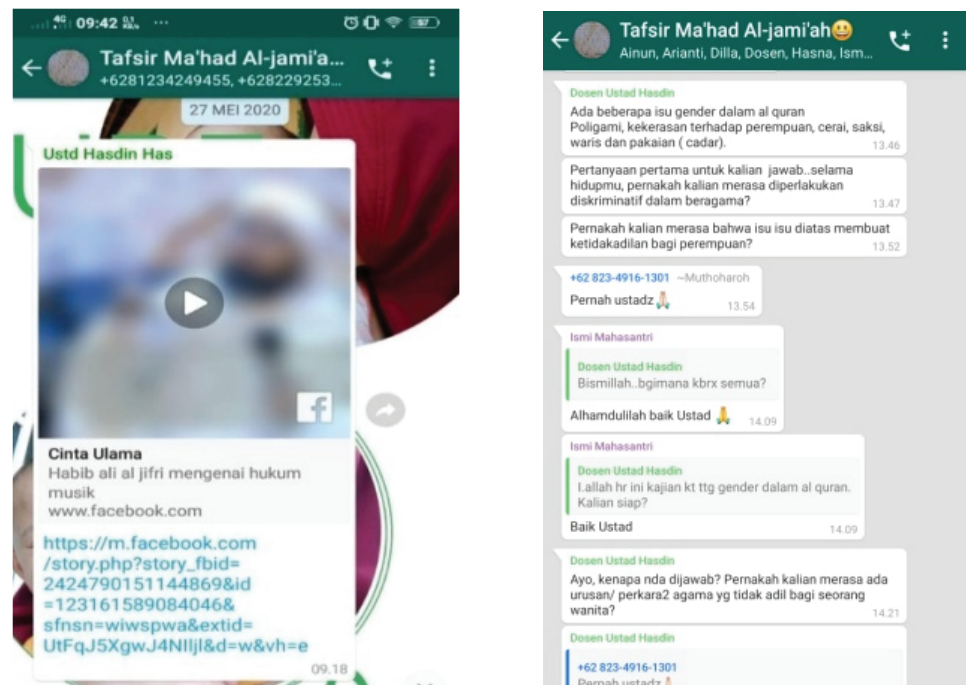

Figure 2: Coaching of Tafsir by WhatsApp.

The results of the coaching evaluation: The level of participation of Mahasantri is higher than previous studies / Mahasantri has begun to be able to distinguish the discussions about Tafsir with other fields of Islamic studies. In providing regular training, students are able to complete about 7 of the 10 items given. There are still some students who are unable to submit the results of their periodic training due to technical problems. As in online learning at the elementary and junior high schools in Mataram,

most of the obstacles experienced were technical problems so that many students did not complete the task due to network constraints in their respective areas [13]. Of course this is a challenge because intelligent humans seek solutions to problems, not dwell on problems.

3.3. Guidance of Hadist

This religious guidance system in the field of hadith uses Telegram Social Media with the group name "Kajian Hadits Ma'had" as a means of guidance. The coaching implementation schedule is 2 (two) times a week with an interval of 15 minutes per item. The fostered items that have been provided are consultation, clarification, explanation. The guidance materials that have been delivered include: the classification of narrations (continued), various kinds of hadith (continued), hadiths about the main points of Islamic teaching.
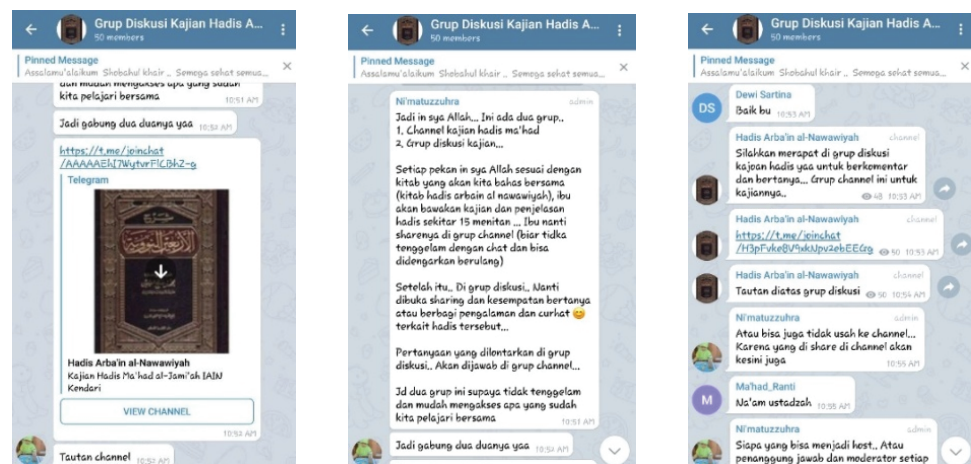

Figure 3: Coaching of Hadist by Telegram.

The results of the coaching evaluation: Mahasantri is more difficult to control the learning process (including notes and secondary reference sources). The caregivers and musyrifah also find it difficult to monitor the activeness of students at the time of presenting the material by the caregivers. Through social media, it is difficult to control student discipline when asking questions or giving comments because sometimes they ask them simultaneously so it is difficult to track the flow of discussion. The system for memorizing the deposit through voice notes has improved from the previous methods, it's just that it is difficult to know whether they memorized or saw the notes correctly because the deposit was not made live via video call.

3.4. Guidance of Fiqih

The Fiqih religious development model uses Whatsapp Social Media with the group name "Ta'lim Fiqih Mahasantri Ma'had". The coaching implementation schedule is 1 (one) time a week with an average of 50 minutes per item. The assisted items that have been provided are: study of the Ulama book, consultation, clarification of issues, questions and answers. The guidance material that has been delivered includes: clarification of the issue of understanding the state ideology on social media, clarification of misunderstanding caused by quoting verses and hadiths without heeding the explanations of scholars, clarification of the hadith which states that certain animal waste is not unclean.

This fiqh study uses more questions and answers considering that there are so many fiqh problems in daily life, so that mahasantri is more asked to tell about all his anxieties both in the living environment and in the daily life of mahasantri so that there are no misunderstandings.
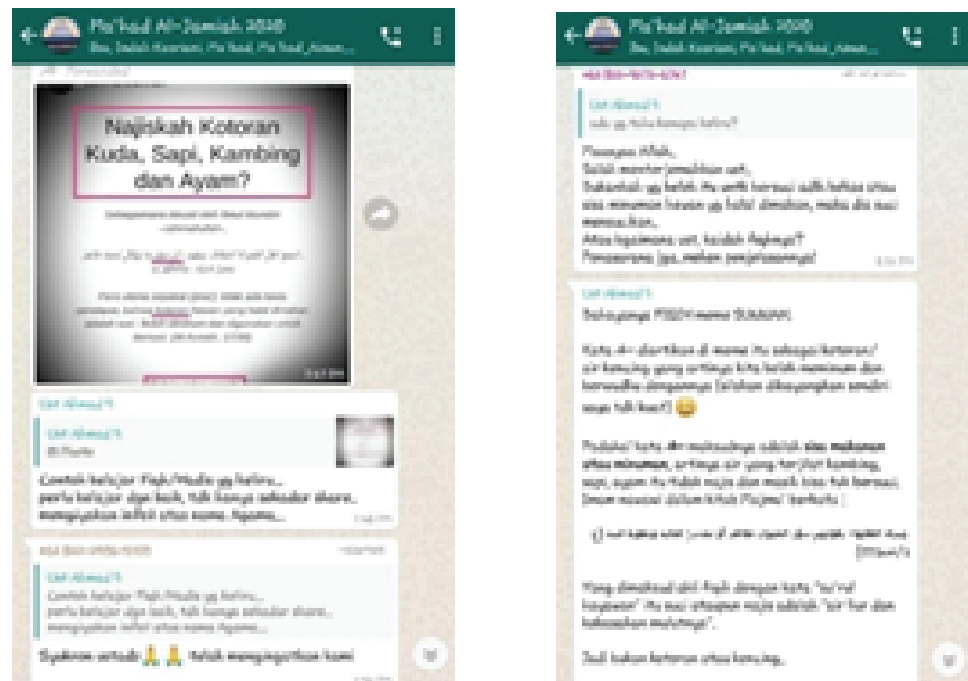

Figure 4: Coaching of Fiqih by WhatsApp.

The results of the coaching evaluation: Mahasantri began to actively seek material for further discussion in the guidance group. It is rather difficult for caregivers to control maahsantri's understanding of primary and secondary reference sources so that sometimes the discussion of the study has to be conveyed repeatedly. Mahasantri still seems less active in responding to the periodic exercises given after presenting the material.

3.5. Adab Development

The coaching facility uses Whatsapp Social Media with the group name "Ta'lim Mutta'alim". The coaching implementation schedule is 1 (one) time a week with an interval of about 30 minutes per item. The assisted items that have been given are: explanation of the book ta'limul muta'allim, questions and answers, consultation. The guidance material that has been delivered includes: the virtues of akhlak karimah for any knowledge claimant, memorizing the verses of the Ta'limul Muta'allim book.

Coaching evaluation results: Mahasantri is still not focused on following the study via Whatsapp: there are still some students who do not open the book that was studied during the online study, the provision of periodic training is effective but sometimes students are late in sending the results of their training so that it may hamper the assessment process, voice note files sent by students contains memorization of the verse, sometimes it is not heard clearly by the caregivers in the group created, attendance is done after the material is given or the interval given, but some students do not fill in attendance as instructed. Overseeing the reading process of the mahasantri book is constrained by technical problems that do not allow video calls to see the learning process directly. As in Aji's Journal, the impact of covid-19 caused major disruptions, one of which was in the learning system too late, especially the problem of assessment [14].

3.6. Language Development

Language Development using Telegram Social Media with the name "Foreign Language Classroom". The coaching implementation schedule is 4 (four) times a week with an interval of 45 minutes per session. The fostered items that have been given are: Pre-test for mapping the foreign language skills of Mahasantri. Periodic discussion of comprehension exercise material, question and answer, consultation. The guidance material that has been delivered includes: periodic exercises on Nahwu Science material (introduction) and articles, classification of nouns (Ism) in Arabic, types of Ism classification based on number (singular or plural), Ism classification based on circumstances. Arabic in Conversation Part 3: Talking with roommates, Arabic in Conversation Part 4: talking about coursework. As for the English language regarding: types of nouns in English, the concept of noun phrases in English, the context of using the noun phrases (article + noun) in English, English in conversation part 3: coursework, English in conversation Part 4: Market Shopping.

Figure 5: Coaching of Language by Telegram .

Coaching evaluation results: there is a significant increase. Some periodic exercises on English language study items are only followed by around 7 to 8 students (an indication of delays in following studies and periodic exercises), periodic exercises with Arabic evaluation items are more actively followed by students with a completion rate of up to 90%, guidance the use of digital dictionaries is still being continued considering there are still some students who do not understand the technique of searching online vocabulary; The attendance in this target group is based on the activity of following periodic exercises given after the presentation of the material or at intervals.

4. Conclusions

One way to break the chain of spreading Covid-19 in higher education is to do online-based learning. Ma'had Al Jami'ah as one of the UPTs at the IAIN Kendari tertiary institution has carried out online-based religious coaching by carrying out several coaching such as: guidance on Tahsinul Qira'ah Al-Qur'an, guidance on interpretation, guidance on hadith, guidance on fiqh, guidance on adab, language coaching. The coaching process certainly has many obstacles, especially this online coaching is something that has just been done by Ma'had Al Jami'ah IAIN Kendari. Therefore, this study is expected to be a reference and evaluation material for Ma'had managers to be more developing, creative and innovative in the coaching process at Ma'had Al Jami'ah IAIN Kendari.

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