

## **The Impact of Communication Media on Islamic Education at the State Aliyah Madrasa in Banda Aceh City During the Covid 19 Pandemic**

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### Abstract

Communication is more successful when it is accurate and noise is reduced. As a result, all communication must be precise and devoid of interruption. Effective verbal and nonverbal communication is required for Islamic peace. Education is influenced by communication medium. Learning media and communication mediums are not the same. Media for learning and communication can overlap. The 2013 Curriculum improved educational media in classrooms. Learning is influenced by ICT. Learning media supplied via communication device Communication devices are used to transmit data. More information is required for this study. This research looks at how the media influences Islamic instruction at the State Aliyah Madrasa in Banda Aceh City. Throughout COVID-19. This qualitative study looks at how the media affected MAN Banda Aceh City during the COVID-19 pandemic. There were 19 informants. FGD, interviews, observation, and document studies were used in this study. Miles and Huberman were used to evaluate data in this investigation. The analysis of qualitative data organizes words into larger text. Field research, focus groups, and interviews led to the discovery of Google Classroom, Zoom, Meet, WhatsApp, Instagram, and Ruangguru. Some online learning programs are used at the Banda Aceh state Aliyah Madrasa. Only six prominent apps are frequently utilized. During internet interruptions, WhatsApp is used. Google meet, Zoom meeting, e-learning, and the Ruangguru app were the most frequently utilized tools to increase teacher-student communication at MAN Banda Aceh City during Covid 19. This online learning media platform disrupts the teacher-student relationship by adding value so that students feel accountable for good achievements. Students will be encouraged and supported to learn better if the teacher's communication with them is consistent, resulting in higher-quality learning results.

**Keywords :** *Islamic education, pandemic 19, media, communication, state madrasah*

### **1. INTRODUCTION**

In the field of communication, direct communication and media communication are quite frequent. Each has pro and cons. Both can take place effectively or ineffectively. Both have unique qualities or charms. In fact, both have their own set of diversions and roadblocks. According to Hafied Cangara (2007), there are at least seven disturbances or obstacles in communication that can cause communication to be ineffective: technical disturbances, semantic disturbances, psychological disturbances, physical barriers, status barriers, frame of mind obstacles, and cultural obstacles.

According to Machfoedz (2010), effective communication can be seen in the elements and processes of communication, where message elements include message sender, message recipient, message, media, message receipt, message decoding, reaction, feedback, and message interruption. Thus, a communicator must understand who he is speaking to, what message is being transmitted, what media is being used, how

the message might be received and comprehended, the communicant's response, and feedback from the message supplied.

Communication is said to be effective if the accuracy can be improved and the noise can be reduced. As a result, improving accuracy and eliminating interference must occur in all aspects of communication. Effective communication, both verbal and nonverbal, is required from an Islamic perspective to keep the environment and society in peace, without violence and harmony. The principles of effective communication in an Islamic viewpoint, according to Naz Muhammad and Fazle Omer in *Communication Skills in Islamic Perspective* (2016), can be split into verbal communication and nonverbal communication.

In the midst of the Covid-19 viral outbreak that happened in Indonesia, it was discovered that it had its own impact on the world of education. Several policies or procedures that can be taken during the coronavirus pandemic have been issued by the government. One of the policies implemented was to discontinue all teaching and learning activities, which were then converted into an online or online system. The Ministry of Education and Culture's circular letters No. 2 and 3 of 2020 about the prevention and treatment of corona virus disease (Covid-19) urge educational institutions to use online learning.

Learning media or communication media is one of the components involved in the learning process (Nurhayati, 2020). Learning is aided by communication mediums. Teaching and learning are affected by learning communication media. Learning communication medium and learning media are different. Despite their differences, learning media can encompass communication media. Since the 2013 Curriculum, learning media has increased in school. Learning medium is linked to ICT. Learning communication media is learning media given via communication devices. Communication devices are used to provide information using information and communication technologies. According to this research's needs, more details will be provided.

Determining the focus of the main problem in this study does not refer to indicators in a theory, so that what appears, but the main substance of the topic or theme to be studied. Based on this, the frame of reference used is to examine in depth the substantive matters of the main problem or problem to be studied. The overall goal of this research is to understand the impact of media communication on Islamic Education at the State Aliyah Madrasa in Banda Aceh City During the Covid 19 Pandemic.

## **2. RESEARCH METHODS**

This is a qualitative study that collects data to explain the phenomena of the impact of communication media communication at MAN Banda Aceh City during the Covid-19 pandemic in depth. Using a phenomenological approach, this study explores the experience of schools, both managerial, teachers, parents and students regarding the effectiveness of teacher communication in the learning process during the Covid-19 period. The location of this research was at the Banda Aceh Model Madrasah Aliyah (MAN). The research time lasts from August 2021 to the November 2022.

Snowball was used to collect information from informants. There were 19 people chosen as informants. Focus group discussions (FGD), interviews, observation, and document studies were employed to obtain data for this study. The Miles and Huberman model was utilized in this study to analyze data. It was explained that qualitative data analysis still uses words, which are then ordered into enlarged text.

### 3. RESULTS AND DISCUSSIONS

According to the search findings in the field, there are three types of students' comprehension of the learning process at MAN in Banda Aceh City during the Covid-19 period. The student understands pre-learning, learning implementation, and the usage of learning material.

It was also said during the discussion session through the FGD activities that in the context of the Covid-19 Pandemic, teachers are expected to be more innovative in choosing appropriate learning approaches, particularly to avoid student boredom and monotony. As a result, there are numerous methods that teachers can use to raise student excitement so that students can understand the material offered online.

The FGD at MAN 1 (Model) Banda Aceh on 11 June 2022 revealed that students' grasp of online learning during the COVID-19 pandemic was uneven. Students' understanding is greater and sometimes even higher in schools with proper resources. In schools with poor infrastructure, student understanding is far from expected.

Rural schools lack online learning help, while urban schools have stronger support. According to conversations with the Head of MAN 3 Banda Aceh, a suburban school, online learning, where pupils are required to grasp the material, was not fully implemented. Many pupils lack online learning gadgets due to the poor internet network. Thus, students do not fully comprehend the lessons.

Online learning media were found using field search results, FGD results, and interviews: Google Classroom, Zoom, Meet, WhatsApp, Instagram, and Ruangguru.

There are various online learning applications, but the state Aliyah Madrasa in Banda Aceh do not use them all. Only six popular apps are utilized frequently. WhatsApp is typically utilized when it's hard when the internet is down. Based on interviews with teachers and students and FGD findings, students' understanding of learning media differed. Despite its variety, all kids understand the media. Google classroom, zoom meeting, e-learning, and Ruangguru are popular.

It was stated that teachers and students who are already familiar with the use of online learning media will considerably aid in the effectiveness of teacher-student communication when learning occurs. A thorough grasp of the learning medium employed will also influence students' interest in learning. Based on observations in the field, it was observed that communication between teachers and students related to providing an understanding of learning implementation, particularly in learning activities via zoom meetings, is that the teacher gives an introduction first and then calls students (absence) to check attendance and see how far students are focused on participating in learning.

The FGD activity examined the use of WA groups to communicate with an interactional model between teachers and students. In order to foster pleasant feelings between teachers and students, interactional dialogue should persist. WA's oral and written communication can bridge it.

The FGD discussed the ineffectiveness of teacher-student contact during the COVID-19 pandemic, especially poor March 2020 to May 2021 when learning was only done online. According to the FGD panelists discussing online learning media, although the various media can be used as much as possible and the results achieved have increased, some have remained constant, and some have decreased, from a psychological perspective, it does not build good chemistry between teachers and students and between students.

The issues above suggest that teacher-student communication is limited and frequently misconstrued. Verbal communication is plagued by noise and shaky internet networks, making it difficult to understand. Because there is no tone (intonation), written messages can be interpreted in many ways. Certain words and sentences lack intensity.

During the COVID-19 pandemic, the level of effectiveness of communication between teachers has been helpful. However, teacher-student contact remains ineffective. Of the five components of effective communication, informants still assessed online learning as suboptimal.

Because pupils prefer offline learning, fun indicators have not been provided. Even though attitude improvement requires kids to be more accountable, school principals nevertheless note student disobedience. Due to media constraints, societal impact is also absent. Communication's ineffectiveness leads to a mismatch between teachers' activities and learning objectives. The three Banda Aceh madrasas employed Zoom, Google Classroom, Google Meet, and Madrasah E-learning like all Indonesian schools during the COVID-19 pandemic. Due of the simplicity of scheduling and sharing educational media, E-learning Madrasas are employed more than other software solutions. Besides the apps mentioned, WhatsApp supports teacher-student communication.

#### **4. CONCLUSION**

The media utilized to provide efficient teacher communication in learning during the Covid 19 period at MAN Banda Aceh City is diverse, but Google meet, zoom meeting, e-learning, and the Ruangguru application are the most frequently used. The utilization of this online learning media platform disrupts communication between teachers and students, specifically adding value so that students feel responsible for receiving excellent results. If the teacher's communication with students has the same meaning, pupils will be encouraged and supported to learn better, resulting in better and higher-quality learning outcomes.

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