Student Response to Islamic Cultural History Learning by Using Multiple Methods during the Covid-19 Pandemic in Islamic Education Department, University Muhammadiyah of Malang

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Abstract. The purpose of this study is to describe the process and student responses to Islamic Cultural History learning using multiple methods during the covid-19 pandemic at the Islamic Education Department, University of Muhammadiyah Malang. The research approach uses a qualitative case study type, as informants there are 10 students in semester V C who take Learning Method Course: Islamic Cultural History and a lecturer for the course supervisor. Data collection technique uses observation, interviews, documentation and data analysis model uses the theory of Miles and Huberman through data reduction and presentation, as well as verification. The results of the study show (1) the Islamic Cultural History learning process for Islamic Education Department students is very necessary, both to broaden their horizons and to imitate the personal example of the Prophet, his friends, and believers in general. The flow of the learning process begins with the lecturer making plans for 1 semester (16 meetings) in which each meeting has a predetermined target. While the material is for class X, odd semester, in accordance with KMA No. 183 as many as 16 of 28 KD (57.14 %), and the methods most favored by the informants are the recitation method, role play, lectures, concept maps, and discussions. (2) Student responses to Islamic Cultural History learning using multiple methods are necessary and needed, such as the movie method, scramble, concept maps, etc. along with the steps. The use of these various methods makes the learning atmosphere livelier and students' memory is stronger on the Islamic Cultural History material messages to be implemented. While the (contextual) approach to Islamic Cultural History learning is more focused on paying attention to the potential, situation and condition of the informants.

Keywords: Response; Islamic Cultural History learning; Multi Methods; Covid-19 pandemic

INTRODUCTION

One of the tasks of lecturers in carrying out learning on campus, whether carried out in the classroom, laboratory or outside the classroom, is to present lecture material. Presentation of material that has been designed by the lecturer must have referred to the

syllabus and lesson plans that have been made, so that when presenting the material there are no fatal obstacles (Kunandar, 2013). Course Outline (RPS) as a projection of activities carried out by lecturers in charge of courses in the learning process or lectures in class, (Nurdin, 2017). Therefore, RPS is an integral part of carrying out learning (lectures) that must be made by lecturers who support courses by taking into account student competencies.

In presenting lecture material, it cannot be separated from various components, such as objectives, strategies, models, methods and media used, (Tafsir, 2014). These various components, when associated with the task of lecturers in carrying out learning, start from formulating the right goals, selecting and compiling lesson materials according to the needs, interests and stages of student development, choosing varied teaching methods and media, as well as compiling appropriate methods and media (Uranus Zamili, 2020).

The various components of the learning process, not only learning is carried out in normal times with face-to-face (offline), but also during the COVID-19 pandemic using online. Learn Form Home is a term that is widely applied to the conditions of the COVID-19 pandemic. This activity is a step implemented by each university to reduce the spread of the epidemic that is on the rise, (Dewantara, 2021). Therefore, universities are required to provide educational services using digital technology which aims to make it easier for students to access lecture-related materials, so that students can study anytime and anywhere. This is in accordance with the Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, Law no. 12 of 2012 concerning Higher Education and Regulation of the Minister of Education and Culture Number 109 of 2013 concerning the Implementation of Distance Education in Higher Education, Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System and Law no. 12 of 2012 concerning Higher Education and Regulation of the Minister of Education and Culture Number 109 of 2013 concerning the Implementation of Distance Education in Higher Education, including lecturing courses through the online learning system, (Wida, 2020).

The process of Islamic Cultural History learning during the pandemic in Higher Education is no different from learning other subjects, lecturers have determined and used these various components, but in reality in the field or in the zoom area there are still obstacles. Among the obstacles faced by lecturers in carrying out the learning process are unstable internet networks and internet quotas, (Muhammad Sholichin, Zulyusri, Lufri, 2021). Other obstacles are the different competence backgrounds of students, incompetent lecturer backgrounds, lack of facilities and infrastructure to support the SKI learning process, and limited time in presenting material (Muhtar Lutfie Al Anshory, Marhumah, 2020), and lack of understanding of the material, (Ressa Ulimaz Amalia, Bekti Isnaeni, Purwati, 2020). Another obstacle is that learning Islamic Cultural History is identical to memorizing, so it is boring for students. This opinion is reinforced by the results of Fauziyah's research that Islamic Cultural History boredom factor is caused by a pleasant learning atmosphere, fatigue experienced by the limbs on the fingers used to record too many summaries, and fatigue due to staying up late (Fauzi, 2019).

Based on the various obstacles above, the solution is that lecturers are required to carry out learning using various methods that are effective and fun for students, so that they are able to capture the material presented optimally. The method comes from the word method, which means a systematic way of working to facilitate the implementation

of activities in achieving a goal (Zakiah Daradjat dalam Ahmad Munjih Nasih, 2018) Another meaning is the ways and procedures for carrying out an activity to achieve goals effectively (Vembrianto, 1994). The word method when associated with learning is a method used by teachers or lecturers in teaching their students, (Sri Anita W, 2007). So the learning method is a path that must be traversed by a teacher when presenting material or lecture material, to achieve the objectives of the material. Therefore, the method used must have an effect on success in the learning process, not otherwise make the learning process fail. For this reason, lecturers must be very good at choosing the right, effective and fun method for students.

In selecting and using the right method, of course, you must consider the balance of aspects of effectiveness and relevance to the material presented. Also adapted to the principles (1) the principle of active student learning who has a certain innate potential and is ready to develop actively in their environment, (2) students are free to express their fears, (3) the principle of competency learning, where students have a set of knowledge, skills, attitudes and insights to be applied according to the criteria and learning objectives, (Nasih, 2009). The above principles when associated with Islamic Cultural History material, require students to be given the opportunity to actively realize all their innate potential towards the desired goal. That is, a Muslim who is qualified, innovative, disciplined, has readiness to compete, cooperates and has self-discipline (Sanaky, 2003). This goal will be successful when the lecturer in carrying out the learning process is not careless, but needs to be balanced with strategies and methods that are in accordance with the material. Because the subject of learning is a human being who has reason and heart, preparation (including the method used) is absolutely necessary. For a lecturer in carrying out learning, it is necessary to determine the correct method, this will have an impact on success or failure in learning. Therefore, mastery of teaching methods is one of the requirements in determining success.

The learning method used by lecturers is expected not only to lead students to know and understand a concept, but the implementation of Islamic Cultural History learning is always related to the phenomenon of socio-cultural and economic dynamics which is an integral part of people's lives from time to time from place to place on the scale of local, national, regional and global community groups, (Sutarti, 2018). In addition, lecturers and students need to use a scientific approach in presenting Islamic Cultural History material at the Madrasah Tsanawiyah and Madrasah Aliyah levels which are part of the 2013 Curriculum. The impact felt by students on the scientific approach, they can observe, ask questions, explore, associate and communicate from the material which are presented by students in turn. Furthermore, it can change the view of Islamic Cultural History subjects that seem to be rote into interesting learning, because it can increase students' critical power. It is also hoped that they can take lessons from an event that will later inspire them to have a positive attitude, in accordance with the core competencies of the 2013 Curriculum which prioritizes religious aspects (Ita Rianti, Saiful Bachri, 2016).

In other words, the learning method is aimed at the process of change from normative to practical, and from cognitive to affective and psychomotor. This change aims to make Islamic insight (which includes Islamic Cultural History) able to be systematically and comprehensively transformed, not only in concept life but also in real life in the midst of society. Therefore, it is necessary to use a combination method or use multiple methods, according to the purpose and material. On this basis, the task of the lecturer is to choose various appropriate methods to be used in creating the learning process, (Kemenag RI,

2019). Such as the *tafhim* method, *tabyin*, word square, recitation, role playing, snowball throwing, concept maps/ mind mapping, discovery and talking stick, jigsaw, information search, course review horay, make a match, TTW (thing talk write), lectures and others, (Romelah, 2021); (Amalia Syurgawi, 2020).

Based on the various descriptions above, the researcher is interested in digging deeper by conducting research on Islamic Cultural History (SKI) learning in the Islamic Education Department (PAI), one of the outcomes which is as a teacher of PAI. For this reason, the formulation of the problem is how the process and student response to SKI learning using multiple methods during the COVID-19 pandemic at the PAI Department, University of Muhammadiyah Malang.

METHOD

This study uses a qualitative approach, with a limited target, but the data extracted is very large and in-depth, so that the quality of the data is not limited (Burhan Bungin, 2001). In other words, the higher the quality of the data collected is the higher the quality of the research. While the type of research used is a case study, which is a study in which researcher carefully investigate the activities of a group of individuals (Cresswell, 2013). The informants in this study are 10 from 33 students in semester V C who took the PAI Learning Method course: SKI. For this reason, the informants are assigned the task of presenting SKI material with a predetermined Basic Competencies, the method used and the steps in the odd semester of class X with a total of 28 Basic Competencies.

Data collection techniques use observation, interviews and documentation, (Sugiyono, 2016). Analysis of the data, after the data has been collected, it is continued by analyzing the data in individual case analysis (Yin, 2000). It means that the researcher uses the data analysis model from Miles and Huberman through three activities that occur simultaneously, namely (1) data reduction, which is carried out continuously during the learning process (discussion), even before the data is actually collected. (2) The presentation of data (data display), is carried out to find various interesting or attractive methods so that the learning atmosphere in the classroom is conducive. In this case, the researcher provides the possibility of drawing conclusions and taking action. (3) Conclusion drawing/verification, carried out during data collection and after data collection is used to draw conclusions, so that various methods of learning can be found.

RESULT & DISCUSSION

1. SKI Learning Process Using Multiple Methods During the Covid 19 Pandemic in Islamic Education Department

One of the main tasks of lecturer in education is teaching or learning, educating, providing assessments and evaluations to provide moral and mental support to students. The learning process carried out by lecturer and students is usually carried out through direct interaction without any intermediary media, but almost 3 semesters have changed in the learning process during the covid 19 pandemic. The application of this online learning process makes lecturer thinks again about models, methods, strategies and learning media that will be used. Facilities that can be used as online learning tools are zoom applications, e-learning, google classroom, whats app, youtube, and other media. These facilities can be used optimally as a tool in conducting lectures such as in class, (Nurinayati Syaiful, Rudiyansyah, 2021).

The presentation of material online and offline is essentially the same, namely it can increase equitable access to quality learning in higher education, in particular providing opportunities for

students to take a course in accordance with the learning components and their learning outcomes can be recognized equally by the university where they are registered, (Wida, 2020). Substantially, the online and offline learning processes are also almost the same, there are materials and objectives, methods, strategies, models, techniques and learning media, (Mulyatiningsih, 2013).

Likewise, the presence of students in carrying out learning both physically and psychologically is highly expected. The presence of students as learners is not only their bodies, but their minds to reflect on and feel the knowledge contained in the lecture material being faced, to be explored more deeply. Therefore, the presence of lecturer to present a theme combined with various methods is highly expected, so that students can understand and master the material, (Jeanne Ellis Ormrod, 2009).

Related to the results of research on the SKI learning process using multiple methods in Islamic Education Department, UMM, the results are as follows:

a. The importance of learning SKI for PAI students

Islamic Cultural History (SKI) is one of the subjects of the PAI family which is presented at the Madsarah Ibtidaiyah (MI), Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA) levels. The presentation of SKI material for the MI level is presented from grades 3-6 for odd and even semesters, while the MTs and MA levels are presented every odd and even semester for 3 years. In general, the purpose of learning SKI which is a group of PAI subjects is to prepare Madrasah students to be able to adapt to change, so that graduates are compatible with the demands of their time in building national civilization. It also prepares students who have the competence to understand the principles of Islam, both related to aqidah ahlak, shari'ah and the development of Islamic culture, thus enabling students to carry out religious obligations properly related to relationships with God as well as fellow humans and the universe (Kemenag RI, 2019).

By paying attention to these objectives, it is proper for PAI students to understand the essence of SKI learning as a subject that is presented at various levels, especially the MA level in the odd semester of class X. As the results of research on 10 informants, that:

Informants' answers about learning SKI for PAI students are very important, so that	Informants (code)
Students' insight is wider and can imitate the honest and patient behavior of the Prophet in the early days of Islam in Mecca in dealing with worship and social conditions of the Quraysh community before Islam	A
Students can imitate the attitude of sympathy behavior in the people of Medina when the Prophet came to Medina	B
Students are able to tell about the leadership figure of the Prophet from the beginning of the development of Islam in Mecca to the hijra in Medina	C
Students' insight is getting wider and can identify the factors that caused the Prophet to migrate to Medina	D
Every Muslim is obliged to preach, taking into account the targets and materials presented, so that the da'wah carried out brings benefits to all	E
Appreciate the values of Rasulullah's da'wah struggle in Madinah, such as brotherhood between the muhajirin and anshar, laying down the political principles and social order of	F

society, establishing mosques, creating public welfare, developing education and da'wah.	
Students' insight is getting wider and they can understand the substance and strategy of the Prophet's da'wah in the Mecca period, namely da'wah covertly and openly.	G
The students' insight is getting wider and they can emulate the noble nature of the friends of *assabiqunal awwalun*, they hide their Islam in front of the Quraysh infidels, so they do not get tortured from them.	H
Student insight is increasing in terms of the success of the Prophet's da'wah, both in the Mecca and Medina periods,	I
Students are able to imitate the personality of the caliph Ali bin Abi Talib and his positive values, such as love of knowledge, generosity, humble, diligent in worship and asceticism.	J

Documentation, research results with 10 informants, 9 Nov 2020

The various answers from the informants above show that SKI learning for PAI study study students is very necessary, both to broaden their horizons and to imitate the personal example of the Prophet, his friends, and believers in general. The figure of the Prophet with his companions who must be imitated when facing the Quraysh Kafir in Mecca in worship and socializing in society before converting to Islam. The leadership figure of the Prophet when he received revelation until he decided to move to Yasrif (Medina), and was welcomed by the Muslims (Ansar) from Medina to bring success in preaching in Mecca and Medina. Likewise, Ali bin Abi Talib's personal example and positive values are carried out, he is a figure who loves knowledge, is generous, humble, and diligent in worship and a zuhud person.

The various answers from the informants were strengthened by the material presented in the odd semester of class X as stated in the Decree of the Minister of Religion (KMA) Number 183 of 2019 concerning the Islamic Education Curriculum and Arabic Language in Madrasah (Kemenag RI, 2019). The SKI material uses K-13 as a reference in carrying out learning, the content of the material contains 4 Core Competencies (KI) and 7 Basic Competencies (KD). Each KD decomposes 4 KD, so that in total there are 28 KD that must be taken by students. While the learning can be done in the classroom or outside the classroom, depending on the theme of the material.

b. The flow of the SKI learning process for PAI students

To facilitate the process of learning SKI in semester V C of the PAI, the researcher made observations with the course supervisor at the first meeting. In this meeting, the lecturer explained the flow of the SKI learning process, starting from making lesson plans for 1 semester. The planning starts from: (1) the first lecture meeting, the lecturer gave the course outline (RPS) for the PAI Learning Method: SKI course which is presented in the Odd semester of the 2020/2021 Academic Year and KMA, both of which were given or shared in the group of students who program this course. Another thing that was discussed which was conducting a learning contract for 1 semester between lecturer and students, both related to learning, individual and group assignments, UTS, UAS and assessments. (2) The second meeting, the lecturer explained the substance of the KMA (Religious Ministerial Decree on the PAI curriculum and Arabic language) containing KI,

KD and material themes that must be discussed in groups at MA level, class X and odd semesters. The number of KD is 7, each of which is broken down into 4, so that the number of KD is 28. Of the 28 KD, each student is given the authority to choose 2 KD for UAS assignments. (3) The third meeting, the lecturer shared a summary of several methods that can be used in SKI learning with the steps for using each method, and the advantages and disadvantages of each method used. So at this meeting the lecturer explained on the presentation of MA level SKI material taken from the KMA curriculum to be combined with the methods used in learning. When students determine one method, it is necessary to pay attention to the steps, advantages and disadvantages of each method used. (4) The fourth meeting began with group discussions, each group team consists of 3-4 people until the seventh meeting. (5) The eighth meeting was the mid-term test (UTS) and the sixteenth was final test (UAS). (6) The ninth to fifteenth meeting, continuing the discussion, (Observation results via zoom, September 21, 2020).

Based on the results of the observations above, the researcher conducted interviews with informant (lecturer) about the reasons for determining the lecture flow that supports the SKI learning process, he said that:

The lecture flow that supports the SKI learning process, I adjust to the number of lecture meetings that have been listed in the academic calendar as many as 16 meetings. For the distribution of each meeting, as you heard when observing on zoom. The purpose of the division of the meeting is so that students know and are ready for what to do, such as group discussions. The determination of the distribution of group discussions is not on the initiative of the students who determine the group, but my students asked me to count the numbers 1 to 10. Well, the numbers mentioned indicate the group, while I have divided the material according to the overall KD in KMA with the number of students who program this course.

Next, the researcher continued the interview about the reasons why the lecturer combined the SKI material in KD with the right method. He said that:

Every student must understand the contents of the KD MA-level SKI material in the KMA curriculum, after understanding it, they continue to understand the contents of each method and the steps. Next, students determine at least 2 methods that are suitable for 1 KD material and the steps. This answer was reinforced by the answers of students as informants A, C, D, J G, E, that the lecturer explained the contents of KD and several methods that could be used for learning SKI. In order for the materials and methods used in learning to be interesting, it is recommended that students demonstrate with their friends (Romelah, interview with the informant of the MK supervisory lecturer, Malang, 22 September 2020).

c.   Determination of SKI learning materials and methods for PAI students

Since the beginning of the lecture, the lecturer has delivered SKI material which is described in the KD and several methods used in SKI learning. Furthermore, on the UAS assignment, all students (including 10 informants) were asked to determine the materials and methods for learning SKI, and the results were as follows:

Basic Competences (KD)				The method used in learning SKI by 10 informants	Informants (code)
KD – 1	KD – 2	KD – 3	KD – 4		
1.1				Tafhiim, Tabyiin, word square, Recitation	E
1.2				Tafhiim, Tabyiin, role play, Recitation	E
1.4				Lectures, cooperative script	F
1.5				Mind mapping, snowball, throwing	F
	2.1			Jiqsaw	A
	2.3			complette sentence, lectures	B
	2.4			Take and give, lectures	F
	2.4			Lectures, role play	J
		3.1		Recitation, discussion	H
			4.2	Recitation, discussion	C
		3.3		Recitation, discussion	G
			4.3	Recitation	C
		3.4		Lectures, role play, recitation, jigsaw	F
		3.4		Role playing, discussion	G
			4.4	Discussion, mind mapping	F
			4.4	Information search, mind mapping	I
		3.5		Information search, mind mapping	E
		3.5		Information search, mind mapping	I
		3.6		Thin Pair and share, snowball	D
		3.6		Trowing And role playing	H
		3.7		Take and give	D
		3.7		Snow ball, trowing	F

(Documentation, the result of UAS)

This table can be analyzed, that the KD used by 10 informants in determining the right method in carrying out learning at the Madrasah Aliyah level in class X semester 1 as follows:

1) The number of KD used by informants in determining the SKI learning method was 16 of 28 KD (57.14 %), with a double KD calculation only 1 KD was calculated, even though 2 informants worked. As many as 7 out of 10 informants who determine the double KD, namely KD 2.4, 3.4, 3.5, 3.6, 3.7 and 4.4 or 6 of 16 KD. And 3 informants who determine a single KD, namely KD 2.1, 2.3 and 2.4. However, if we count all the double and single KD used by the informants, there are 22 out of 28 KD (78.57%). This shows that the informants already have the basis for building their competencies in developing SKI materials in learning. While the substance of the material for SKI MA grade X semester 1 is more focused on the origins of events in the pre-dawah of the Prophet Muhammad to the golden age of Islam. The provision of information

through the presentation of this material can be used as an example for students or students in forming commendable attitudes, morals and good characters.

2) The methods used by informants in the SKI learning process for each KD MA level class X semester 1 are very diverse, some use 4 methods (3 informants), some use 3 methods (1 informant), some use 2 methods (15 informants), and some used 1 method (3 informants). While the methods used by informants in the learning process were recitation (7 informants), role play, lectures, mind mapping, and discussion (5 informants), snaw ball, throwing, and information search (3 informants). So the SKI learning methods that are most in demand by informants are the recitation method (7 informants) and role play, lectures, mind mapping, and discussion (5 informants).

2. Student Response to SKI Learning by Using Multi Methods

SKI learning which lasted for one semester has been carried out from planning, the learning process and paying attention to the existence of abilities (affective, psychomotor, and cognitive) of students, so the expectations and goals are for learning to run effectively and with quality. To achieve these goals and expectations, it is necessary to respond from students as learning subjects as follows:

a. Student-centred SKI learning approach (Contextual)

The SKI learning approach that has been implemented for 1 semester includes a contextual approach, this can be seen from the learning process or lectures carried out by the lecturers who are more focused and pay attention to the potential, situation and condition of the informants. As the results of the interview with informant E said, that the attention of the course builder lecturers towards students was by providing independent learning and students were able to find the substance of the material used for learning at the MA level in the odd semester. This answer was strengthened by informant B, that the course supervisor had paid attention and strengthened the potential of students' abilities in the substance of the material presented and the tasks to be carried out, both in the form of UTS and UAS.

Another learning process is in the form of books obtained by students, as the results of interviews with informant A that each student is given the freedom to seek and obtain learning tools, either through textbooks, e-books, journals and from electronic media. Likewise with learning objectives, the course supervisor focuses more on each theme with a different material, so the goals made by students are different. The core purpose of learning SKI is that every human being can take ibrah or lessons, from the development of the journey of human life in building civilization from time to time.

In addition, the learning process carried out by the course supervisor empowers students more, as the results of interviews with informants G and J, that student empowerment starts from giving RPS and KMA files, dividing group tasks by giving informants the freedom to choose one KD to be studied and presented. . During this presentation, the audience provided input for the perfection of the presented paper, as well as the course supervisors to straighten the answers from the presenters and the answers from the audience. Among them are the substance of the material that is related to the life of the people at that time and society now, the method used is not only 1 or 2 methods, but can use several methods on 1 theme along with the steps in using the method regularly and sequentially, (the results of interviews during course of study).

The various answers are in line with the opinion of M. Saekhan Muchith that contextual learning pays more attention to the potential of students, pays attention to situations and conditions, pays attention to learning facilities, and pays attention to the

goals to be achieved (Muchith, 2008). Contextual learning is maximized by the ability of lecturers to carry out learning processes that prioritize the ideals of education and learning, so that they actually produce quality learning that is effective and efficient. The ideal of learning is intended to carry out a learning process that focuses on efforts to empower students, not vice versa intellectually, socially and culturally oppression.

b. Student's response to multiple SKI learning methods

The method is one of the means to achieve an interesting, effective and efficient learning process, so as not to make students feel bored, bored and lazy. For this reason, there are several views of informants regarding SKI learning using multiple methods, including:

Informants' answers about student responses to multiple SKI learning methods	Informants (code)
PAI students as prospective teachers need knowledge of multiple methods to explain the history of SKI, therefore prospective teachers need to learn how to teach SKI methods to their students, such as the jigsaw and simulation methods.	A
Each student is given the opportunity to practice multiple methods in front of his friends, and provide experiences for students before teaching at school, such as the complete sentence, lectures and take and give methods.	B
Learning SKI using multiple methods is very interesting and fun, because it is easy to remember and imprint in the memory of students, such as the mind mapping method, scramble, recitation, watching movie.	C
Multi methods in learning SKI are very suitable and interesting to learn and practice in learning at school, because they add insight to students, such as the think pair and share, take and give method.	D
Multiple methods for learning SKI are needed, so that students are more enthusiastic about participating in learning, including the tafhiim, tabyin, word square, recitation and role playing methods.	E
PAI students as prospective teachers really need to understand and implement multiple SKI learning methods, so that learning is not boring, interesting and suitable for the development of learner psychology, such as the lecture method, cooperative script, mind mapping and snowball throwing.	F
Multi SKI learning methods are very helpful and as a provision for students who will carry out PPL & KKN, such as the role playing method, discussion, recitation and jigsaw.	G
Multiple SKI learning methods are very helpful for students if they later become teachers who teach in schools, such as	H

recitation methods, discussions, snowball throwing and role playing.	
Multi-methods in SKI learning really help students to avoid boredom and keep an imprint on their memories, such as mind mapping, jigsaw, and information search methods.	I
Multi methods in learning SKI are very effective and useful for training students to become real teachers, such as the role playing method, concept maps, lectures and discussion.	J

Various student responses to learning SKI using these multi-methods can be analyzed, students as prospective teachers are needed and multi-methods are needed for learning various disciplines, including SKI. The multi-methods that have been explained by students are expected to be not just discourse, but are implemented in the learning process at school/madrasah and outside school/madrasah. As the opinion of informant J on the role playing method, students are able to play roles by practicing often, so that they become confident. Likewise, the concept map method is very interesting for them, as long as the teacher in conveying the concept of the material is able to liven up the class atmosphere. This opinion is reinforced by the results of Dhuhaa Rohmawan's research, the condition of students is more active when participating in SKI learning by using concept maps and can improve their achievements, (Rohmawan, 2018).

Informant C uses the movie method with film screening media, this method makes the learning atmosphere livelier and students' memory is stronger on the SKI material message to be implemented. Also the scramble method, a method that is carried out in groups by matching the question cards and answer cards that have been provided according to the questions. The use of this method is reinforced by the results of Dini Fitria and Johan Andriesgo's research that learning SKI by using scramble and action learning methods, students master the material up to 65.22%, (Andriesgo, 2019). So learning SKI at the university level requires multiple methods, so that the atmosphere of the class or zoom room is more lively and the students appear, not only the names written in the zoom room.

c. Steps for using multiple SKI learning methods

The results showed that 10 informants in presenting SKI material and collecting UAS assignments had listed the steps for each method used. In this section, the researcher only lists 2 methods and the steps, they are:

Informants A, G, I using the Jigsaw method. Jigsaw is an active learning method, where students learn from small groups (4-5 people with the same material and delivered in text form) with heterogeneous abilities and work together in a positive interdependence, also being responsible for the completeness of the material being studied. The steps, (1) form small groups of 4-5 people with the name of the group, for example the group of orchids, roses, and others. (2) Each group is determined by 1 person who masters the material (theme) and 4 people (names A, B, C, D) are given the material as a different sub theme. (3) Each member of each group discusses the problems in the sub-theme with other groups, such as the name A discusses with fellow A, B discusses with fellow B, C discusses with fellow C, D discusses with fellow D. (4) After 4 people discuss with other groups, then each member returns to their original group (such as an orchid) to discuss the results of their discussion by making questions and answers. (5) The discussion starts from each group with the material that has been discussed from

each envoy (A, B, C, D) guided by the teacher or lecturer. (6) Each group or individual is given a reward.

By using the jigsaw method and adapted to the steps, the learning process is more effective and students or students master the material better (Kuntjojo, 2010). Informant H, J with the discussion method, a way of managing learning by presenting material through problem solving, (Ramayulis, 2001). Discussions include student-centered active learning, to gain knowledge based on their own findings. Meanwhile, the learning steps go through 3 stages, they are: 1) Planning, including: (a) students explaining the purpose of the theme being discussed, so that the direction of the material is clearer, (b) the number of KD and the names of the discussion participants are appropriate, (c) the audience is given the opportunity to ask questions about the material contained in the discussion. KD, (d) the time and place of discussion according to the schedule and agreement between the MK supervisor and students. 2) Implementation, includes: (a) making group structure, either as chairman, secretary, member and others. (b) The presenter has divided the tasks in the discussion, (c) the narration and pictures in the *PPT* stimulate the participants to ask questions, (d) the presenter has recorded important ideas, suggestions and provides answers. (e) All questions from the audience are answered by the presenter, (f) during the discussion, the presenter and audience are able to create a pleasant situation. 3) Follow-up, including: (a) the presenter draws conclusions from the discussion, (b) reads back the results for correction, (c) the advisor of the Constitutional Court makes an assessment of the implementation of the discussion, and provides input for the improvement of future discussions.

By using the discussion method and adapted to the steps, it will further increase the interaction between students, the participation and interaction of all members in one group, (Romelah, 2021).

3.   Constructivism Theory in SKI Learning

Based on the results of the research above, it can be analyzed that the SKI learning process begins with the lecturer (as an informant) giving RPS, KMA contains KI and KD, and a summary of several methods in learning (including SKI learning). SKI materials/materials are more focused on Madrasah Aliyah class X semester 1, this is in accordance with Permendikbud Number 65 of 2013 concerning Standards for Primary and Secondary education processes which are more directing students' learning activities in an effort to achieve basic competencies, (Kunandar, 2013). The presentation of SKI material in 1 KD is always combined with 2 to 3 methods with steps, while the student approach (contextual) in implementing SKI learning is appropriate. Considering this learning pays more attention to the potential of students to be more empowered to find something with the real world, so that they are able to apply it in everyday life (Sagala, 2006).

By paying attention to SKI learning for PAI students above, constructivism theory strengthens the implementation of SKI learning by using multiple methods for PAI study study students. Constructivism theory is a process to build knowledge through real experience from the field, (Muchith, 2008). That is, students will quickly acquire knowledge if that knowledge is built on the reality of the learning process in the zoom area and the practice of learning offline or online among friends. Thus, the focus of constructivism theory is not on building cognitive qualities, but rather on the process of building appreciation of the material presented through zoom and outside zoom. And the delivery of material can be normative (textual), also contextual. The implications of

constructivism theory in SKI learning are collective or group through discussion of 10 groups, and the cohesiveness of students in each group can be seen and felt by all informants.

CONCLUTIONS

The SKI learning process using multiple methods during the COVID-19 pandemic in the PAI Study Program starts from: (1) The essence of SKI learning for students is very necessary, both to broaden their horizons and to imitate the personal example of the Prophet, friends, and believers in general. (2) The flow of the learning process, the lecturer makes a lesson plan for 1 semester. The first meeting, the lecturer gave RPS, KMA, study contracts, individual & group assignments, UTS, UAS, assessments. In the second meeting, the lecturer explained the substance of the KMA containing KI, KD and the theme of the material that must be discussed in groups. The third meeting, explains and provides a summary of several methods that can be used in learning SKI with the steps. The fourth meeting to seven group discussions consisting of 3-4 students. The eighth UTS & sixteenth UAS meeting. The ninth to fifteenth meeting continued the discussion. (3) This material is intended for class X, odd semester, in accordance with KMA No. 183 contains 4 KI and 28 KD, but the KD used by informants in determining the SKI learning method is 16 out of 28 KD (57.14 %), the use of other KD is mostly double. SKI learning methods that are most interested in by informants are the recitation method (7 informants) and role play, lectures, mind mapping, and discussion (5 informants).

Student responses to SKI learning using multiple methods are very much needed and needed, such as the movie method, scramble, concept maps, and others along with the steps. The use of these various methods makes the learning atmosphere livelier and students' memory is stronger on the SKI material messages to be implemented. While the (contextual) approach to SKI learning is more focused on paying attention to the potential, situation and condition of the informants.

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