



The Role and Challenges of Islamic Religious Education After the Covid 19 Pandemic

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ABSTRACT

As can be seen at this time, a pandemic emerged in 2019, which caused life to not run properly, even though the pandemic has passed, the shadows of the pandemic are still felt today, as well as in the field of education. In the end, the impact that occurs is the difficulty of students in understanding learning, because of their limitations in using media. The purpose of this study is to determine the role and challenges of Islamic religious education after the covid 19 pandemic. Researchers use quantitative methods using survey models and in-depth interviews. The survey used in this research is online-based using the WhatsApp and Google Form applications. This research results in the formation of Islamic religious values in students, where students can know the importance of learning Islamic religious education in everyday life. Researchers can conclude that the role and challenges faced by an educator after covid 19 are enormous. The limitations of this study, researchers are only able to instill religious values in students for everyday life. Researchers hope that further research will not only focus on religious education, but can instill other values.

Keywords: Challenges, Education, Pandemic

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INTRODUCTION

The Covid 19 virus is a very deadly virus and the spread of this virus is very fast (Pfefferbaum & North, 2020; Rajkumar, 2020). Therefore, countries around the world are trying to reduce the spread of this virus so that the Corona virus does not spread more widely, including Indonesia (Nguyen dkk., 2020; Vaduganathan dkk., 2020; Zhong dkk., 2020). The efforts made are that the government makes rules in all regions in Indonesia, one of which is the implementation of PSBB (Large-Scale Social Restrictions) (Ammar, Brach, dkk., 2020; Price-Haywood dkk., 2020). The impact of this regulation is quite large

for the people of Indonesia, especially in terms of economy, social and education. Every country is using various efforts to contain the spread of the Covid 9 virus. Steps like this are almost similar to what was done in 2003 for SARS. Education in Indonesia must be carried out remotely or online following government regulation Number 4 of 2020 in terms of suppressing cases of the spread of the Covid 19 virus. The next effort is to implement Social Distancing, get used to washing hands and wearing masks when traveling outside the home, which is expected so that the Covid 19 virus cannot spread to many people.

Education is something that is common to everyone and everyone has done education (Ferentinos, 2018; Li dkk., 2020; Y. Wang dkk., 2019). There are so many kinds of education, one of which is Islamic Religious Education. Islamic religious education is a science that teaches about the teachings of Islam which aims to change human morals for the better (Sahin, 2018; Suyadi dkk., 2020; Yudiawan dkk., 2021). Islamic religious education can help students to more clearly understand religious values in everyday life, so that all negative influences that come from changing times can be better anticipated by students. Islamic religious teachings are not enough just to be an understanding, but Islamic religious education must be an asset in practicing social life. Because in fact, Islam is present to answer all life problems faced by humans in the past, present and future. Without the teachings of Islam, humans will not be able to feel the meaning of the beauty of world life because the world and everything in it is not a measure of human dignity and degree.

Religion and education are the oldest institutions in human history. Since humans have lived on the surface of this earth, religion or belief in the supernatural has been embedded in humans so that they can be said to be religious people. Likewise with education, although in a very simple form, education already exists in the family, such as parental guidance to their children so that the child behaves well (Guo dkk., 2018; Kim dkk., 2018; Qibtiyah, 2019). It can be said that religion and education are basic human instincts that are so related and mutually reinforcing. Education without religion means nothing, and religion without knowledge will also not be able to apply the teachings of the religion. Therefore, Islamic religious education is present to perfect human morals and educate human thinking. Because, if there is no religious education, humans will become confused and do not know the purpose of the worship they do and do not know what they live for in this world. With this Islamic religious learning, it will raise important aspects in human life, including aspects of belief (akidah), aspects of norms or laws (sharia) and aspects of behavior (morals) so that humans have good morals (akhlakul karimah).

Several years before Covid 19, Islamic religious learning was running properly. However, when Covid 19 hit this country of Indonesia, the learning system also implemented an online or online system, which usually students go to school to study, but since the existence of Covid 19 this has put students in the online learning phase or learning from home (Ammar, Chtourou, dkk., 2020; Goethals dkk., 2020; Verbeek dkk., 2020). Online learning is enforced so that the spread of the Covid 19 virus is not high, because students will certainly have direct contact with teachers and fellow students. But

if this online system has been implemented, students will only be at home and will not have direct contact with the teacher or with their peers. This will also be a challenge for students, considering that students only learn from home and do not communicate directly with the teacher. And now, education in Indonesia has implemented a face-to-face system, this will also be a challenge for a teacher and for the students he teaches (Shoji dkk., 2020; "The Movement of STEM Education in Indonesia," 2019; Yudiawan dkk., 2021). Because students who have been doing online learning for two years will feel less understanding later, and for a teacher it will also be difficult to teach students who do not understand because of online learning during Covid 19, students rarely study and read textbooks.

Islamic religious education is an important aspect in shaping a person's behavior, especially for students at school. Islamic religious education instills religious values, ethics which include behavior and manners that must be practiced in everyday life (Hong dkk., 2018; Hosseini dkk., 2019; Noyes dkk., 2019). Islamic religious education is education that provides an understanding of Islamic teachings in life, especially in the learning environment at school (Ataullahjan dkk., 2019; Benny dkk., 2019; Qibtiyah, 2019). Islamic religious education shapes the character of students at school, because students are required to have a character in accordance with what was taught by the Prophet Muhammad SAW. That is having noble morals. Islamic religious education is able to form a Muslim person who is able to face a variety of changing times. With the provision of Islamic religious education, it is able to allocate the changing times as a means to become a sophisticated human being and facilitate life (Carroll & Conboy, 2020; Jenn dkk., 2020; Miceli dkk., 2021). Islamic religious education can build character with a variety of subjects, including moral creed, fiqh, al-quran hadith, and Islamic history.

At the present time, Islamic religious education has many challenges (Ulfat, 2020). Among them with the development of technology and in the era of globalization like today (Alam & Murad, 2020; Khan dkk., 2020; R. Wang dkk., 2020). Islamic religious education must be able to develop itself so that it is not left behind by the times. Because at this time, the rapid development of technology can make education, especially Islamic religious education, lag behind and not be seen by students. Especially after the covid 19 pandemic, which at that time implemented an online learning system using technology in the form of laptops, cellphones and so on (Carrillo & Flores, 2020; Mukhtar dkk., 2020; Patricia Aguilera-Hermida, 2020). Habits like that make students lazy in learning, because they are dependent on technological media and the student's mind is only inclined to gadgets so that the willingness to learn is lacking, especially the interest in learning Islamic religious studies is lacking (Pellegrini dkk., 2020; Scarmozzino & Visioli, 2020; Sidor & Rzymiski, 2020). And the impact of covid 19 also makes students less passionate about learning, especially in Islamic religious studies because they are too comfortable studying at home and laziness arises due to the impact of covid 19 and the use of gadgets that are too excessive for students.

With the design in facing the challenges of Islamic religious education after the covid 19 pandemic, educators are required to be able to develop and improve Islamic religious education learning so that students' interests do not only gravitate towards

technology and so that students are not lazy in participating in Islamic religious education learning (Maloy dkk., 2019; White, 2021; Williams, 2020). Moreover, Islamic religious education learning is very important for students because this learning concerns the life of the world and the hereafter, and must be mastered by students in participating in learning at school. Educators can also include Islamic religious education learning videos so that Islamic religious education learning becomes even more interesting for students, because students are easily bored in participating in learning, especially Islamic religious education lessons. Educators are also required to provide learning that is easy to understand so that students are able to understand what is taught by the teacher (Iwatsuki & Regis, 2021; Kaye & Lose, 2019; Sun dkk., 2019). In addition, as an educator is also required to be creative in providing learning so that lessons do not seem monotonous and students can accept different thoughts. Thus, there will be cooperation between educators and students in following Islamic religious education subjects.

Based on research conducted by Khurin'In Ratnasari, Yovita Dyah Permatasari and Mar'atus Sholihah as students of IAI Al-Falah As-sunniyyah Kencong, in their research it is related that the role of Islamic religious education is to shape student character through three stages, namely the outward stage, the stage of conscious character and the stage of internal control over character. At the outward stage, the methods used are direction, habituation, exemplary, reinforcement (reward) and weakening (punishment) and indoctrination. While at the stage of conscious behavior, the methods used are instilling values through dialogue that aims to convince, guidance instead of instruction and involvement instead of coercion. And at the stage of internal control over character, the method applied is the formulation of personal life vision and mission, as well as reinforcement of direct responsibility to God. Of course this has a good impact on students, with the role of teachers like this can form students to have akhlakul karimah (In'Ratnasari dkk., 2020). Meanwhile, according to Suwito, morals are referred to as behavior, and learning Islamic religious education is present to change the attitudes and behavior of students towards a better direction and make students have good morals so that students can distinguish good from bad and can practice Islamic religious knowledge in everyday life, and students can carry out Allah's commands and stay away from His prohibitions.

According to Sy. Rohana in his research states that, the challenges of Islamic religious education after the Covid 19 pandemic are very heavy. This is because the learning patterns that were previously online during the covid period are now starting to be carried out face-to-face again and teachers are required to change their teaching methods so that students do not feel bored with the usual teaching methods. And teachers must motivate students so that students' enthusiasm for learning grows again and can take part in learning well (Rohana, 2020). According to the relevant research that has been mentioned, it can be concluded that the role of Islamic religious education is very important and can make students have a high religious spirit and can make students a devout Muslim person in practicing Islam. Besides that, it is also a challenge for a teacher because the impact of the covid 19 pandemic has made students lazy in participating in

learning, this must be considered and teachers are required to update their teaching methods and restore students' enthusiasm in participating in learning so that students can understand the learning explained by the teacher and apply it in their daily lives.

The purpose of this research is to find out the role and challenges of Islamic religious education after the Covid 19 pandemic. This research is also to find out the difficulties and obstacles experienced by a teacher and students in learning Islamic religious education lessons after so long not carrying out the teaching and learning process due to the covid 19 pandemic. The factors that cause obstacles like this are the teaching and learning process, which was originally online due to the covid 19 pandemic, has now returned to implementing a face-to-face system again, because this exchange of learning systems makes it difficult for teachers and students in the teaching and learning process. Because teachers have difficulty teaching students who don't understand, and students also have difficulty learning because they are too comfortable in online learning conditions and at home because of this covid 19 pandemic. In connection with the obstacles, challenges and obstacles faced by teachers and students in the learning process of Islamic religious education after covid, the researcher will discuss the extent of the role and challenges of Islamic religious education after the covid 19 pandemic.

RESEARCH METHODOLOGY

This research was conducted using a quantitative method with a survey model and in-depth interviews (Hong dkk., 2018, 2018; Hosseini dkk., 2019). The survey model is used because it is in line with the research objectives, namely to obtain and analyze the opinions of teachers related to the Role and Challenges of Islamic Religious Education Post Covid 19 Pandemic at College of Islam Haji Agus Salim. While the in-depth interview process is useful for obtaining a more complete explanation of the Role and Challenges of Islamic Education After the Covid 19 Pandemic at College of Islam Haji Agus Salim. The reason the researcher chose this method is because it is in accordance with the research method carried out, namely to obtain data and analyze the Role and Challenges of Islamic Education Post Covid 19 at College of Islam Haji Agus Salim. The place where this research was conducted was at College of Islam Haji Agus Salim in 2022. This research was conducted online via the WhatsApp application and filling out a questionnaire via Google Form on October 12, 2022.

The results obtained in this study come from the Islamic Religious Education teacher College of Islam Haji Agus Salim who filled out a questionnaire on Google Form (Anderson, 2019; Henshaw dkk., 2020; Laskowski, 2016). This technique was chosen to make it easier for all teachers to become research subjects. The results obtained from this technique are as many as 10 teachers filled out the questionnaire on the google form link that was distributed. Judging from this number, this questionnaire has been filled in by several teachers who teach Islamic Religious Education at College of Islam Haji Agus Salim. An in-depth interview was conducted to one of the teachers who taught to explore further information. In this study, researchers conducted data collection using survey techniques, namely by making several questionnaires in advance on google form about the

Role and Challenges of Islamic Religious Education After the Covid 19 Pandemic. The link from the questionnaire that has been made is then distributed. The questions on the google form are related to the Role and Challenges of Islamic Religious Education After the Covid 19 Pandemic at College of Islam Haji Agus Salim.

After the survey was conducted, it was continued by conducting an in-depth interview with one of the teachers in Islamic Religious Education at College of Islam Haji Agus Salim. The questions asked by the researcher were answered clearly and completely related to the Role and Challenges of Islamic Religious Education After the Covid 19 Pandemic. The data that has been collected from the results of this study can then be presented using quantitative methods, namely by calculating the percentage obtained from each question filled in the google form. The percentage that has been obtained is then presented in the words of the researcher in tabular form and discussed using several expert opinions and also research from similar (relevant) previous researchers. It is in the discussion section of the research results that the researcher's argument is narrated and developed by placing the researcher as the arbiter of the many conclusions of the research that has been obtained previously.

RESULT AND DISCUSSION

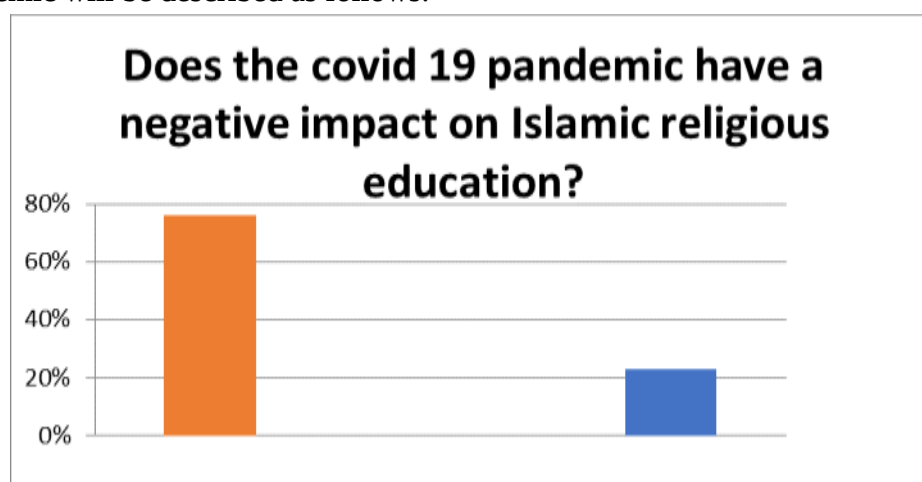
Education is the learning of knowledge, skills and habits of a group of people that are passed down from one generation to another through teaching, training or research. Education often takes place under someone else, but it is also possible to be self-taught. Islamic religious education is one of the three subjects that must be included in the curriculum of every formal educational institution in Indonesia. This is because religious life is one of the dimensions of life that is expected to realize students who have noble character. Islamic religious education is a science that studies spiritual values related to the development of student morals. Islamic religious education is an education to eliminate bad morals and instill good morals in students so that they are close to Allah, and to achieve happiness in the world and the hereafter, Islam applies education based on the Qur'an and Hadith in which there is direction towards a better direction.

Teachers have responsibility for students to guide and teach students both physically and spiritually. A teacher as an educator is tasked with directing, training and assessing students in education through formal education channels. Teachers can create a comfortable learning atmosphere for students so that the teaching and learning process goes well. So that teachers are required to provide various information needed in the learning process and can develop students' knowledge so that they can become individuals who are useful for religion and nation. Therefore, teachers have a very important role to educate, teach, guide and as a motivator for students to be able to take part in learning actively and creatively, and have curiosity and can master the lessons taught by the teacher. Teachers are also required to be role models for students to be good examples for students.

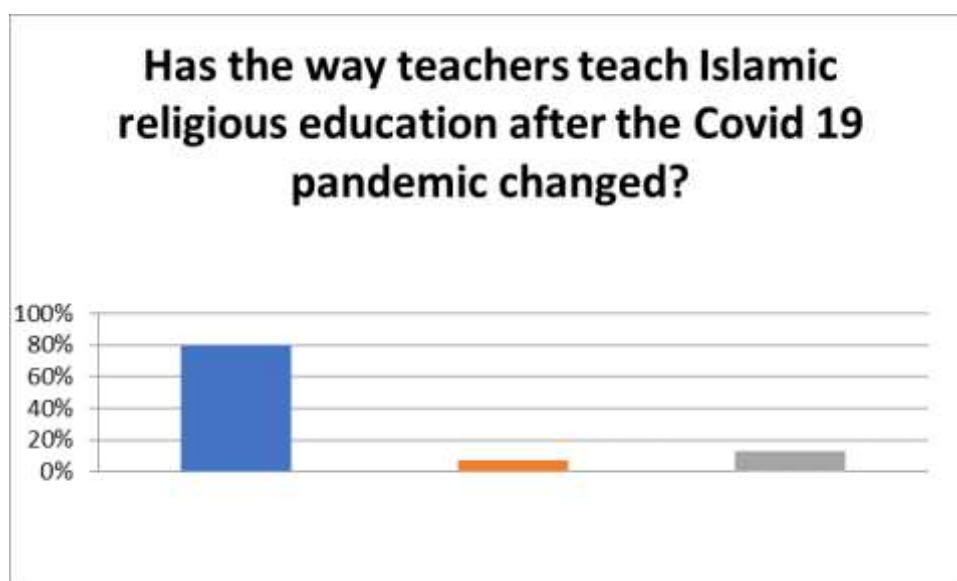
In this case, Islamic religious education has the aim of being a guide for students, regulating students' relationships with their Rabb and humans with their environment.

Islamic religious education is the foundation for shaping students' behavior and morals towards a better direction and increasing devotion to Allah SWT. Islamic religious education prepares students to recognize and understand the teachings of Islam which are sourced from the Qur'an and Hadith through guidance and teaching activities to students. At this time, education is developing rapidly with the development of technology that makes it easy to get information, but also makes students lazy to read books and only depend on gadgets so that students are lazy to read books and make student learning outcomes decrease. And teachers must have new ways and innovations in developing Islamic religious education learning so that students can know new things and not always depend on technology and students' knowledge of Islamic religious education increases.

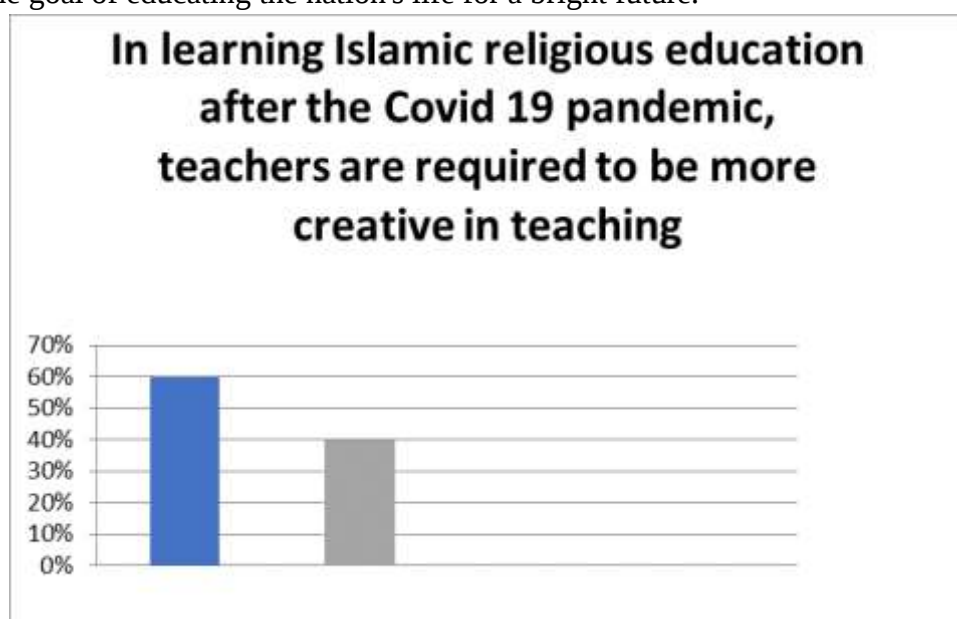
With the role and challenges of PAI teachers in improving student learning outcomes and the difficulties of teachers in teaching students after the Covid 19 pandemic, so teachers must maximize them in the teaching and learning process. Therefore, the results of this study related to the role and challenges of student learning after the Covid 19 pandemic will be described as follows:



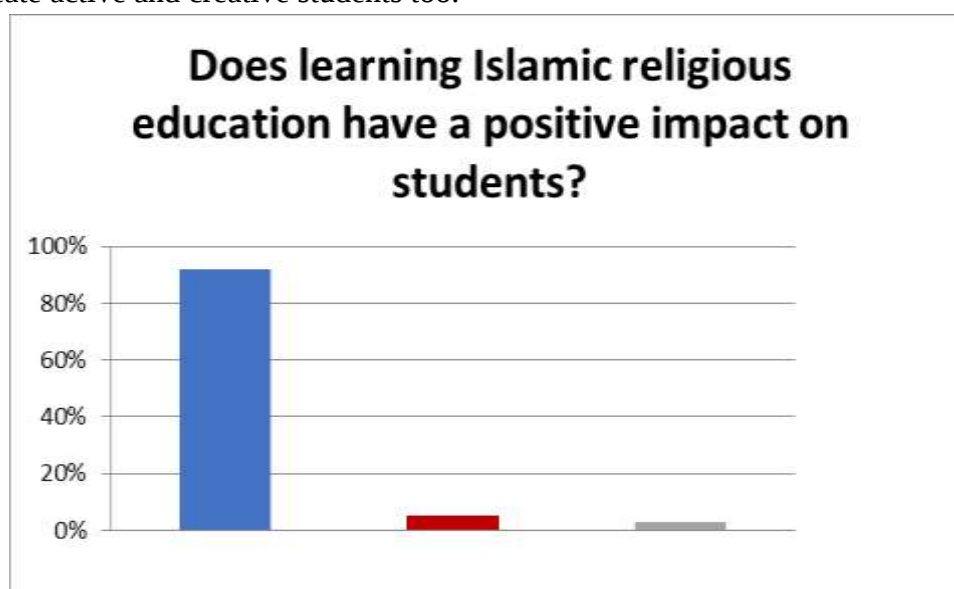
Based on the results of the respondents' answers in the diagram above, it can be seen how the opinions and responses of the respondents on whether the covid 19 pandemic has a negative impact on Islamic religious education. It can be seen that the respondents chose different answers, namely 2 of the options provided, some answered yes and some answered maybe. This research was obtained through Google Form with 100 samples or respondents, it can be seen that more respondents chose or thought that the covid 19 pandemic had a bad impact on Islamic religious education. Through the acquisition of this data, 78 teachers and students chose the yes option, 22 teachers and students chose the maybe option and 0 teachers and students chose the no option. Based on the survey results that have been obtained, more people choose the yes option, because the covid 19 pandemic has a very bad impact on the world of education, especially for Islamic religious education learning. Because this pandemic makes the world of education dead and education is limited in terms of its implementation, and makes students' enthusiasm in learning Islamic religious education lessons recede and even disappear.



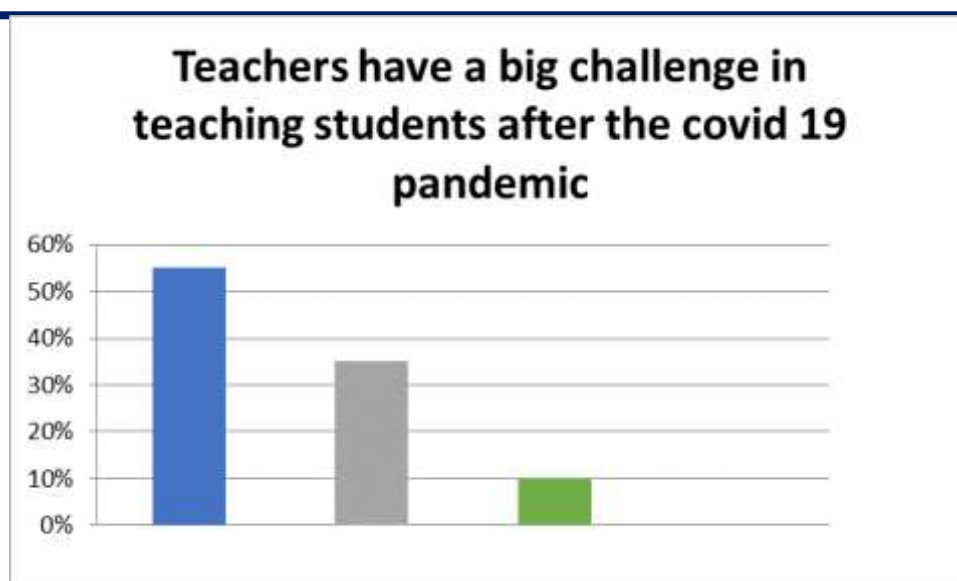
Based on the respondents' answers through the diagram above, it can be seen that the average teacher and student answered yes or agreed that the teacher's method or method of teaching after the Covid 19 pandemic had changed. Through these results it can be understood that teachers and students feel a change in the way of teaching from the Islamic religious education teacher. So it can be concluded that the way teachers teach at the time of the covid 19 pandemic with a situation where the covid 19 pandemic has disappeared or has left. Because a change must exist within a person or an agency and institution, especially in educational institutions. As it is known that this change is referred to as New Normal or new normal, namely implementing new habits and making changes from the previous year, as well as in Islamic religious education learning which must continue to be improved by teachers so that the objectives of learning vary and still have the same goal of educating the nation's life for a bright future.



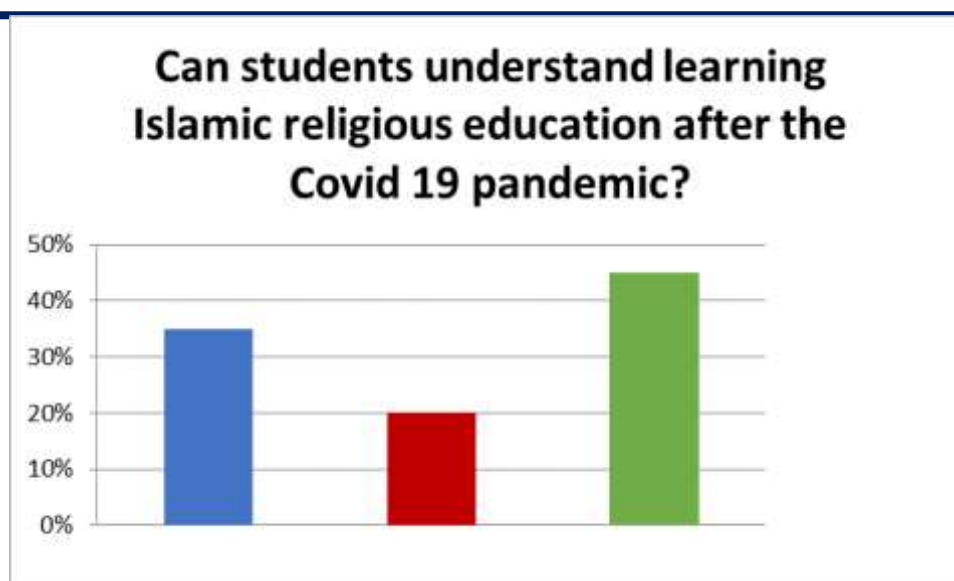
Based on this diagram, it can be seen that the respondents' responses or opinions regarding teachers must be creative in teaching Islamic religious education lessons after the Covid 19 pandemic. In the diagram above there are 4 options and respondents filled in 2 of the 4 options, it can be seen that 60 teachers and students chose the strongly agree option and 40 teachers and students chose the agree option, it can be understood that teachers and students as respondents support or agree in terms of teachers being required to be creative in teaching. Based on the survey above, a teacher must have a creative spirit and a teacher's creativity in teaching is required. Because if not, students will feel bored and bored in the face of learning, especially Islamic religious education lessons. With the thoughts of the teacher who is active and creative in teaching, students will feel happy and not bored in learning Islamic religious education because the teacher is creative in presenting a subject, especially Islamic religious education subjects. And creative teachers will create active and creative students too.



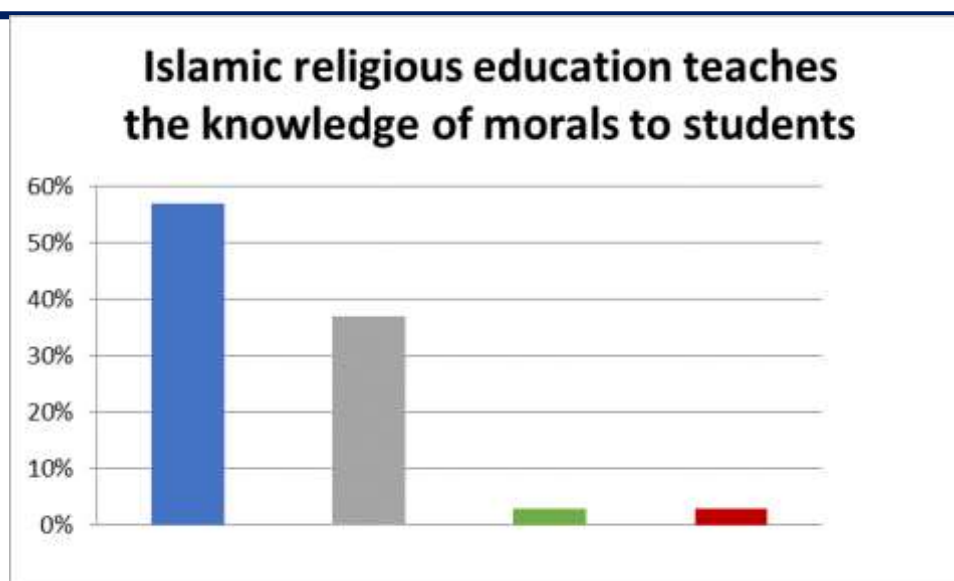
Based on the respondents' answers through the diagram above, it can be seen that teachers and students agree or agree to choose the yes option, few choose the no option and the maybe option in terms of learning Islamic religious education having a positive impact on students. Through the diagram above, it can be seen that 92 teachers and students chose the yes option, 5 teachers and students chose the no option and 3 teachers and students chose the maybe option. Through this decision, it can be concluded that teachers and students agree that Islamic religious education has a positive impact on students. Because this Islamic religious education lesson is a compulsory lesson and has many benefits for students, because Islamic religious education lessons teach students to be noble and apply good character and attitude. Islamic religious education lessons teach the sciences of life that are not covered in other subjects, and have a positive impact, namely students can analyse their duties as caliphs on earth, create commendable akhliah among the community and a healthy lifestyle following the sunnah of the Prophet Muhammad.



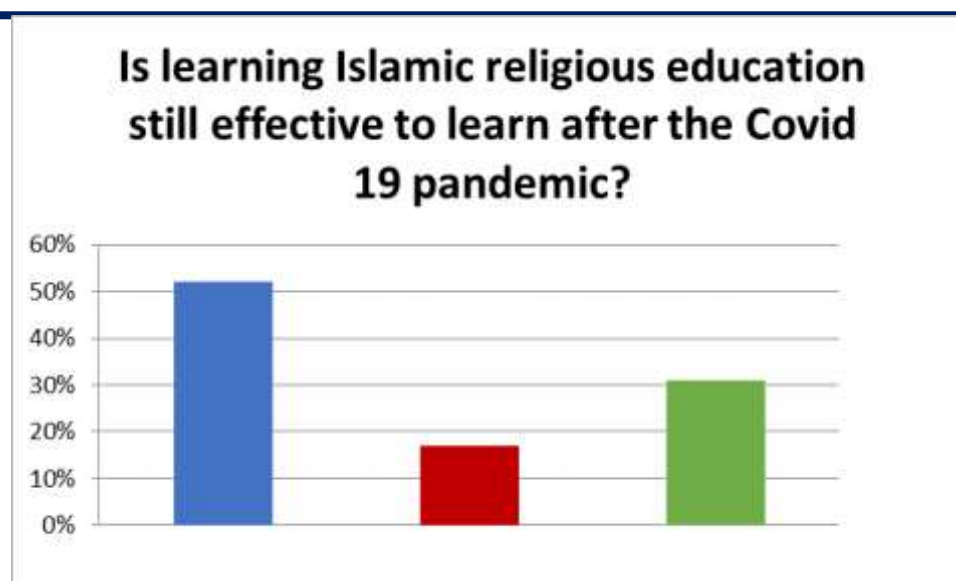
Based on the results of the diagram above, it can be seen the responses of the respondents regarding the challenges of teaching students after the Covid 19 pandemic. In this case, 55 teachers and students chose the strongly agree option, 35 teachers and students chose the agree option, 10 teachers and students chose the disagree option and 0 people chose the disagree option. Seeing the results above, many of the teachers and students agree on the challenges of teachers in teaching students after the covid 19 pandemic, because during the covid 19 pandemic learning was carried out online and students did not get direct guidance from their teachers. And this is also a challenge for teachers and especially for Islamic education teachers to teach students who during the covid 19 pandemic were at home and did not study at school. The challenge for a teacher is to restore the passion for learning of students who have been at home for a long time and to restore the memory or memory of the students so that they are able to receive the learning provided by the teacher and the teacher must be extra in teaching so that students who have been at home for a long time through this online learning can also understand the Islamic religious education lessons taught by the teacher.



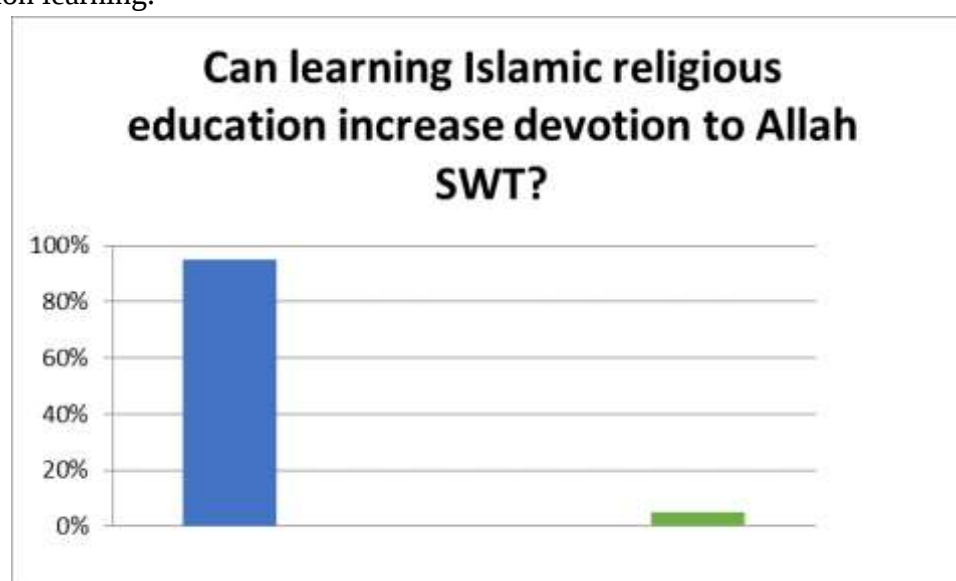
Based on the respondents through the diagram above regarding whether or not students can understand Islamic religious education learning after the Covid 19 pandemic. It can be seen that the data shows that 35 students chose the yes option, 20 students chose the no option and 45 students chose the maybe option. Based on the data above, many students choose the third option, namely the maybe option, this is because students are undecided whether or not they can understand learning Islamic religious education after the Covid 19 pandemic. The thing that makes students hesitate is because students during online learning rarely read books and repeat lessons, therefore students are hesitant whether they can or cannot understand learning Islamic religious education after the Covid 19 pandemic. Because this Islamic religious education learning is a compulsory subject that is closely related to life and religion, if there is a slight misinterpretation, the subject matter will become chaotic. When online learning is carried out, many of the students just play around and do not repeat the lesson, this can result in students not understanding what is taught by the Islamic religious education teacher at school when face-to-face learning is enforced.



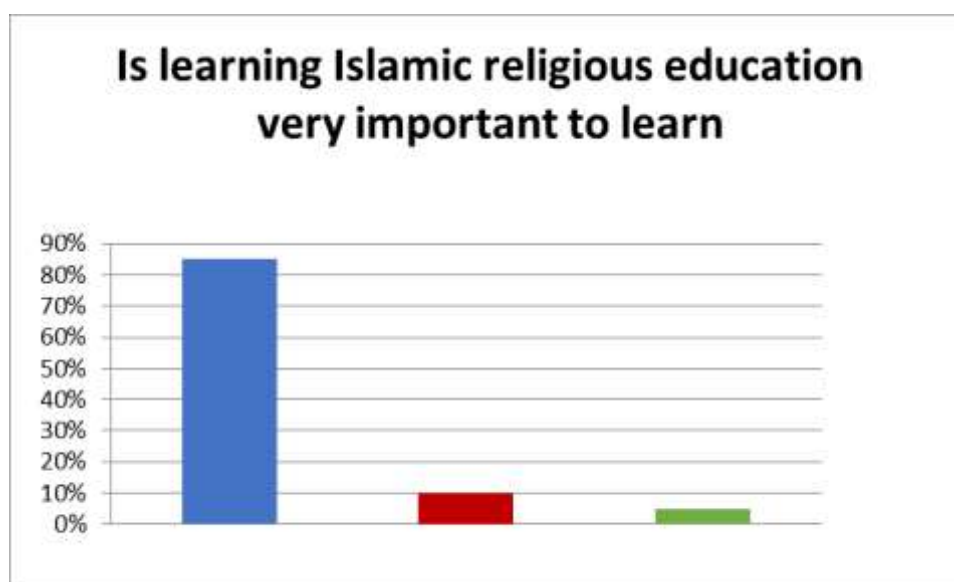
Based on the above respondents, it can be seen that the responses indicate that they strongly agree regarding the knowledge of morals in Islamic religious education taught to students. 57 teachers and students chose the strongly agree option, 37 teachers and students chose the agree option, 3 teachers and students chose the disagree option and 3 teachers and students chose the disagree option. It can be seen that many chose the option strongly agree, because in learning Islamic religious education there is the science of tawhid and this moral science is the basic science taught by teachers to students. Because the purpose of learning Islamic religious education is to create students who are morally good or have good morals and become obedient and polite Muslim personalities through learning Islamic religious education, namely akidah akhlak. If moral knowledge is not taught to students, then students will tend to resent and fight against the teacher and the purpose of the basic learning of Islamic religious education cannot be realised. Teachers must provide moral lessons to students from an early age, because moral science also aims to develop faith through appreciation and experience and habituation of students in Islamic faith so that they become Muslim humans who continue to develop and fear Allah SWT.



Based on the results of the respondents' answers through the diagram above, it can be seen how the respondents' responses and opinions on whether or not Islamic religious education learning was studied after the Covid 19 pandemic. From the diagram it can be seen that 51 teachers and students chose the yes option, 31 people chose the maybe option and 18 people chose the no option. Because learning Islamic religious education will be effectively learned regardless of conditions and there are no restrictions on learning this Islamic religious education lesson. Because the science of Islamic religious education will never be separated from every human being in his daily life. As an example in prayer, students can practice Islamic religious education lessons in prayer because prayer is part of Islamic religious education learning and is a pillar of Islam. And in Islam also teaches about cleanliness and procedures for purifying oneself, this is also a practice for students during the covid 19 pandemic and must still be practiced today even though covid 19 no longer exists, Islam still teaches good things to students through Islamic religious education learning.



Based on the diagram above regarding Islamic religious education can increase devotion to Allah SWT. It can be seen from the data above that many agree and agree about Islamic religious education can increase devotion to Allah SWT. There are 95 teachers and students who chose the yes option, 5 teachers and students who chose the maybe option and 0 people chose the no option. This is because Islamic religious education can increase devotion to Allah SWT, because in learning Islamic religious education teaches a lot about tawhid and how to worship Allah and obey Allah SWT. Islamic religious education also teaches and introduces about Allah's creation about nature and its contents, also introduced about worship, especially prayer, ablution, ablution and taught Islamic nuanced habits and makes students have good morals, with a good personality it will have a positive influence both on the student himself and on the peers of these students so as to increase devotion to Allah SWT.



Based on the diagram above, it can be seen that many agree and agree regarding learning Islamic religious education is very important to learn. From the diagram above, it can be seen that 85 teachers and students chose the yes option, 10 teachers and students chose the no option and 5 teachers and students chose the maybe option. It can be concluded that many people have an opinion that agrees, because learning Islamic education is very important and is a compulsory lesson at school, especially in religious schools such as MAN. Because in learning Islamic religious education, students will learn good things that become good for themselves. Islamic religious education learning teaches students to always do good and teaches about the values of kindness and tolerance to students and has the aim of making students become devoted individuals and practice what is prohibited by Allah SWT and do what He commands. This makes Islamic religious education learning very important to learn because Islamic religious education learning prepares students to become individuals who are morally good and carry out Islamic law so that students have a healthy spirit and are able to answer the challenges of the world according to what has been taught by teachers at school and madrasah.

Through the results that have been obtained from some of the diagrams above, by giving a review to 100 respondents or samples, results have been obtained stating that, on average, teachers and students who study Islamic religious education subjects strongly agree and agree with the role and challenges of Islamic religious education after the covid 19 pandemic, because teachers and students realise and feel the benefits of the usefulness or role of Islamic religious education lessons themselves and the impact of the difficulties or challenges that arise in Islamic religious education lessons due to the covid 19 pandemic. The covid 19 pandemic has had a bad impact on the world of education, especially Islamic religious education lessons, which previously ran smoothly to stutter because of covid 19. In line with this, the role of Islamic religious education teachers is also very important to prevent and cover the challenges of the covid 19 pandemic on Islamic religious education lessons, teachers must be extra in teaching students who in fact during the covid 19 pandemic rarely read and repeat lessons at home, so it is necessary to have guidance from teachers to students so that learning Islamic religious education after the covid 19 pandemic becomes more interesting and students do not feel bored and students' passion for learning reappears so that learning Islamic religious education can run perfectly.

CONCLUSION

The results of the research and discussion that have been obtained, it can be concluded that the role and challenges of Islamic religious education after the Covid 19 pandemic, make it a new way of teaching students and can also improve the process of teaching and learning which in turn can also maximise the learning of Islamic religious education that is carried out. Through the survey results that have been obtained, it can also be understood that the role of Islamic religious education learning is very large and has a positive impact on the continuity of teaching and learning, although there is still a challenge for teachers to teach students who have been studying at home for a long time without being accompanied by a teacher, but it does not rule out the possibility that teachers can teach students well, and vice versa does not rule out the possibility for students to be able to understand what the teacher says even though they have been studying at home for a long time. However, it is also a note for teachers, namely in teaching students after the Covid 19 pandemic, it is necessary to maximise the way teachers teach and are required to be creative and innovative in teaching and presenting learning materials, because the level of intelligence of students varies from one to another. The purpose of Islamic religious education is to form students to have good morals and carry out religious values in everyday life, with this Islamic religious education can help students overcome problems and the many bad influences in the surrounding environment so that the future of students becomes better.

ACKNOWLEDGEMENT

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Form. And thanks also to College of Islam Haji Agus Salim for allowing researchers to conduct research related to the role and challenges of Islamic religious education after the Covid 19 pandemic. Where the arguments and responses that respondents have provided can help researchers in conducting research related to the role and challenges of Islamic religious education after the Covid 19 pandemic. Hopefully this research can be useful for readers and further researchers.

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