

Islamic Education Model In The New Normal Era

Rz. Ricky Satria Wiranata¹, Kiki Melita Andriani²

STAI Terpadu Yogyakarta¹, Universitas Islam Negeri Sunan Kalijaga Yogyakarta²
ricky@staitbiasjogja.ac.id, 20204082010@student.uin-suka.ac.id

Abstract: *The search for an Islamic education model in responding to the new normal era is a continuous process (on going) perfected from day to day so that it is expected to become more mature and organized. Therefore, a quick solution is needed in responding to educational problems caused by the Covid-19 pandemic in the new normal era. This research is descriptive qualitative, namely the process of presenting data is carried out descriptively as it is sourced from primary and secondary. The primary data in this study is in the form of interviews with the Principal of SD Al-Azhar Wonosari, while the secondary data is in the form of observations and documentation as well as articles related to the research. The results of this study show that the education model of Al-Azhar Wonosari Islamic Elementary School in the new normal era is to combine the distance education model, the home visit model and the face-to-face education model. The three educational models are carried out by taking into account the principles, priorities and goals of student safety which refer to the standard implementation of the YPI Al-Azhar Health protocol in the new normal era.*

Keywords: Islamic Education, Primary School, New Normal

Abstrak: Pencarian model pendidikan Islam dalam merespon era new normal adalah proses yang terus menerus (on going) di sempurnakan dari hari kehari sehingga diharapkan menjadi lebih matang dan tertata. Oleh sebab itu, dibutuhkan solusi cepat dalam merespon problem pendidikan yang di sebabkan oleh pandemi Covid-19 di era new normal. Penelitian ini adalah deskriptif kualitatif yaitu proses penyajian data dilakukan deskriptif apa adanya yang bersumber dari primer maupun sekunder. Data primer pada penelitian ini berupa hasil wawancara dengan Kepala Sekolah SD Al-Azhar Wonosari, sedangkan data sekunder berupa hasil observasi dan dokumentasi serta artikel-artikel terkait penelitian. Hasil penelitian ini menunjukkan bahwa model pendidikan SD Islam Al-Azhar Wonosari di era new normal adalah memadukan antara model pendidikan jarak jauh , model home visit dan model pendidikan tatap muka. Ketiga model pendidikan tersebut dijalankan dengan memperhatikan prinsip, prioritas dan tujuan keselamatan siswa yang mengacu pada standar pelaksanaan protokol Kesehatan YPI Al-Azhar di era new normal.

Kata Kunci: Pendidikan Islam, Sekolah Dasar, New Normal

Introduction

Change is a central issue in education. Change makes everything relative, what is true today is likely to be different tomorrow, what is wrong today can be true tomorrow. Change is a necessity, this inevitability makes humans have to be ready in all situations through various redesign efforts in the order of thought and action. The rapid change makes us realize that if we are too late to start then we will definitely lose and fall behind. So there is no other choice but to act quickly to face various challenges and opportunities of change through various efforts to respond to changing times as a

form of effort to realize human resources that are moral, educated, educated and globally competitive.¹²

The Covid-19 pandemic that has hit the world recently has caused social turmoil in various sectors, ranging from economic problems getting worse, socio-political turmoil that is getting worse, socio-political turmoil that is increasingly unstable, health issues that are increasingly concerning, to the problem of the tug-of-war of education policies due to the Covid-19 pandemic. In the context of education, the Covid-19 pandemic has forced all stakeholders to take policies appropriately and measurably in order to find a middle ground against the impasse in the process of implementing education. The transformation of education due to the Covid-19 pandemic is very much felt, especially in the learning process that is held. Pragmatically, we need to innovate learning as quickly as possible and up to date. Whether we like it or not, this fact has changed a lot in the pattern of life and the world of education towards a new order of life or what we are more familiar with the New Normal Era.³⁴

The New Normal era is a term that has actually appeared for a long time long before the Covid 19 pandemic, the term New Normal is used in various contexts that refer to a situation that forces everything that was previously unusual / taboo. This term applies to political, economic, social society to Education. The new normal era is the same as the social society that has new views and values. ⁵ In the context of this research, we can interpret the New Normal as an effort to adapt to the new normal to various conditions that are happening in the world of education so that we can carry out activities normally and productively by paying attention to the established standards of normality (protocol).

1 Fitriah, Fitriah. "Lifelong Learning as a Response to the Industrial Revolution Era 4.0." *An-Nahdhah* 14, no. 2 (2021).

2 Rz Ricky Satria Wiranata. "Challenges, Prospects and The Role of Pesantren in Character Education in the Era of the Industrial Revolution 4.0." *Al-Manar: Journal of Islamic Communication and Education* 8, no. 11 (2019)

3 Hamidulloh Ibda and Dwi Nur Laeli, "Student Learning Outcomes During the Covid-19 Pandemic Through Home Visit Studies at MI Salafiyah Kranggan," *At-Thullab: Journal of Teacher Education madrasah Ibtidaiyah* 5, no. 1 (May 11, 2021): 12–22, <https://doi.org/10.30736/atl.v5i1.451>.

4 Rz Ricky Satria Wiranata, Maragustam Maragustam, and M. Sayyidul Abrori. "The Philosophy of Pragmatism: Revisiting Islamic Educational Innovation." *Ta'allum: Journal of Islamic Education* 9. No. 1 (2021).

5 Kayano Fukuda, "Science, Technology and Innovation Ecosystem Transformation toward Society 5.0," *International Journal of Production Economics* 220 (February 1, 2020): 107460, <https://doi.org/10.1016/j.ijpe.2019.07.033>.

We are certainly prevalent, that technical problems that occur in the field such as the availability of quotas, slow internet networks, accumulated task loads to psychological problems loom over students because of the unusualness of education that was originally held offline was forced to go online in a very short time. The rapid uproar and change has caused public unrest because they are worried that the educational orientation that has been carefully designed will fail due to stuttering and the incompetence of educational institutions. We must realize that it is necessary to carry out various adaptive efforts that are measurable and planned so that the education process can be carried out in accordance with the draft qualification standards that have been set at the beginning of the semester.⁶

The perfection of the education model in responding to the new normal era is a continuous process (on going) sought from day to day so that it becomes more mature and organized. This means that every problem found in education will undergo continuous improvement so that it will come to an ideal and representative educational model. Based on the results of observations in various schools in Yogyakarta, researchers saw that SD Islam Alazhar Wonosari Yogyakarta was among those that quickly responded to changes in education in the new normal era. This school was chosen as the object of research because it was considered to have adapted education in the new normal era. This research is expected to be a contribution to Islamic education thinking in Indonesia. This research seeks to reveal how the model of providing Islamic education in the new normal era has been applied at Al-Azhar Wonosari Islamic Elementary School.

Methods

This research uses a qualitative descriptive method, which is a method used to examine natural objects based on the philosophy of postpositivism presented descriptively both primary and secondary sources honestly as they are. The primary data in this study were in the form of interviews with the principal of SD Al-Azhar Wonosari, while secondary data were obtained from the results of observations and

⁶ Diningrum Citraningsih, and Rz Ricky Satria Wiranata. "SWOT Analysis Of Online Learning In The Era Of The Covid-19 Pandemic In Elementary Schools." *Humanika, Scientific Studies of General Courses* 22, no. 1 (2022).

documentation, as well as articles related to the study. The data collection technique uses semistructure interview, which is an interview technique that aims to find problems openly where the interviewee is asked for their opinions and ideas freely and dialogically.⁷ Researchers also paid attention to various related documents found in the field. Test the realibility of the data using the technique of extending observations, namely researchers returning to the field, making observations and interviewing again with data sources that have been encountered.

Results and Discussion

The World Health Organization (WHO) has declared Corona Virus 2019 (Covid 19) is a pandemic that affects almost all countries and declares a health emergency. This pandemic statement is due to a significant increase in the spread of Covid-19 recently. The corona pandemic threatens various health, economic and education problems. Covid-19 has caused many citizens to die, lose their jobs to the issue of recession and the decline in people's purchasing power caused by the Covid-19 pandemic. In Indonesia, President Joko Widodo declared a public health emergency status Corona Virus Disease 2019 (Covid-19) through Presidential Decree No. 11 of 2020 which contains *the first*: establishing Covid-19 as a type of disease that causes a public health emergency. *The second* is to establish a public health emergency in Indonesia caused by Covid-19 so that it is necessary to make countermeasures in accordance with the provisions of the legislation.⁹

Behind the massive spread of Covid-19, a new term emerged that we are familiar with calling the *New Normal* or a new normal or a new order of life. This term is then reduced to a normal life pattern by making peace with the threat of corona virus transmission. *New Normal* is a new life order concept that requires people to continue their activities normally but still implement health protocols based on government

⁷ Sugiyono, *Educational Research Methods (Quantitative, Qualitative and R&D Approaches)* (Bandung: CV. Alfabeta, 2015).

⁸ Livana PH, Resa Hadi Suwoso, Terri Febrianto, Dani Kushindarto, Firman Aziz. "The Impact of the COVID-19 Pandemic on the Economy of Rural Communities." *Indonesian Journal of Nursing and Health Sciences* 1, no. 1 (2020).

⁹ Presidential Decree, "Keppres No. 11 of 2020 concerning the Determination of Corona Virus Disease 2019 (COVID-19) Public Health Emergency [JDIH BPK RI]," 2020, <https://peraturan.bpk.go.id/Home/Details/135058/keppres-no-11-tahun-2020>.

recommendations.¹⁰ This term was then campaigned massively through the mass media to save various aspects that have been snatched by the corona virus, one of which is the economy. *New Normal* is an alternative solution echoed by the government to save the social, economic and educational problems that have occurred in recent months due to the Covid 19 pandemic. *The New Normal* then became logical, in the midst of the desire of people who wanted to do productive activities but still avoid the transmission of the Covid 19 virus.

Long before the Covid-19 pandemic hit the world, the term *new normal* actually already existed. Various articles, journals, and expert opinions say that the term *new normal* actually refers to socio-political problems in the world. *The New Normal* was once used during the World War one which showed a social desire of society to carry out a new order of life that was more peaceful and prosperous. The term *new normal* also emerged in the pulpit of the church in 1921 which referred to the phrase to liberate from the old norms towards independence of governing oneself with steadfastness and unwavering faith. The New Normal once emerged as a response after the attack on the WTC Twin Towers in 2011. The term *New Normal* also appeared in the 2007-2008 financial crisis due to the *sub-mortgage* crisis that occurred in the United States and resulted in a world economic crisis, including in Indonesia.¹¹

After the Covid-19 Pandemic, the term *new normal* reached its peak of fame after it was first voiced by a team of doctors at the University of Kansas Health System who stated that the Covid-19 pandemic would change the order of human daily life.¹² In Indonesia, President Joko Widodo urged the public to come to terms with the Covid-19 pandemic with the Movement for a new order of life or *new normal*. *New normal* is the *kalanjutan* phase of self-quarantine by implementing health protocols. Despite the wave of public rejection in the early days of the implementation of the *new normal* due to concerns about repeating the Spanish Flu pandemic to the cultural problems of the

10 Hariyanto, Ruth Crista Vanesa. "The Constitutionality of the New Normal Policy in the Protection of citizens' Right to Life." *Journal of Law and Economic Development* 8, no. 1.

11 Rizki Maulana, "The Origin of the Term New Normal, from the 9/11 Attacks to the 2008 Financial Crisis" - iNews.id, 2020, <https://www.inews.id/news/nasional/asal-mula-istilah-new-normal-dari-serangan-911-hingga-krisis-finansial-2008>

12 Andres Fatubun, "When Did the Term New Normal First Appear? - Come on Bandung," When Did the Term New Normal First Appear? - Ayo Bandung, 2020, <https://www.ayobandung.com/nasional/pr-79687994/kapan-istilah-new-normal-pertama-kali-muncul>.

people whose discipline is doubtful. But in the end, this policy must be taken heavily by the government through a *herd immunity* strategy as an effort to save the national economy and health.¹³

In the context of education in Indonesia, the term *new normal* refers to the desire of the community to continue to carry out the education process normally in the midst of the unusualness of the pandemic that has befallen the community so that it remains productive and activities normally while still paying attention to health protocols in accordance with the recommendations set by the government. *The new normal* caused significant changes to the atmosphere of education in Indonesia after people self-quarantined in their respective homes. All *stake holders* are forced to make efforts to redesign the implementation of education in schools both online and face-to-face. The government through a joint decision of four Ministers issued a policy package for the implementation of education in the *new normal* era with the priority of the safety of students, teachers, staff, families, and the community in setting education policies. The education pattern for the yellow, orange, red zone areas is prohibited from conducting face-to-face education so that the zone continues to carry out the online education process until the situation begins to improve.¹⁴ Health protocols must be implemented for schools that will provide education in areas that are in the green zone. The decision-making process for the implementation of face-to-face education must go through the approval of the District / City then obtain the permission of the Local Government / Kanwil / Kemenag and obtain parental consent.¹⁵

According to Ahmad Tafsir, Islamic Education is a process of guidance given by a person to someone so that a person can develop optimally in accordance with the teachings of Islam.¹⁶ The process of guiding cannot fully guarantee the success of one's efforts in guiding another person, so it is necessary to have a strong effort from someone who is guided to follow everything that the guide has taughtn.¹⁷ According

13 Mohamad Wieldan Akbar, and Abraham Benedict. "Campaigning in the Midst of a New Normal Era: Can We Make Peace with the Pandemic." *Ampera*, May (2020).

14 Fatubun.

15 Kepres, "Keppres No. 11 of 2020 concerning the Determination of Corona Virus Disease 2019 (COVID-19) Public Health Emergency [JDIH BPK RI]."

16 Nadia Ja'far Abdat and Lidia Fuji Rahayu, "The Concept of Islamic Education According to Ahmad Tafsir," *FIKRAH* 7, no. 1 (April 14, 2016), <http://ejournal.uika-bogor.ac.id/index.php/FIKRAH/article/view/215>.

17 Arief Rifkiawan Hamzah, "The Concept of Education in Islam Ahmad Tafsir's Perspective," *At-Tajdid: Journal of Islamic Education and Thought* 1, no. 01 (January 10, 2017), <https://doi.org/10.24127/att.v1i01.336>.

to Hashim Asyari, the basic concept of Islamic education is as a means of achieving humanity, so as to realize who the creator really is, what it is created for, do all its commandments and stay away from all its his prohibition, to do good in the world and uphold justice through efforts to draw closer to Allah Almighty.¹⁸ This is in line with the objectives of education according to KH. Ahmad Dahlan, namely forming Muslims who have noble character, understand about religion, broad views and understand the problems of world science.¹⁹ In short, the concept of Islamic education KH. Ahmad Dahlan was accommodating to general science and religious science so that it could form a spiritualist and intellectualist human being.

According to KH. Wahid Hasyim the concept of Islamic Education consists of four pillars, namely *first*: religion, namely instilling divine values so as not to get caught up in the understanding of blind materialism. *Second*: Development of the potential of students through intellectualization efforts such as reading. *Third*: Social is to instill the values of tolerance, national spirit such as nationalism and high loyalty to the state.²⁰ Meanwhile, according to Muhammad Yunus, the purpose of Islamic education is to prepare children so that in adulthood they will be able to do world work and practice the afterlife.²¹

According to Ibn Taymiyah, the epistemology of Islamic Education is twofold, namely *First: attoriqoh 'scientific* is a scientific method that can lead students to a correct understanding with various rational arguments through the study of various certain disciplines. *Second: attoriqoh al-irodiyah* is a method that leads people to have a high will not to do deeds except those commanded by Allah. These two methods must run simultaneously because if you only use the scientific method, education will only give birth to people who are knowledgeable but not charitable, while if you only emphasize the *iradiyah* must, it will give birth to people who do charity without using the right

18 Muhamad Faiz Amiruddin, "The Concept of Islamic Education According to KH. Hashim Asy'ari," *Dirasah : Journal of Islamic Education Science and Management Studies* 1, no. 1 (February 27, 2018): 17-31, <https://doi.org/10.29062/dirasah.v1i1.24>.

19 Zetty Azizaton Ni'mah, "Islamic Educational Thought KH Perspective. Ahmad Dahlan (1869-1923 AD) And KH. Hasyim Asy'ari 1871-1947) M): A Comparative Study in the Concept of Islamic Education Renewal in Indonesia," *Didaktika Religia* 2, no. 1 (2014), <https://doi.org/10.30762/didaktika.v2i1.136>.

20 Ach Syaiful, "The Concept of Islamic Education KH. A. Wahid Hasyim," *Kariman Journal* 7, no. 1 (August 30, 2019): 1-16, <https://doi.org/10.52185/kariman.v7i1.97>.

21 Fauza Masyhudi, "Mahmud Yunus's Thoughts on the Concept of Islamic Education," *JOURNAL TARBIYAH* 21, no. 1 (June 28, 2014), <https://doi.org/10.30829/tar.v21i1.220>.

knowledge.²² Abuddin Nata said that there are three methods in the educational process, namely the *teacher center*, namely the education method that makes the teacher a source of knowledge, the *student center*, which is the educational method that becomes the teacher not the center of knowledge sources, and the combination of the *teacher center* and the *student center*.²³ This shows that the implementation of the concept of Islamic Education uses philosophical complexity and high goals to realize the *kaffah* man which boils down to the prosperity of the universe based on the one true godhead.

Education Model in the New Normal Era

Educational Institutions must have a characteristic and direction of ideality between one school and another, therefore quality education is a necessity, because education has become a primary need for all human beings in the modern century today. One of the leading Islamic Educational Institutions in Yogyakarta is SD Islam Alazhar Wonosari Gunungkidul. This school carries the concept of education that prioritizes strengthening akhlaq karimah, integrative scientific development and a strict educational process through *Habbit Forming*, *Learning By Doing* through the development of quality Human Resources. Habit Forming is a model of consistent and programmatic learning.²⁴ While *learning by doing* is a concept of learning using doing and doing actively, which is a view of pragmatism education based on two crucial reasons: the first is a destiny of God that the child is an actively active created being, the second is through working the child by doing, namely that students need to be involved in the learning process impulsively / spontaneously.²⁵

According to the Principal of SD Islam Alazhar Wonosari in an interview "Imtek application, so every time we teach, the theme must be related to religion, it starts from kindergarten to high school. For example, when studying biology, the discussion of

22 Rappe Rappe, "The Concept of Education According to Ibn Taymiyah," *Shaut al Arabiyyah* 4, no. 1 (December 30, 2015): 71–80, <https://doi.org/10.24252/saa.v4i1.1062>.

23 Surawardi Surawardi, "The Concept of Islamic Education According to Abudin Nata," *AL FALAH* 11, no. 20 (2011): 265–308.

24 Aris Shoimin, *68 Innovative Learning Models in the 2013 Curriculum* (Yogyakarta: Arruz Media, 2014).

25 Yugga Tri Surahman and Endang Fauziati, "Maximizing the Quality of Student Learning Using the Learning By Doing Pragmatism Method By John Dewey," *Papeda Journal: Journal of Basic Education Publications* 3, no. 2 (July 21, 2021): 137–44, <https://doi.org/10.36232/jurnalpendidikandasar.v3i2.1209>.

living things, it is conveyed that there is an explanation in the Qur'an, what are the points in the Quran, so that Alazhar has its own material that refers to the national reference of the country and developed by Alazhar himself, the model is combined with national and internal standards of Alazhar. KP2M is used in Alazhar, so there is its own module, which is taken from the central administrator, grades 1-3 SD Teacher class, 4-6 SD Teacher field. ²⁶ Internalization akhlaqul karimah at Alazhar Wonosari Islamic Primary School is very strict in the sense that the habituation process is emphasized on fundamental pragmatic matters such as berakhlaq, diligent worship, care and social sensitivity to the condition of society. However, when returned to parents, students are expected to have a good and correct understanding and practice of diversity with a balanced understanding of science and technology.²⁷

In general, the vision of SD Islam Azhar Wonosari is to produce a younger generation who are able to unite Iman and Takwa (IMTAK) and have an insight into Science and Technology (IPTEK). The mission will be carried out if it is supported by superior human resources and adequate educational infrastructure. Therefore, it is natural that the segmentation and proselytizing that is taken by Azhar Wonosari Islamic Elementary School is a middle economic community due to the very high cost of education. According to Mr. Edi Komara "The concept of education in Alazhar, uniting imtek and imtak, quality education must be supported by infrastructure and sufficient funds, Alazhar wants to provide the best for the people and education of Indonesia. Alazhar is purely for proselytizing through Education. So sometimes people don't understand that, it's hard to distinguish whether it's profitization or not, actually the guardians of the students, teachers, employees already understand that, because they understand the principles of serving, if we are more careful, it is actually an opportunity to change the future through Islamic proselytizing and education, meaning that he is not just educated in school, there is advice there are doctrinal points that he must practice, so that it becomes a charity for teachers in the future if their

26 Moh. Edi Komara, Interview with Principal Al Azhar Wonosari, 2021.

27 YPI Al Azhar New Habit Adaptation Era Task Force Team, "Guidelines and Protocols for Ypi Al Azhar Activities in the Era of New Habit Adaptation" (YPI Al Azhar, 2020).

students have entered the world of work, this will be easier to realize, of course, if it is supported by qualified educational facilities."²⁸

Menuru Mr. Edi Komara "As far as we have not found a system that is established in PJJ or that is really ready. This means that when the achievement of the educational curriculum is that the character is not achieved, then in this context it is natural, because there is really nothing ready for pjj to be carried out, indeed according to what was conveyed by the Minister and the Foundation, in essence, when this pandemic targets cognition, the important thing is that children know what material is being studied, because there have been many experiences that require pjj teachers to be maximal, difficult and kasian of their parents. What else is not at home, it can be stressful for their children. Then indeed, in terms of target, all schools are not achieved ideally, especially the character. But in Alazhar the cool thing is first: The central foundation he immediately moved quickly, adjusting to education with the current conditions, starting from making juknis, pjj guides to keep it done well. Second: based on data and research, He made a survey for schools with parents, children and compared to the results of the suver, approximately the same is not. You can find it not the common thread. For example, from the suvey point, what obstacles are felt by teachers, parents, it turns out that the points are both conveyed by difficulties in accompanying learning, so they cannot monitor the progress of children. Teachers are difficult, as well as parents, what else is the average office, so they can't fully accompany the child. What's more, the different striped settings. Well that's what Alazhar did . Based on empirical data, another concept was made, so it is not only an assumption, but based on data that continues to be researched".²⁹

In the context of the pandemic, the Covid-19 virus has caused a shift in the norms and habits of people around the world in various sectors, including in the education sector. Education, which was originally carefully designed at the beginning of the semester, must be able to come to terms with social conditions through curriculum design and distance education practices in almost all educational institutions in Indonesia, including SD Islam Alazhar Wonosari Yogyakarta. At the beginning of the

²⁸ Komara

²⁹ Komara.

pandemic, educational practices were carried out virtually and the assignment system because it could not be held face-to-face. In general, the work paradigm at SD Islam Alazhar Wonosari Yogyakarta in the *new normal* era is the protection and safety of the health of all elements from contracting the Covid-19 virus both that will occur to students, parents, teachers to education staff. These priorities and objectives refer to the standards for the implementation of protokol in the era of adaptation to the new habits of YPI Alazhar which are strictly as follows:³⁰

1. Protection and security of personnel in all units of education, proselytizing, social, ummat empowerment and community efforts in the YPI Al Azhar environment Optimization and productivity of community services and ummat.
2. Guidance of leadership and staff of units within YPI Al Azhar.
3. Ensuring the safety and protection of personnel in working and doing activities in all fields and programs in order to provide excellent service to the community and ummat.
4. Maintain and increase work productivity and creativity of service units in carrying out daily work tasks and targets.
5. Supporting government programs in the context of overcoming the Covid-19 pandemic in Indonesia.
6. Ensuring that every student / student gets quality educational opportunities in the education unit, even though they are during the Covid-19 pandemic.
7. Prevent the spread and transmission of Covid-19 in Al Azhar schools, campuses and mosques.

In the implementation of education in the *new normal* era, SD Islam Alazhar Wonosari implements three educational models, namely, *first*, based on distance education (PJJ) online. Distance *education* is an institution-based formal education whose learners and instructors are in separate locations so that it requires an interactive telecommunications system to connect the two and the various resources needed in it.³¹ This educational activity is based on LMS (*Learning Management System*)

30 YPI Al Azhar New Habit Adaptation Era Task Force Team, "Guidelines and Protocols for Ypi Al Azhar Activities in the Era of New Habit Adaptation."

31 Syafnidawanty, "What Is Distance Learning," Raharja University, 2020, <https://raharja.ac.id/2020/11/17/apa-itu-pembelajaran-jarak-jauh/>.

such as: Google Classrom, Moodle, Ruang Guru, Queeper, LMS Salam Al Azhar, or others. All activities are according to the time of the class hours on the subject. For assignments, teachers can use other applications such as Google Classroom, Google Form, or even online-based question applications by first the teacher preparing the questions in the application and then allowing students to do assignments with a duration that can be arranged by the teacher. After the assignment, the results of the student's work have automatically received grades as material for teacher reflection at the meeting.

Second, Home Visit. Sutarman and Asih in³² saying the home visit program is a program to build a solid relationship between educators and parents that aims to share information about child development, as well as problems faced by children. Home Visit program or home visit in order to help certain problems that are carried out in a family to get to know and understand the condition of children at home.³³ This educational model is taken as an effort by SD Islam Alazhar Wonosari to ensure good quality education, *Home Visit* activities in the form of educational guidance, feedback on assignments, to reflections on educational achievements carried out at students' homes.

Third, face-to-face education by paying attention to health protocols. Face-to-face learning is a process of interaction between students and educators with learning resources that occur directly at the same time and the same place.³⁴ This education can be carried out by considering the permission of the local government or related education offices, being in the green zone, obtaining permission from the parents of students, and having met the minimum standards of health protocols such as hand washing facilities on a scale of 1:50 people, there are banners calling for complying with health protocols, providing disinfectants, thermoguns are available to check body temperature and so on. For more details, it will be shown in the following:³⁵

32 Elya Hafidatul Jannah, "Implementation of the Home Visit Program at RA Ulul Albab Jember for the 2019-2020 Academic Year," 2020, 9.

33 Rina Karmiyanti, Anita Chandra D. S, and Purwadi Purwadi, "Home Visit Analysis of Self-Confidence of Children Aged 4-5 Years in Tk ABA 28 Semarang," *PAUDIA: Journal of Research in the Field of Early Childhood Education* 8, no. 1 (August 9, 2019), <https://doi.org/10.26877/paudia.v8i1.4045>.

34 Emik Pattanang, Mesta Limbong, and Witarsa Tambunan, "Planning for the Implementation of Face-to-Face Learning during the Pandemic at SMK Kristen Tagari," *Journal of Education Management* 10, no. 2 (July 29, 2021): 112-20, <https://doi.org/10.33541/jmp.v10i2.3275>.

35 YPI Al Azhar New Habit Adaptation Era Task Force Team, "Guidelines and Protocols for Ypi Al Azhar

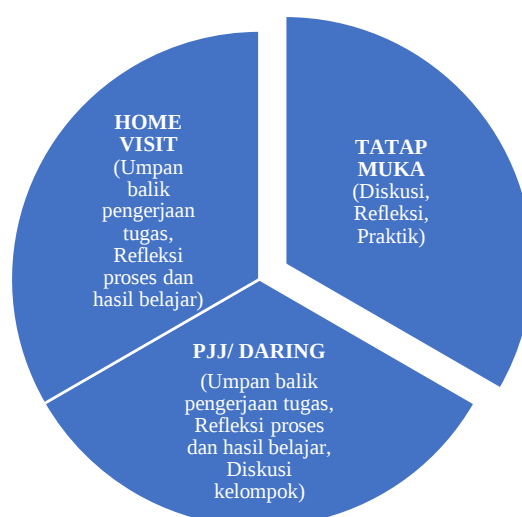


Figure 1. Education Model in the New Normal Era

The three educational models in the new Normal Era can be carried out in an integrated manner, namely combining the three models at once. This is to ensure that the education process runs according to the initial semester plan with the hope that the education process does not reduce the quality of education both before and after the Covid-19 pandemic. Therefore, SD Islam Alazhar Wonosari continues to make improvements (*on going process*) of the education system through various efforts to redesign educational patterns continuously. In the context of educational objectives, SD Alazhar Islam Wonosari pays attention to the principles of education in the *new normal* era, namely *first*, child-oriented, namely teachers ensuring the interests of children in terms of physical and psychosocial health of students as the top priority. *Second*, *Adaptive*, namely teachers modify the target and the way of education to adjust to emergency conditions that are not yet known when the end is unknown. *Third*, *Integrated*, namely Teachers combine face-to-face meetings, distance education and *home visits*. *Fourth*, *Involvement*, namely teachers involve parents in the educational process. *Fifth*, *feedback*, namely teachers, ensure that they get information from the initial assessment and formative assessment as feedback to make adjustments to the objectives and ways of education.³⁶

Activities in the Era of New Habit Adaptation."

³⁶ YPI Al Azhar New Habit Adaptation Era Task Force Team.

One of the important elements of successful education is qualified, competent and professional teachers. Therefore, SD Islam Alazhar Wonosari carries out an increase in the competence of Teachers and Employees through structured and scheduled competency improvement activities in response to the implementation of face-to-face education which is integrated with distance education through: 1) E-learning training with LMS Salam Al Azhar for teachers at the primary and secondary education levels is organized by the Directorate of Primary and Secondary Education of YPI Al Azhar in collaboration with the Salam Al Azhar Unit. 2) Technical guidance on the use of Alazhar Interactive Digital Books for teachers and school administrators. 3) Educational trainings through KKG and MGMP.³⁷

Conclusion

The education model of SD Islam Alazhar Wonosari in the *new normal* era is *first*, the distance education model, namely LMS (*Learning Management System*) based education, *second*, the *Home Visit* model, namely educational guidance, feedback on assignments, to reflections on educational achievements carried out at students' homes. *Third*, the face-to-face education model is land education by considering safe (green) zoning and the permission of the local government or related education offices and obtaining the permission of the parents of students. The three educational models are combined and carried out jointly by paying attention to the principles, priorities and safety goals of students which refer to the standard implementation of the YPI Alazhar Health protocol in the *new normal* era.

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³⁷ YPI Al Azhar New Habit Adaptation Era Task Force Team.

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