

Learning Innovation of Islamic Education in Covid-19 Pandemic

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Abstract

Nowadays, during the covid-19 pandemic, the development of educational technology has brought a significant influence and contribution to education in the world which urges learning innovations. This research used a qualitative method with a literature study approach. The results show that several innovations emerge as new breakthroughs so that education would no longer be monotonous and conventional. Those innovations are (1) Project Based Learning, (2) Daring Methods, (3) Luring Methods, (4) Integrated Curriculum, (5) Blended Learning. Behind the learning innovation there are also supporting opportunities through educational technology, including (1) Educational technology makes information in conveying material is easier to obtain, (2) Educational technology creates a very broad scope during the pandemic period, (3) Educational technology has a beneficial impact on education actors, (4) Technology can replace the position of educators with independent learning. However, there are also obstacles that pose challenges, including (1) Islamic sources (Al-Qur'an and Hadith) as a source of Islamic teachings, (2) Technology as a scientific product and (3) Human Resources as technology users for the success of e-learning.

Keywords: Innovation, Learning, Islamic Education, Covid-19.

Abstrak

Dewasa ini, selama pandemi Covid-19, perkembangan teknologi pendidikan telah memberi pengaruh dan kontribusi besar terhadap pendidikan di dunia yang menuntut adanya inovasi pembelajaran. Metode penelitian yang digunakan yakni kualitatif dengan pendekatan studi pustaka. Hasil penelitian menunjukkan beberapa inovasi muncul sebagai terobosan baru agar pendidikan tak lagi monoton dan konvensional. Inovasi tersebut yakni (1) Project Based Learning, (2) Daring Method, (3) Luring Method, (4) Integrated Curriculum, (5) Blended Learning. Dibalik inovasi pembelajaran terdapat pula peluang yang mendukung melalui teknologi pendidikan diantaranya, (1) Teknologi pendidikan dapat mempermudah dalam memperoleh informasi dalam menyampaikan materi, (2) Teknologi pendidikan menciptakan cangkupan yang sangat luas saat masa pandemi, (3) Teknologi pendidikan memberikan dampak yang bermanfaat bagi para pelaku pendidikan, (4) Teknologi dapat menggantikan posisi tenaga pendidik dengan pembelajaran secara mandiri. Namun terdapat pula hambatan yang menjadi tantangan diantaranya, (1) Islamic source (Al-Qur'an dan Hadits)



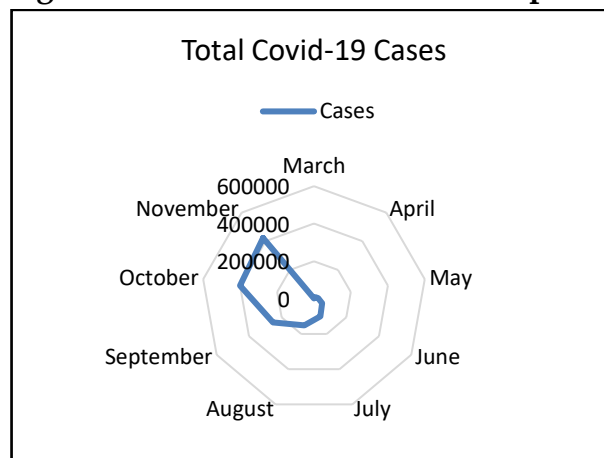
sebagai sumber ajaran Islam, (2) Technology sebagai produk ilmu pengetahuan dan (3) Human Resources sebagai pengguna teknologi untuk keberhasilan pembelajaran online.

Kata kunci: Inovasi, Pembelajaran, Pendidikan Islam, Covid-19.

Introduction

At the beginning of 2020, Indonesia was shocked by the outbreak of the corona virus. The virus that originated in Wuhan-China spread rapidly in almost all over the world, including Indonesia (Dewi, 2020). Corona virus is a large family of viruses that causes disease in humans and animals. In humans it usually causes respiratory tract infections, from the common cold to serious illnesses such as Middle East Respiratory Syndrome (MERS) and Severe Acute Respiratory Syndrome (SARS). A new type of corona virus that was discovered in humans since an extraordinary incident appeared in Wuhan-China, in December 2019, was then named Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV2) and caused Coronavirus Disease-2019 (COVID-19) adopted by The Ministry of Health (2020). The latest developments regarding Covid-19 data show a trend that deserves attention, the fact is that Indonesia itself is showing a rapid increase. For complete data, it can be observed as follows,

Figure 1. The Covid-19 Data Development



Source: [JHU CSSE COVID-19 Data](#)

Covid-19 has indirectly affected all areas of community movement from limiting personal activities to large-scale social activities. The impact of the corona virus was initially very influential on the economic sector (Novi & Kiky, 2019), but the side effect that has not been cut off is the education sector (Ely, 2020). The policies taken by countries affected by the corona virus, including Indonesia, must temporarily close teaching and learning activities. So as is the case, starting from elementary school level to college or university taking alternative online distance learning (PJJ). This

is in accordance with the Rule of the Ministry of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning Implementation of Education Policies in the Emergency of the Spread of Coronavirus Disease-2019 (Covid-19).

Senata (2020) claimed that the learning process in Islamic education, inevitably it must continue to be carried out even with distance learning. Islamic education is basically an effort to foster and develop human potential, so that the purpose of his presence in this world as a servant/*hamba* of Allah SWT and at the same time the task of the *khalifah* of Allah SWT is achieved as best as possible. The mentioned potential includes physical potential and spiritual potential such as mind, feelings, will and other spiritual potentials. In its form, Islamic education can be an effort of the people together or an effort of social institutions that provide educational services and can even be an endeavor for itself (Danusiri, 2019). Thus, it requires academics and practitioners to use the learning system in online teaching and learning activities or in a network.

According to Alchamdani et al. (2020), along with the development of educational technology, it has had a major influence and contribution to world's education with the conditions of Covid-19 which urged learning innovations to be carried out. Innovation is a new change in the direction of improvement or different from what was before, done deliberately and planned. In the context of educational technology, innovation refers to the use of advanced technology, both software and hardware in the learning process adopted by Everett (1983). The main objective of the application of this new technology is to improve the quality, effectiveness and efficiency of learning. Methods and strategies are also an innovation in learning. Technological advances produce modernity, growth with educational, economic growth, social mobilization, expansion or other cultural expansion.

Technological advances in all fields show that the industrial revolution that occurred has had a rapid impact and changes in life, especially in the world of education, namely a shift in the paradigm in the field of education (Fiska, 2019). Izzah et al. (2020) defined the shift in the learning paradigm of Islamic education is currently seeing many innovations using platforms in the form of WhatsApp, e-mail, google meet, google classroom, zoom meetings and schoology and others. This innovation provides its own opportunities for the sustainability of Islamic education in the future through technology assistance. However, technology still cannot replace the role of lecturers in the interaction of

learning and teaching activities with students. Because education is not just about gaining knowledge but also about values, cooperation, and competence. This pandemic situation is a challenge for the creativity of every individual in using technology to develop the world of education (Miftakhuddin, 2020).

As Fieka (2020) argued brave learning is a challenge for the world of education with the situation in Indonesia which has thousands of islands. How technology can be used, how to provide internet access in areas where electronic goods without internet access are still a luxury. This is a challenge for all parties, now we have to work hard together on how to bring technology to answer the problems that occur to students who are economically less fortunate or technology who are in remote areas. Education without a strong economy also cannot run well, because the economy is very supportive on education. The problems that occur in the world of education then become the attention of researchers to conduct more comprehensive research with problem formulations and research objectives to find out and understand what innovations are used in learning Islamic education post Covid-19 pandemic, then what are the opportunities and challenges in order to improve the skills gained in developing self-potential according to the times.

Research Method

In this study, researchers used qualitative research methods with a literature study approach. Referring to Sugiyono (2008), he said that literature study is a method that describes an object under study through data or samples that have been collected without analyzing and making general conclusions. Research data analysis techniques is to make a description of the object of research in a systematic, factual and accurate manner regarding the facts, as well as the relationship between the phenomena being investigated. Research data collection techniques was by using literature sourced from articles, books and online journals related to the research title. The steps taken in this literature study include defining the scope of the topic to be reviewed, identifying relevant sources, reviewing literature, writing literature and applying literature to the research to be conducted. By doing so, the authors hope to get a theoretical basis that can support solving the problem based on the study. Therefore, the theory and research become the first step so that researchers can gain better and proper understanding about the problem in accordance with the scientific framework of thinking.

Results

Islamic Education Learning Innovation Post Covid-19 Pandemic

Zainal (2020) said after the emergence of the Covid-19 in the hemisphere, the education system began looking for an innovation in the teaching and learning activities. Moreover, the Rule Number 4 of 2020 from the Ministry of Education and Culture of the Republic of Indonesia which recommends that all activities of educational institutions must maintain a distance and all delivery of learning materials will be conveyed in their respective homes. Every institution is also required to provide the latest innovations to form a very effective learning process. However, not all educational institutions seem to fully understand the latest innovations that must be used to carry out learning during a pandemic (Dani Maulana, 2014). Most of them are still unable to adjust it because of constraints on facilities and infrastructure. Learning innovations in Islamic education, especially in the era of the industrial revolution 4.0, must continue adopted by Chairul (2018). Therefore, here are some innovations as new breakthroughs to make education no longer monotonous and conventional, as follows:

1. Project-Based Learning

Project-based learning is a learning model that gives students the freedom to plan learning activities, carry out projects collaboratively and ultimately produce work products that can be presented to academics (J. Stivers, 2010). The Covid-19 condition forces a project-based learning model to be applied by giving individual assignments to all students or in groups, students are required to observe, understand, read and research in-depth concepts and principles about a problem and find relevant solutions. Ibn Manzhur al-Ifriqi (t.th) gives his best opinions that the learning model was not born to develop independently, but it has a certain theoretical basis by harmonizing the concept of Islamic values as a source of law. The learning theory that underlies the project-based learning model is theoretically and empirically supported. Theoretical support in the form of constructivist learning theory rests on the idea that students build their own knowledge in the context of their experiences. Meanwhile, empirical support shows that this model is able to make students experience a meaningful learning process, namely learning developed based on constructivism (Trianto, 2014).

Rona (2018) proposed the project-based learning model has the main objective of providing training to students to be more able to

collaborate, work together, and have empathy with fellow human beings. This project-based learning model is very effective for students by forming small study groups to work on projects, experiments and the latest innovations in Islamic education learning (Septi, 2019). This learning model is very suitable for students who are in the yellow or green zone. By running the learning model, of course we must also pay attention to the applicable health protocols.

2. *Daring Method*

Tim Okezone (2020) stated that to deal with the inconvenience of the current situation, online methods can be one of the things that are quite effective to deal with it. The Ministry of Education and Culture also issued a policy that is to replace teaching and learning activities by using an e-learning (*daring*). The teaching and learning activities are carried out online, starting from the delivery of material, discussions, face-to-face exams facilitated by technology media. Whether it's e-learning platform developed by the educational institution itself, or with applications developed by technology companies such as WhatsApp, e-mail, google meet, google classroom, zoom meetings and schoology and others (Oktafia, 2020). So that it can become e-learning integrated with the environment or fulfills the components of the digital learning ecosystem because it can accommodate learning styles, flexibility and learning experiences of lecturers and students so that it can generate positive feelings.

Firman (2020) described with online teaching and learning activities, both lecturers and students are required to have the ability to master the field of educational technology digitally as their needs. These demands and by using technological media make lecturers or students indirectly increase the mastery of their abilities in educational technology. After lecturers master educational technology, they will be able to create new learning methods with this technology. For example, lecturers create creative content by making learning videos as material. Students who learn from home do not get bored easily with this learning method. The use of technology also makes students more creative in developing the knowledge they have (Zainal, 2013). With the existence of varied learning methods from lecturers, students are able to create creative learning products from their analysis without leaving the subject of Islam (Zakiah, 1992) and other general sciences.

3. *Luring Method*

Offline learning means the learning model that is carried out outside the network (*luring*) (Politeknik, 2020). This offline learning is carried out face-to-face which consider the applicable zoning and health protocols. This method is very appropriate for teaching and learning activities in the yellow or green zone, especially with the new normal strict health protocols. In this method, students will be taught in turns (shift model) to avoid crowds. Rio (2020) classified that First, the lecturer divides into several groups with each group consisting of four or five students with the conditionally number of students in one class. At the time of delivering the material, students meet directly with the lecturers who have been determined from each of the course groups. In one day, the lecturer will take turns from group to group as many as the number of groups, with an agreed time. Then students are given an individual assignment or in groups with the assistance of parents at home, then collected to the group leader then submitted to the lecturer as a representative in one class.

At the next meeting, the lecturer will discuss the assignments that have been given previously, and so on until the teaching and learning activities are complete, adopted by Unik (2020). The offline learning is like other learning methods, namely the home visit. It is an option in the learning method during this pandemic. This method is included in the offline teaching and learning method delivered during home schooling (Husna, 2016). So, the lecturer will hold home visits to student homes within a certain time or vice versa.

4. Integrated Curriculum

During the Covid-19 pandemic, there are so many impacts from various sectors. Through an integrated curriculum, it can be achieved through concentrating courses on a particular problem with alternative solutions to a problem by providing implications through the required disciplines or courses. This curriculum tends to consider that a subject must be integrated as a whole (Trianto, 2012). That way Fitria et al. (2020) stated that giving students the opportunity to study and understand as a group or individually, by applying more knowledge through community empowerment as a learning resource. This learning method does not only involve students, but also links other interpersonal learning methods. In addition to students who collaborate in working on a project to solve a problem, by applying this method, lecturers are also given the opportunity to hold team teaching

(Muhammad, 2019) with lecturers on other subjects for the procurement of related science studies sustainability.

Ranu et al. (2020) also stated that the integrated curriculum plays an active role in shaping a scientist who can produce science and technology by using Islamic values considerations in solving problems for the benefit of human life. So, the application of an integrated curriculum is expected to develop the potential and talents of students according to academics and practitioners. Curriculum development, which in this case is developed through a local content curriculum, can be in the form of subjects arranged relevant based on the needs and interests of students but still refers to academic guidelines (Heni, 2019). The emergence of various educational institutions has become one form of institutions that combines or integrates the curriculum in an integrated manner in their learning activities expected to be able to create intellectual and rabbinic young generations (Unang, 2020).

5. Blended Learning

Now, online learning or e-learning has become commonplace. Rimba et al. (2020) showed that the existence of e-learning helps anyone to learn regardless of time and place. However, some students still need face-to-face meetings in class to discuss and complete the learning process that has been held through the internet. This refers to the blended learning model. In simple terms, blended learning can be interpreted as teaching and learning activities using mixed methods. So that this learning model uses a variety of methods. The term blended learning is defined as a combination of conventional and e-learning (Husamah, 2014). Blended learning was chosen because it was the only medium for delivering material between lecturers and students during a pandemic emergency. The blended learning model can be applied through conferences, webinars, workshops or training.

Through blended learning, students can understand that this activity provides various benefits in developing a career by adding networking, friends, to skills that they haven't previously had. Skills or abilities as well as new insights are two things that can definitely be obtained after participating in various kinds of supporting activities from blended learning (Deni, 2016). Blended learning, in the form of discussion, allows individuals to exchange ideas with other participants, adding new insights and points of view. On the other hand, Debra & John (2007) stated that way also makes new friends who have interests and expertise in the same field. So, it's easier to find a

suitable job according to your area of expertise. Although the various kinds of blended learning activities that are followed are not related to the desired career or current one, all knowledge is certainly useful for those who have it, because now more and more are holding it for the development of human resources in Indonesia (Novi & Fikri, 2019).

Development of Educational Technology in Indonesia

Based on Sudawarman (1994), the development of technology in this modern era is very fast. Currently, technology has provided many benefits in advancing various aspects. This development is not only in a matter of years, months or days, but in hours, even minutes or seconds, especially in relation to information and communication technology supported by electronic technology. The use of technology by humans to help complete work is a necessity in life. This technological development must also be followed by developments in Human Resources (HR) (Satar, 2020). Humans as technology users must be able to take advantage of existing technology, as well as subsequent technological developments. Education is obligatory for human adaptation with the developed new technology. This is needed to do so that the next generation is not left behind in terms of new technology. That way, Mila (2020) stated technology and education are able to develop together with the new generation as successors to the old generation.

Education is one of the spearheads for the development of a country, creating civilized, highly intellectual, and capable generations to build the country. Education is the key in fulfilling the life goals of an independent nation. Education can provide various positive changes to humans. These changes can be obtained if the implementation of education is carried out appropriately (UU, 2003). However, the implementation of education in Indonesia cannot be said to be precise. One of the problems of education in Indonesia lies in the issue of equitable education. Currently, Fieka (2019), conveyed there are still some Indonesian people who have not received proper education, plus currently the whole world is being hit by a disaster, namely the outbreak of the Covid-19. After the Covid-19 pandemic entered Indonesia, starting from March, 2020 as an effort to reduce the transmission rate of the Covid-19, the government established a policy, temporarily eliminating face-to-face learning which was later replaced by Distance Learning (PJJ) (Arwidana, 2020). Various attempts were made to keep educational activities carried out. In the implementation of distance learning, of course, it has advantages and disadvantages. The advantages

of distance learning practice make lecturers and students innovate with each other and also take advantage of technology in learning. While the shortcomings in implementing distance learning lie in economic constraints, the inequality of the internet and adequate technology, and learning must also be carried out continuously so that students have good and correct understanding (Ana Toni, 2018).

According to Nurdyansyah (2015), Educational technology is an integrated strategic process in an effort to solve the learning problems. Educational technology is not about tools but about processes and systems that lead to the results to be achieved. Furthermore, educational technology is a system used to support learning so that the desired results are achieved. So, it can be said that educational technology is all the efforts intended to solve problems related to learning. The role of educational technology includes (1) Educational technology as a means of supporting knowledge design, (2) Educational technology as a means of information to find out knowledge that supports students, (3) Educational technology as a medium in facilitating students to present arguments, (4) Educational technology is able to increase the effectiveness and efficiency of the learning process, (5) Educational technology as a tool to achieve educational goals. Besides that, the role of educational technology is very important in the learning process, especially during a pandemic like today. The emergence of Covid-19 requires all activities to be carried out at home, including teaching and learning activities. As a form of effort to break the chain of transmission of the Covid-19, learning activities have turned from its original form carried out face-to-face by lecturers and students into online classes.

Farah (2018) stated that the success of e-learning is not only influenced by the role of internet technology, but also by the quality of human resources. Internet technology will not have a significant effect if human resources as operators or users do not have good knowledge and skills in the use and management of technology. For this reason, an understanding of technology is a major factor in the success of e-learning. Internet technology in e-learning plays a very important role, because without internet technology it can hinder online learning. Internet technology also influences students to find learning materials that they do not understand. Internet technology can provide many benefits in supporting learning activities.

Discussions

The Covid-19 outbreak has a major impact on several sectors, one of which is the Islamic education sector. Islamic education from time to time is increasingly finding its own momentum. The progress and backwardness of Islamic education seems to have been passed down in history. Wachyudi (2020) explained in classical and medieval times, Islamic education experienced serious challenges, but psychologically and ideologically it could still be overcome. Internally, in classical times the life of Muslims was still very close to the source of Islamic teachings and the spirit of doing *ijtihad* in the struggle to advance Islamic teachings was very strong. Externally, Muslims are not as bad as facing the ideological and technological battles in the current era of disruption. As an effort to prevent the transmission of the Covid-19, almost all countries have implemented various policies, one of which is to impose physical distancing.

The Indonesian government itself imposes Large-Scale Social Restrictions (PSBB), which requires all activities to be carried out inside the house. Starting from work activities to learning activities carried out at home, with the aim of reducing human interaction in an effort to prevent the spread of Covid-19. CNN (2020) submitted information that based on this policy, learning activities are forced to be carried out online. E-learning is a learning system whose implementation is not carried out directly in the same place, but is carried out by utilizing a platform that can help the teaching and learning process even though it is held remotely. Along with the rapid development of technology, communication and information, e-learning can be conducted using various platforms such as WhatsApp, e-mail, google meet, google classroom, zoom meeting and schoology and others (Oktafia, 2020).

Technology is something created by humans to meet human needs and improve human quality (Nurdyansyah, 2015). Arbain (2016) also explained that educational technology is to facilitate development in Islamic education in particular, some things are still a mess in our daily lives. Especially during the current pandemic, most of the media used are internet access and smartphone. The use of educational technology presents several opportunities. First, educational technology makes it easier to obtain information in conveying material so that learning activities do not have special obstacles to distance learning. However, Baiq (2020) stated that in the distribution or delivery of learning, there are still some obstacles that occur in some institutions, lecturers and students. During the current pandemic, the media used is internet-based, while many people complain

about the difficulty of the internet network access, the limited tools students have so that some objected to the expenses used to buy data packages. On the other hand, the use of technology as a learning medium has not been introduced yet, such as laptops, gadgets, and so on.

Second, educational technology creates a very broad scope during the Covid-19 pandemic. This makes it easy for all parties, lecturers and students. By using educational technology, we can embrace a lot and a wide range of coverage. Starting from the delivery of learning, the subject matter delivered, the fluency in delivery, to making it easier for students to understand, accept, and access learning (Unik, 2020). However, there are some places still blocked from carrying out their learning during the Covid-19 pandemic. The problem that often occurs is the lack of creativity of lecturers or mastery of the use of media to be used during a pandemic. Third, educational technology has a beneficial impact on education actors, especially lecturers and students. Then Rizqon (2020) said that educational technology provides facilities for lecturers to innovate so that it helps the learning network. Fourth, technology can replace the position of lecturers. Even though educational technology can be valuable when lecturers can use it properly, creatively, innovatively and can make it easier for students to understand the learning. It is said that technology can replace lecturers, namely from the use of allowed learning media, for example the internet. The internet can make it easier for students to find information, the internet also provides various kinds of information that students need with easy access.

In the implementation of e-learning during the current pandemic, it certainly presents various obstacles as well. This obstacle is a challenge for actors in the world of education, especially for lecturers and students, considering that e-learning must continue to be held. The application of e-learning is a challenge for Islamic education (Andika, 2019). Because, with both educational nomenclature, Islamic education still has its own distinctive values. In the learning process, for example, it requires continuity of paths of knowledge (sanad) which originates from the Al-Qur'an and Hadith. In addition, Islamic education is also not only measured when evaluating learning, but mastery of character education, general material, and soft skills, which are included in it so that it is expected to be able to present solutions to ongoing problems. Those are some of the challenges that Islamic education must respond to (Senata, 2020).

E-learning itself in its implementation cannot be separated from the internet network, so it has become commonplace that the obstacle in

implementing this e-learning is the uneven internet network access. This is evidenced by Jamalul Izza, as the general head of the Indonesian Internet Service Provider Association (APJII), who explained that Indonesia has around 74 thousand villages, of which there are still many villages that cannot enjoy the internet network like other remote areas. One of the reasons for this is the geographical location of Indonesia which consists of thousands of islands. In addition, the Covid-19 outbreak has forced various aspects to make adjustments to new conditions and situations. In the scope of education, both lecturers and students are required to be able to operate e-learning system properly. Therefore Rodame (2020) stated that the readiness of human resources is the most important part in achieving the success of e-learning, this readiness is related to the ability of lecturers and students to use and process various technological systems that are used in the course of e-learning.

(Nurdin, 2020) said that in essence, Islamic education must be interpreted as a sustainable process to develop both physical and spiritual potential. Referring to Howard Gardner's multiple intelligence framework, the potential for intelligence of students is not only related to IQ, but other types of intelligence such as linguistic, spatial-visual, musical-rhythmic, interpersonal, intrapersonal, kinesthetic, mathematical-logical, naturalist, existential, and spiritual (Mappasiara, 2018). The metamorphosis necessitates the acceleration of adaptation so that Islamic education continues to exist. The sudden transformation of the learning model, which started from a conventional model to be online based, resulted in a lack of thorough preparation so that e-learning is currently not optimal. This is a challenge like in article of Pasmah (2020), she said that the challenge is in itself for lecturers and students so that they can immediately adjust to the conditions where expertise in operating technological systems has become an important requirement in the current pandemic.

Besides, (Mushfi, 2020), he said that the obstacles in learning Islamic education online come from students as learners. Student enthusiasm for learning during e-learning process decreased compared to face-to-face learning. The learning motivation of students who took part in e-learning during the pandemic also decreased. The decline in student motivation to learn is influenced by several factors, one of which is the conditions during e-learning which oblige students to study at their respective homes. Thusm forcing them to study and understand subject matter independently, lecturers as educators cannot assist and educate students directly. That way lecturers cannot take actions such as giving reward-punishment (Irham,

2020), giving motivation, reprimanding, and so on directly. Meanwhile, the actions of these educators can strengthen student motivation.

In addition, Ali and Rahmad (2015) have found that the effectiveness of learning time also affects student learning motivation. Students find it difficult to determine the right time to study at home. The social environment of the family that is not conducive causes students to be unable to focus on studying. Seeing these obstacles is a challenge for both lecturers and students. Lecturers are required to be more innovative in determining ways or methods of delivering material so that students are able to receive material easily even though it is not delivered face-to-face. Meanwhile, students are required to adapt to the current conditions and situations. Broadly speaking, the challenges of learning Islamic education during the Covid-19 pandemic concern academic culture, which includes values, attitudes (morals), knowledge, skills, and readiness of facilities and infrastructure related to technological literacy.

The relationship between these challenges, Islamic source (Al-Qur'an and Hadith) as a source of Islamic teachings, technology as a product of science and human resources as technology users for the success of e-learning. So that the formula will be created to determine a new paradigm of Islamic education in the contemporary era. The harmonious combination of the three elements does not rule out the possibility of seeking an interconnection integration process, which offers a new approach that is more inclusive, actual, accommodative, and problem solving where one is complementary to one another (Nur Asih, 2020). Previously, Fikri (2019) also stated that Islamic education is inseparable from Islamic source as the basis for its development. Al-Qur'an and Hadith have been manifested as the spirit of Islamic education. The formulation of the curriculum and the various carrying capacities of Islamic education are inspired by primary sources of Islamic teachings. The sacredness of Al-Qur'an and Hadith by Muslim scholars is interpreted as a living text so that its credibility and authenticity remain relevant in every era.

Conclusions

Along with the development of educational technology, it has a major influence and contribution to world education with the conditions of covid-19 which urged learning innovations to be carried out. Therefore, several innovations emerged as new breakthroughs so that education would no longer be monotonous and conventional, namely (1) Project Based Learning, (2) Daring Methods, (3) Luring Methods, (4) Integrated

Curriculum, (5) Blended Learning. Behind the learning innovation there are also opportunities and challenges for actors in the world of education, namely opportunities that support through educational technology, including (1) Educational technology can make it easier to obtain information in conveying material, (2) Educational technology creates a very broad scope during the pandemic period, (3) Educational technology has a beneficial impact on education actors, (4) Technology can replace the position of educators with independent learning. However, there are also obstacles that pose challenges, including (1) Islamic sources (Al-Qur'an and Hadith) as a source of Islamic teachings, (2) Technology as a product of science and (3) Human Resources as a technology user for the success of e-learning.

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