



REDESIGNING ISLAMIC HIGHER EDUCATION STRATEGY, POST COVID-19 PANDEMIC

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ABSTRACT

The outbreak of the Covid-19 pandemic has a huge impact on the education system, this happened in the Islamic higher education system as well. The closure of campuses as a social distancing measure to prevent community transmission and widespread of the virus has shifted the implementation of the traditional face-to-face classes into online teaching learning system. This has changed the focus in utilising, methods, instruments, and the platform of the teaching learning activities in campus. Evidence on online instruction emphasized that the students and the lecturers need training and educational support. They need for more assistance and support to deal with digital technology, so that they may adapt, recover, and redesign the current condition of the educational system to rapidly changing education climates and culture post Covid-19 pandemic. The use of e-learning in virtual education may become an integral part of the higher education system. In this regard, the Islamic higher education institutions and universities need to plan for better strategy in post pandemic to ensure the quality of student learning outcomes and standards.

Key word: Covid 19, Post Pandemic redesign, Islamic Higher Education

INTRODUCTION

Evidence on online instruction emphasized that educators and students need a training and support during and after the pandemic Covid-19 disaster. Natural disaster, recession, and pandemic, disrupt learning the most when there is no planning to recovery. The development of learning moments that occurred at campuses is also disrupted during the pandemic.

For students, going to campus is not just about to study and learning, it is also about developing the social and emotional skills critical to succeeding in their lives. The sudden closure of campus is eliminated some of these important aspects of learning beyond academic activity, such as

development of learning through personal relationship among students, interaction between students and lecturers, and after class activities that support student's skill development. The restriction of their normal activities at campus during the pandemic made the students lost their close contact with friends and other people. What are the missing factors? Human interaction, classroom environment, peer interaction, classroom infrastructure, extra-curricular and co-curricular activities. Above all, school environment of the live campus is missing in online education. Nevertheless, the Covid 19 pandemic disaster has raised and highlighted the need to adapt, recover, redesign and rebuild the strategy of

teaching learning in higher education system, post the pandemic.

The strategy to redesign Islamic higher education system aftermath Covid 19 pandemic are as follow:

First, adaption; provide campus with urgent resources so that they can use them for effective remote instruction and support during and after the pandemic.

Second, recovery; provide extra activities to help the student and educator to recover the lost they got during the pandemic, as they are now returning to the campus.

Third, redesign", rebuilding the system that focus on nurturing the students with new era of development and ensuring that all students have the access to the new condition and resources which enhance the teaching learning in a new environment after the pandemic is over.

DISCUSSION

It is need more efforts to plan and to redesign effective instruction during and after the Covid-19 time when educators in campus do not have a framework to accommodate what they are doing and how campus and universities are coping with the sudden and rapid shift of the traditional faces to faces teaching learning activities to online teaching one. It is also evidence that weak system of support such as lack of professional development on how to integrated computerised technology into instruction activities, have left lecturers with less equiposed of teaching instruments during and after pandemic.

Along with the Covid-19 pandemic, we have made choices about how to adapt, sustain, and provide new strategy for the Islamic higher education system. We also have the opportunity to consider how best to proceed the pandemic as we start to recovery, and how we redesign and rebuild the system by making more affective action to change the situation. How good we redesign the Islamic education system will determine how well we address the impact of the pandemic has had on our human

capital and how prepared we are for the future of our new education system. During the pandemic Covid-19 we witnessed that students have seen the normal learning and development they had in the pass were interrupted and disrupted. This for sure lead to the loss of lots of existing opportunity of learning developments.

The study purposes an integrated planning to redesign and to rebuild the Islamic higher education system targeted on intervention and comprehensive services to ensure the best quality and standards. The implementation of the plan targeted on how we adapt, recover, and redesign our Islamic higher education strategies with a three-stage phase process that must be done properly and professionally.

IMPLICATION AND RECOMENDATION

Implication

Adapting. The Covid 19 pandemic situation gave unprecedented challenges requiring educators to adopt the teaching learning online system. In the pass, the typical teaching situation is that the school was characterised by practising classroom according to their time tables, and lecturers covered their subject standard content through formal lecturing. Students were required to listen to their lecturer, work individually or in groups, and reproduce knowledge in assessment.

The campus lockdown confronted lecturers and students with entirely new situation. Continued teaching and learning is only possible if it is held with alternative learning. Lectures have to change their teaching and required them to use various digital tools and resources to solve the problems and to implement new approach to teaching learning activities. Lecturers where also required to maintain contact with their students.

Recovery. Provide extra investment to help students and campuses to make up lost as they are return to study. When campuses resume their operation back in the classroom, it will be critical to fully

understand which students have been engaged and to what degree they have learned and where they have fallen behind. But for teaching and learning to take place, educators must first have to be able to access their student's readiness to learn. Educators need more appropriate resources and tools to enable them drive the students to catch up and continue their progress of learning.

Redesign, The Covid 19 pandemic disaster period is a chance to rebuild the existing education system for better access and innovation. In the post pandemic, online (e-education) teaching-learning system is the most visible one to replace the traditional face-to-face teaching learning practise. A global networking scenario is encouraged through online learning, which is a great learning opportunity. Online learning saves time and is cost effective. No huge infrastructure is needed which is a big leap for the education sector. Graded assessment system can be introduced to replace of the regular examination system. So, online learning can firmly lead to a student and cantered assessment system.

Educators (teachers and lecturers) are vital players in the education system, they facilitate learning. In difficult time like the current Covid-19 era, lecturers and teachers must be patient, open-minded and keep up a deep passion for technology. Embracing technology for teaching-learning is the best way forward. Innovate new ideas and use best practices to make teaching-learning a joyful experience. The life skills and social skills training owned by the students enabling them to learn effectively regardless any lockdown period and unprecedented COVID-19 situation.

Recommendation:

Our government is making all efforts to take forward online education effectively and efficiently. As serious and great care is to be given to our education system. Even the best technology and the right curriculum will be in vain if the lecturers and teachers

are not competent, committed and performed. Now Covid-19 has changed the face of the world as especially in higher Islamic education. High quality training have to be provided for lecturer and teacher continuously. It is for sure that with the help of our government, our empowered educators will definitely have performed and face all the challenges positively step by step, and the end of the day, it will improve the quality of our higher Islamic education system both in schools and at the university level.

The steps to redesign the higher Islamic education strategy at post covid 19 pandemic are: (1) Adapt to the new situation, (2) recover of the lost to be fixed and amended three redesign the existing educational system so that it is relevant to the new era and the new normal society.

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