Teachers in Learning Islamic Religious Education Post the Covid-19 Pandemic at Mutiara Bangsa Elementary School, Pringsewu, Lampung

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Abstract

This research explores the learning strategies implemented by Islamic Religious Education teachers at Mutiara Bangsa Elementary School, Pringsewu, Lampung, after the COVID-19 pandemic. Using a qualitative descriptive approach, this research involves primary data from school principals, deputy principals, and teachers, and secondary data in the form of important documentation related to data on teachers, students, and infrastructure. Data collection techniques include observation, interviews, and documentation. Data analysis was carried out in three stages: data reduction, presentation, and conclusion. The research results show that teachers implement strategies to improve the quality of learning through careful curriculum planning, organizing teaching tasks, and comprehensive evaluation. Evaluation is carried out through written assessments, interviews, and accidental oral assessments. Teachers also strengthen teaching materials by habituating good behavior among students, aiming to form good morals automatically without needing to think long. This research concludes that the strategies implemented are quite effective in increasing students' interest in learning, although some students still have not achieved the expected results. More intensive efforts are needed to achieve better educational outcomes in the future.

Keywords: Covid-19 pandemic, Curriculum planning, Evaluation, Islamic Religious Education,.

1. INTRODUCTION

The Covid-19 pandemic has profoundly impacted educational systems worldwide, including the teaching and learning processes of Islamic Religious Education (IRE) (Gössling, 2020; Muniyappa, 2020; Wang, 2022). Previous research has highlighted several challenges educators face during and after the pandemic. One significant challenge was the abrupt transition from traditional classroom settings to online platforms, which many teachers and students were unprepared for. This shift necessitated technological adaptation and a reevaluation of teaching methodologies and curriculum delivery. According to Ahmad and Sari (2021), the sudden move to online learning resulted in a lack of effective communication and engagement between teachers and students, thereby hindering the achievement of educational objectives.

Moreover, Rahman et al.'s (2020) research indicated that the pandemic exacerbated educational inequalities. Students from disadvantaged backgrounds struggled with limited access to digital resources (Ghofururrohim et al., 2024; Pramesti & Umali, 2023; Suwanto et al., 2024), widening the learning gap. Teachers also faced difficulties assessing students' understanding and progress due to the lack of direct interaction. Empirical evidence from these studies underscores the necessity of developing robust strategies to overcome these barriers in the post-pandemic era.

Education has undergone significant transformations due to the COVID-19 pandemic, with these changes particularly impacting the teaching of Islamic Religious Education (IRE) at elementary schools like Mutiara Bangsa in Pringsewu, Lampung (Bedford, 2020; Dong, 2020; Rosenbaum, 2020). The necessity of adapting to new teaching strategies post-pandemic underscores the importance of this research. This study addresses the critical aspects of IRE teachers' adaptation and innovation in curriculum planning, teaching methodologies, and evaluation processes in a post-pandemic educational landscape (Lucas, 1976; Neer, 1970).

One of the primary advantages of this research is its focus on the real-world application of educational strategies in a specific context that has been profoundly affected by global health crises. Previous studies, such as those conducted by Hashim and Anwar (2021), have empirically demonstrated that teachers who actively engage in curriculum re-design and employ diverse teaching methods tend to foster a more engaging and effective learning environment. This research builds on such findings by examining how these strategies have been specifically tailored for IRE at Mutiara Bangsa Elementary School. Furthermore, it explores teachers' unique challenges and successes in this process, providing valuable insights that can be generalized to other educational institutions facing similar circumstances.

The research leverages robust data collection techniques, including observation, interviews, and documentation, ensuring a comprehensive understanding of the current educational dynamics. The empirical evidence gathered from primary and secondary data sources describes the post-pandemic educational landscape. As noted in the works of Rahman et al. (2020), qualitative descriptive approaches have proven effective in dissecting complex educational phenomena, thereby substantiating the methodological rigor of this study. By focusing on the lived experiences of educators and the tangible outcomes of their efforts, this research emerges as a critical contribution to the discourse on post-pandemic education, highlighting the necessity for ongoing innovation and adaptation in teaching practices.

Given these challenges, the importance of this research lies in its focus on understanding and improving the learning strategies employed by IRE teachers at Mutiara Bangsa Elementary School in Pringsewu, Lampung. This study aims to contribute to the body of knowledge on post-pandemic educational strategies by identifying effective teaching practices and areas needing improvement. Specifically, it seeks to enhance the quality of Islamic Religious Education (IRE) by examining how curriculum planning, teaching task organization, and comprehensive evaluation methods can be optimized to meet students' learning needs (Edwards, 2011; L. S. Fuchs, 1989; Krackov, 2011). This research is crucial for developing a more resilient and adaptive educational framework to better withstand future disruptions.

Furthermore, this study's findings are expected to provide actionable insights for educators and policymakers. By detailing the successful approaches and pinpointing the gaps, the research can guide the development of targeted interventions and support mechanisms. These insights will be invaluable for ensuring that educational practices recover from the disruptions caused by the pandemic and evolve to become more effective and inclusive. In this way, the study serves as a beacon for continuous improvement in the educational sector, advocating for a proactive approach to future challenges.

2. METHOD

This research employs a qualitative descriptive approach to thoroughly understand the learning strategies implemented by Islamic Religious Education teachers at Mutiara Bangsa Elementary School, Pringsewu, Lampung, post the Covid-19 pandemic (Elbay, 2020; Hamidi, 2020; Spoorthy, 2020).

Figure 1. This research employs a qualitative descriptive approach (Harrahap & da Silva Santiago, 2024; Hendarto, 2023; Sebayang & Baroud, 2024).

The method is systematic and structured, encompassing several key steps.

1. **Data Collection**:

In educational research, particularly in the post-pandemic period, a multifaceted approach to data collection is crucial for gaining comprehensive insights into teaching practices and student engagement. Observation is a key method, allowing researchers to witness classroom activities and interactions directly. This method captures real-time data on teaching techniques and student behaviors, providing a window into the natural dynamics of the classroom that other methods might overlook. Interviews, specifically semi-structured ones with school principals, deputy principals, and teachers, offer a qualitative depth that enriches the understanding of the educational landscape during this challenging period. These interviews delve into the strategies employed and obstacles encountered, revealing nuanced insights into educational leaders' and teachers' decision-making and adaptive processes. Meanwhile, analyzing documentation such as teacher profiles, student records, and infrastructural details complements these methods by providing essential background information. This documentation contextualizes observations and interviews, offering a holistic view of the educational environment and the factors affecting teaching and learning outcomes. Together, these methods form a robust data collection strategy, enabling researchers to draw meaningful conclusions about the effectiveness of post-pandemic teaching practices and the overall educational experience (Kendal, 2018; Lesort, 2020; Sirén, 2012).

2. Data Analysis:

Data analysis is a crucial research phase involving multiple steps to derive meaningful insights from collected data. The first step, data reduction, entails sorting and simplifying the data to hone in on the most relevant information. This process involves coding the data and identifying key emerging themes and patterns, which helps filter out unnecessary details and focus on what truly matters. Following this, data presentation organizes and displays the reduced data coherently, utilizing tables, charts, and descriptive narratives to illustrate the findings clearly. This step is essential because a well-structured presentation can significantly enhance the understanding and communication of research results. Finally, conclusion drawing synthesizes the presented data to draw meaningful conclusions about the effectiveness of the implemented strategies. This involves critically comparing findings with existing literature to validate the results and identify areas for improvement. Researchers such as Blickle (1996), Jones (1998), and Kim (2009) have emphasized the importance of this step in ensuring that the conclusions are well-founded and contribute to the broader field of study. Data analysis transforms raw data into valuable insights that can inform decision-making and strategy development (Blickle, 1996; Jones, 1998; Kim, 2009). This step involves comparing findings with existing literature and identifying areas for improvement.

Table 1: Research Steps and Action

Step	Action	Description
1	Observation	Real-time classroom observation to capture teaching methods and student responses.
2	Interviews	Conducting semi-structured interviews with key stakeholders to gather qualitative insights.
3	Documentation	Analyzing documents related to teachers, students, and infrastructure for a comprehensive context.
4	Data Reduction	Simplifying and coding data to focus on key themes and patterns.
5	Data Presentation	Organizing data into clear, coherent formats like tables and descriptive narratives.
6	Conclusion Drawing	Synthesizing data to draw conclusions and compare with existing research.

3. Empirical Evidence:

Previous studies have shown that qualitative methods are effective in exploring educational strategies. For instance, research by Smith (2020) found that interviews and observations provide rich, detailed data that quantitative methods may overlook. Additionally, the importance of data reduction and presentation in qualitative research is emphasized by Miles and Huberman (1994), who argue that these steps are crucial for making sense of complex data sets. This study builds on such empirical evidence to thoroughly examine post-pandemic Islamic Religious Education at Mutiara Bangsa Elementary School (İnal, 2024; Kolb, 2023; Tănase, 2015).

3. RESULTS AND DISCUSSION

In this study, trend analysis was carried out using the VOSviewer bibliometric method from 2014 to 2024. We analyzed various aspects such as keywords, co-authorship, institutional affiliation, country of origin of research, highest publications, and number of citations. The following are the results of the analysis.

3.1 Curriculum Planning

Curriculum planning has played a pivotal role in adapting to the educational challenges posed by the COVID-19 pandemic (Gates, 2020; Liu, 2020; Zheng, 2021). At Mutiara Bangsa Elementary School in Pringsewu, Lampung, Islamic Religious Education teachers have undertaken significant efforts to revise and adapt their curriculum. This process has involved a careful blend of traditional pedagogical techniques and contemporary digital tools to create a hybrid learning environment. This hybrid approach caters to diverse student needs, ensuring that education remains engaging and effective.

To delve deeper into the specifics of curriculum planning, it is important to consider the perspectives of various experts and international examples. For instance, according to Kurniawan et al. (2021), structured and well-thought-out curriculum planning is essential for boosting student engagement and comprehension (Feng, 2020; Leinster, 2003; McLachlan, 2019). Their study highlights that a curriculum integrating face-to-face and online learning elements can cater to different learning styles and needs.

This finding is supported by similar research conducted in Finland, where integrating digital tools into the curriculum has improved student outcomes (Niemi & Kynäslahti, 2013).

3.1.1 Insights into Curriculum Planning

It is beneficial to consider insights from various experts and international examples to gain a deeper understanding of curriculum planning. Structured and well-thought-out curriculum planning is vital for enhancing student engagement and comprehension. Research indicates that a curriculum effectively combining face-to-face and online learning elements can address different learning styles and needs. Studies conducted in Finland further support this, demonstrating that integrating digital tools into the curriculum has improved student outcomes.

To delve deeper into curriculum planning, exploring insights from various experts and international examples is essential. Structured and well-thought-out curriculum planning is crucial for enhancing student engagement and comprehension. Here are some key insights:

a) **Integration of Pedagogical Approaches:** Educators can create a hybrid learning environment that caters to different learning styles and needs by combining traditional classroom techniques with modern digital tools. This blend not only sustains student interest but also addresses the diverse educational requirements of today's learners.

b) **Importance of Flexibility:** Flexibility in curriculum design is paramount, especially in educational disruptions experienced during the COVID-19 pandemic. A flexible curriculum allows for rapid adaptation to changing circumstances, ensuring that learning continues uninterrupted.

c) **Global Perspectives:** Research from countries like Finland, renowned for their educational excellence, provides valuable insights. These studies highlight the positive impact of integrating digital tools into curricula, enhancing student outcomes and engagement.

d) **Collaborative Curriculum Development:** Collaborative approaches involving teachers, students, and other stakeholders can lead to more relevant and practical curriculum design. By considering diverse perspectives, curriculum planners can develop materials more aligned with

real-world applications and student interests.

e) **Continuous Evaluation and Improvement**
Effective curriculum planning involves regular assessment and refinement. By evaluating the effectiveness of teaching strategies and materials, educators can make informed adjustments to continuously improve educational outcomes.

In conclusion, by drawing on international examples and expert insights, educators can create a dynamic and responsive curriculum. This approach not only enriches the learning experience but also prepares students for the challenges and opportunities of the future.

3.1.2 Flexibility and Innovation in Curriculum Design

The findings highlight the importance of flexibility and innovation in curriculum design, particularly in ongoing educational disruptions. As educational environments continue to evolve, especially in the aftermath of the COVID-19 pandemic, the ability to adapt curricula to meet students' changing needs has become paramount.

Educators can create a more inclusive and responsive learning environment by leveraging traditional and digital resources. This hybrid approach accommodates various learning styles and allows for personalized learning experiences that cater to individual student needs. For instance, integrating digital tools into the curriculum can enhance engagement and facilitate access to a broader range of learning materials, enriching the educational experience.

Moreover, flexibility in curriculum design enables educators to respond swiftly to unforeseen challenges, such as those posed by public health crises or shifts in educational policy. This adaptability is crucial for maintaining continuity in learning and ensuring students remain engaged and motivated. Educators can foster a dynamic learning atmosphere that encourages exploration and critical thinking by incorporating innovative teaching strategies and technologies.

Key Strategies for Flexible and Innovative Curriculum Design

a) **Personalized Learning Experiences**: By offering personalized learning paths, educators can address the unique needs of each student, helping them achieve their fullest potential. This can be achieved through adaptive learning technologies that adjust to the learner's pace and style.

b) **Incorporation of Real-World Applications**: Integrating real-world scenarios and problem-solving into the curriculum can make learning more relevant and engaging. This approach helps students apply theoretical knowledge and prepares them for practical challenges.

c) **Use of Interactive Digital Platforms**: Digital platforms that offer interactive content can significantly enhance student engagement. These platforms can include simulations, virtual labs, and gamified learning experiences that make education more appealing and effective.

d) **Regular Curriculum Reviews and Updates**: Continuous evaluation and refinement of the curriculum are essential to ensure it remains relevant and practical. By regularly assessing educational outcomes and integrating feedback from students and teachers, schools can make timely adjustments to the curriculum.

Table2: Empirical Evidence on Curriculum Planning

Study	Focus	Key Findings
Kurniawan et al. (2021)	Hybrid Curriculum Planning	Enhanced student engagement and comprehension
Niemi & Kynäslahti (2013)	Digital Integration in Finland	Improved student outcomes through a blended approach

The curriculum planning at Mutiara Bangsa Elementary School also involves carefully organizing teaching tasks (Abdelmalak, 2015; Harris, 2011; Sullivan, 1983). Teachers create detailed lesson plans that incorporate both synchronous and asynchronous learning activities. This structure allows for flexibility, accommodating students struggling with transitioning back to in-person learning. Teachers utilize various resources, including digital platforms, educational games, and interactive assignments, to maintain student interest and facilitate more profound understanding of Islamic Religious Education.

In conclusion, the curriculum planning strategies implemented by Islamic Religious Education teachers at Mutiara Bangsa Elementary School post-pandemic have shown promising results (Capizzi, 2005; McLachlan, 2010; Ribeiro, 2013). The combination of traditional and modern teaching methods, supported by empirical evidence from previous studies, highlights the effectiveness of a well-structured curriculum in enhancing student learning experiences. However, continuous refinement and intensive efforts are needed to improve educational outcomes further and ensure that all students achieve the desired academic standards.

3.2 Organizing Teaching Tasks

The efficient organization of teaching tasks is pivotal in creating an effective learning environment, particularly in post-pandemic education. At Mutiara Bangsa Elementary School, teachers have adopted a more structured approach to lesson delivery. This includes setting clear lesson objectives, developing detailed lesson plans, and employing interactive teaching methods. Such an organized framework facilitates better classroom management and enhances student engagement and performance.

a. Empirical Evidence and Expert Opinions

Research by Nugraha et al. (2020) emphasizes that a structured approach to teaching significantly improves student outcomes and classroom discipline. Their study found that clear lesson objectives and detailed lesson plans help teachers maintain focus and give students a transparent understanding of what is expected. This, in turn, reduces confusion and increases the likelihood of students meeting learning targets.

Another study by Johnson and Johnson (2017) in the United States highlights the benefits of interactive teaching methods, such as group work and discussions. These methods promote active learning and critical thinking, which are essential for deep understanding and retention of knowledge. The study concluded that students in classrooms with organized and interactive teaching approaches demonstrated higher academic achievement and better social skills than those in less structured environments.

b. Comparative Analysis

To further substantiate these findings, we can look at educational strategies in other countries (GREEN, 1995; Khan, 2005a, 2005b). For instance, in Finland, known for its high-performing education system, teachers follow a well-organized curriculum plan with clear goals and frequent assessments. According to Sahlberg (2011), this structured approach allows teachers to adapt their methods to meet the diverse needs of their students, resulting in high levels of student success and satisfaction.

Table 3: Empirical Evidence on Curriculum Planning

Country	Teaching Strategy	Outcomes
United States	Interactive Methods	Higher academic achievement, better social skills (Johnson & Johnson, 2017)
Finland	Structured Curriculum	High student success and satisfaction (Sahlberg, 2011)
Indonesia	Clear Objectives, Detailed Plans	Improved student performance and classroom management (Nugraha et al., 2020)

In conclusion, the organized teaching strategies implemented by Islamic Religious Education teachers at Mutiara Bangsa Elementary School have proven effective in fostering a more conducive learning environment (Selçuk, 2023; Suwaed, 2016; Topalovic, 2019). Empirical evidence from various studies corroborates the positive impact of structured lesson planning and interactive teaching methods on student outcomes. However, continuous improvement and adaptation are necessary to address students' varying needs and achieve even better future educational results.

3.3 Evaluation Techniques

The evaluation process at Mutiara Bangsa Elementary School has undergone significant changes post-COVID-19 better to assess student understanding and progress in Islamic Religious Education. Teachers now employ a multifaceted approach, combining written assessments, interviews, and spontaneous oral assessments to evaluate student performance comprehensively. This aligns with previous research by Suryadi (2019), which indicates that diverse evaluation techniques provide a more accurate picture of student learning and effectively identify areas needing improvement (Judd, 1981; MAHONEY, 1965; Punt, 2016).

a. Written Assessments

Written assessments remain a fundamental component of the evaluation process (Dombi, 1982; Hanemann, 1984; Hasan, 2020). These assessments measure students' knowledge and retention of Islamic teachings and principles. By analyzing students' written responses, teachers can identify areas where students excel or struggle. For example, a study by Ahmed and Zain (2020) in Malaysia found that structured written assessments helped teachers pinpoint gaps in students' understanding, allowing for targeted remedial instruction.

b. Interviews

Interviews are another critical evaluation tool (Khanmohammadi, 2020; Pignon, 2008; Seed, 1985). Through one-on-one or small group discussions, teachers can delve deeper into students' comprehension and personal reflections on religious topics. This qualitative method provides insights that written assessments might overlook. Research by Khan and Ali (2018) in Pakistan demonstrated that interviews facilitate a deeper understanding of students' thought processes and moral reasoning, which are crucial for Islamic Religious Education.

c. Spontaneous Oral Assessments

Spontaneous oral assessments offer real-time insights into students' grasp of the material. These impromptu evaluations are particularly effective in assessing students' ability to recall and articulate Islamic teachings without prior preparation. According to a study by El-Sayed (2021) in Egypt, spontaneous oral assessments help in developing students' confidence and public speaking skills, which are essential for their overall development as well-rounded individuals.

d. Empirical Evidence and Comparative Analysis

Empirical evidence supports the effectiveness of these diverse evaluation techniques (Bagozzi, 2012; Jain, 1997; Knaus, 1981). For instance, comparing evaluation methods in different countries reveals that a mixed-methods approach yields better educational outcomes. In Indonesia, research by Rahman and Lestari (2019) indicated that combining written and oral assessments led to higher student engagement and improved academic performance. Similarly, a study in Turkey by Yilmaz and Gunes (2021) found that incorporating interviews into the evaluation process provided a more holistic understanding of student learning, particularly in subjects requiring critical thinking and moral judgment.

Table 4: Comparative Analysis of Evaluation Techniques

Evaluation Technique	Country	Researcher(s)	Key Findings
Written Assessments	Malaysia	Ahmed & Zain (2020)	Identifies knowledge gaps and allows targeted remedial instruction.
Interviews	Pakistan	Khan & Ali (2018)	Provides a deeper understanding of students' thought processes and moral reasoning.
Spontaneous Oral Assessments	Egypt	El-Sayed (2021)	Develops confidence and public speaking skills, offers real-time insights into students' grasp.
Mixed-Methods	Indonesia	Rahman & Lestari (2019)	Leads to higher engagement and improved academic performance.
Mixed-Methods	Turkey	Yilmaz & Gunes (2021)	Provides a holistic understanding of student learning, particularly in critical thinking areas.

These findings underscore the importance of employing a variety of evaluation techniques to cater to different aspects of student learning (Diener, 2003; Gawronski, 2006; Grimshaw, 1993). By integrating written assessments, interviews, and spontaneous oral assessments, teachers at Mutiara Bangsa Elementary School can more effectively measure and enhance student understanding and progress in Islamic Religious Education.

3.4 Behavioral Habituation

Behavioral habituation in Islamic education seeks to instill moral values by encouraging students to practice good behavior until it becomes an automatic response. At Mutiara Bangsa Elementary School, this approach is central to the Islamic Religious Education (IRE) curriculum post-Covid-19 (Aslan, 2019; Mujiburrahman, 2020; Niyozov, 2016). Teachers employ consistent reinforcement of positive behaviors, such as honesty, respect, and responsibility, in both classroom settings and daily school routines. This method aligns with the teachings of Islam, which emphasize the importance of character and ethics.

a. Alignment with Islamic Practices

The concept of behavioral habituation is deeply rooted in Islamic teachings. According to scholars like Al-Ghazali and Ibn Miskawayh, moral education (tarbiyah) in Islam is about imparting

knowledge and forming character. Many Islamic countries implement similar strategies in their educational systems. For instance, in Malaysia, the Islamic Education Curriculum emphasizes the development of akhlaq (moral character) through continuous practice and reinforcement (Alsheikh, 2014; Heikkilä, 2006; Reber, 1978). In Saudi Arabia, schools integrate moral teachings with academic subjects to ensure students develop a strong ethical foundation.

b. Empirical Evidence Supporting Behavioral Habituation

Empirical studies support the effectiveness of behavioral habituation in moral development. Research by Alwi and Fitriani (2018) indicates that students regularly exposed to moral reinforcement exhibit significant behavioral improvements. Another study by Rahman et al. (2019) found that Islamic education programs focusing on character building and moral habituation lead to better student academic and social outcomes. Additionally, a longitudinal study by Zuhri (2020) in Indonesia revealed that students who participated in regular moral education sessions demonstrated enhanced social responsibility and ethical decision-making skills.

Table 5: International Examples of Behavioral Habituation in Islamic Education

Country	Program Description	Key Outcomes
Malaysia	Integration of akhlaq in all subjects, reinforcing moral values through daily practices.	Improved student behavior, higher moral awareness, and better academic performance.
Saudi Arabia	Moral teachings are embedded in the curriculum, focusing on real-life applications.	Strong ethical foundation, increased respect among peers, and enhanced social skills.
Indonesia	Regular moral education sessions involve theoretical and practical applications of Islamic ethics.	Enhanced social responsibility, improved ethical decision-making, and academic success.

In conclusion, behavioral habituation as a strategy in Islamic Religious Education at Mutiara Bangsa Elementary School has shown promising results in developing students' moral character (Essabane, 2022; Jalili, 2023; Moodie, 1993). This approach, supported by empirical evidence and aligned with Islamic principles, provides a robust framework for nurturing well-rounded individuals. However, continuous effort and refinement of these strategies are necessary to fully meet the educational goals and ensure all students achieve the desired outcomes.

3.5   Challenges and Areas for Improvement

Despite the effectiveness of the strategies implemented by Islamic Religious Education teachers at Mutiara Bangsa Elementary School, several challenges persist that require attention (Saepudin, 2023; Ucan, 2019a, 2019b). One significant issue is that not all students have achieved the expected academic outcomes. This shortfall suggests the necessity for more personalized and intensive teaching methods. Research by Rahmawati (2021) supports the idea that individualized instruction and additional support can help bridge these gaps, offering a pathway for future improvements.

a. Challenges Faced

One of the primary challenges is the varying levels of student engagement and comprehension post-pandemic. Many students have adapted differently to the new learning strategies, resulting in disparities in academic performance. Additionally, teachers have reported difficulties in maintaining the same level of interaction and engagement that was possible in a traditional classroom setting. According to a study by Al-Madani (2020), similar challenges were observed in several other educational institutions where post-pandemic strategies were implemented (DONATO, 1994; D. Fuchs, 1997; Paris, 1984). The study found that students require more interactive and participatory teaching methods to stay engaged.

Another challenge is the limited access to resources and infrastructure. Although Mutiara Bangsa Elementary School has made strides in improving its educational framework, there are still constraints related to digital tools and learning materials. A report by UNESCO (2021) indicates that schools globally faced similar issues, emphasizing the need for better resource allocation to ensure effective learning environments.

b. Areas for Improvement

Several areas for improvement have been identified to address these challenges. First, more personalized learning plans that cater to students' individual needs are needed. This could involve differentiated instruction techniques, where teachers tailor their teaching methods to suit each student's learning styles and capabilities. Empirical evidence from the research conducted by Smith et al. (2020) suggests that personalized learning plans significantly improve student outcomes.

Moreover, incorporating more interactive and technology-driven teaching methods can enhance student engagement. Blended learning models, combining online and face-to-face interactions, have been shown to be effective in maintaining student interest and participation. For instance, a study by Zhao and Kuh (2020) highlights the success of blended learning in fostering better educational outcomes in various academic settings.

Lastly, continuous professional development for teachers is crucial. Teachers need ongoing training to stay updated with the latest pedagogical techniques and technological tools. A collaborative study by the World Bank (2021) found that regular professional development programs for teachers lead to improved teaching practices and better student performance.

Table 6: Summary of Challenges and Solutions

Challenge	Potential Solution	Supporting Research
Varying levels of student engagement	Differentiated instruction	Smith et al. (2020)
Limited access to resources and infrastructure	Enhanced resource allocation and digital tools	UNESCO (2021)
Maintaining interaction and engagement	Blended learning models	Zhao and Kuh (2020)
Need for ongoing teacher development	Regular professional development programs for teachers	World Bank (2021)

In conclusion, while the strategies implemented at Mutiara Bangsa Elementary School have shown effectiveness in enhancing Islamic Religious Education post-pandemic, addressing these challenges through targeted improvements can lead to even better educational outcomes (Muhaemin, 2023; Mu'ti, 2023; Supriyadi, 2024). With personalized instruction, improved resource allocation, interactive teaching methods, and continuous professional development, the school can better meet the diverse needs of its students.

4. CONCLUSION

The research draws several key conclusions regarding the strategies Islamic Religious Education teachers implemented at Mutiara Bangsa Elementary School Pringsewu, Lampung, post the Covid-19 pandemic. These conclusions are supported by empirical evidence from previous studies and observations.

One of the primary conclusions is that careful curriculum planning has played a crucial role in enhancing the quality of learning. This involves meticulously organizing the content to be taught, aligning it with students' needs, and ensuring that it adheres to educational standards. Previous research supports this by highlighting that structured and well-thought-out curriculum planning contributes significantly to effective teaching and learning outcomes. For instance, a study by Darling-Hammond et al. (2020) emphasizes the importance of curriculum coherence and alignment in promoting student engagement and achievement.

Secondly, the research concludes that the organization of teaching tasks and comprehensive evaluation methods is pivotal in assessing student performance and learning outcomes. Teachers at Mutiara Bangsa Elementary School employ various evaluation techniques, such as written assessments, interviews, and spontaneous oral assessments, to gauge student understanding and progress. This multi-faceted approach to evaluation is corroborated by existing literature, which suggests that diverse assessment methods provide a more holistic view of student learning (Black & Wiliam, 2018).

Lastly, the research highlights the significance of habituating good behavior and moral education as an integral teaching strategy. Teachers aim to instill good morals in students by consistently encouraging positive behaviors, making it a natural part of their daily lives. This finding aligns with the work of Lickona (1991), who argues that character education and the development of moral virtues are essential components of effective education.

In conclusion, while the strategies implemented by Islamic Religious Education teachers at Mutiara Bangsa Elementary School have proven effective in increasing students' interest in learning, there is still room for improvement. The research suggests that more intensive and targeted efforts are required to ensure all students achieve the desired educational outcomes. These findings are supported by empirical evidence from previous research, which underscores the importance of well-planned curricula, diverse evaluation methods, and moral education in fostering an engaging and effective learning environment.

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