MORAL LEARNING STRATEGIES AT MADRASAH MU'ALLIMAAT MUHAMMADIYAH YOGYAKARTA DURING THE COVID-19 PANDEMIC

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Abstract: Moral Learning Strategies at Madrasah Mu'allimaat Muhammadiyah Yogyakarta during the Covid-19 Pandemic
Moral material becomes an essential thing in education. During the Covid-19 pandemic, the education sector changed policy. Every teacher must determine learning strategies following existing conditions, especially moral teachers who must use the right approach to transfer knowledge and instill morals in students optimally. This research was conducted to describe the learning strategies applied by the moral teachers of Madrasah Mu'allimaat Muhammadiyah Yogyakarta and the accompanying constraints. The type of research used is qualitative research with a descriptive approach. This study used respondents consisting of seven people as informants, namely two moral teachers, the deputy director of the curriculum section, and four students of Madrasah Mu'allimaat Muhammadiyah Yogyakarta. Then, interviews and documentations were data collection techniques used by researchers—analysis of data processing using data reduction procedures, data presentation and conclusion. Based on the research results obtained, the learning strategy used by the moral teachers at Mu'allimaat Muhammadiyah Yogyakarta during the Covid-19 pandemic was expository and active learning. As for the obstacles faced, namely the limitations of space, time (class hours), resources (network and IT devices), and the need for more motivation of the students. Even though there were several obstacles, they could be handled/appropriately resolved. This research has limitations, including the difficulty of arranging interview schedules because it is hindered by semester holidays and the school is busy accepting new students. The recommendation from this study is that teachers must be more able to manage classes optimally, especially by using suitable approaches and strategies. With this research, it is hoped that it can become a reference and reference for further similar research.

Keywords: Learning Strategies, Morals, Covid-19 Pandemic, Education, Online Learning

Abstrak: Strategi Pembelajaran Akhlak di Madrasah Mu'allimaat Muhammadiyah Yogyakarta selama Pandemi Covid-19
Akhlak menjadi suatu hal yang sangat esensial. Pada masa pandemi Covid-19, sektor pendidikan mengalami perubahan kebijakan. Setiap guru lebih dituntut untuk menentukan strategi pembelajaran yang sesuai dengan kondisi yang

ada, khususnya guru akhlak yang harus menggunakan strategi tepat agar dapat mentransfer ilmu pengetahuan serta menanamkan akhlak mahmudah pada diri siswa dengan optimal. Penelitian ini dilakukan untuk mendeskripsikan strategi pembelajaran yang diterapkan guru akhlak Madrasah Mu'allimaat Muhammadiyah Yogyakarta sekaligus kendala yang menyertainya. Jenis penelitian yang digunakan adalah penelitian kualitatif dengan pendekatan deskriptif. Penelitian ini menggunakan sumber primer yang terdiri dari tujuh orang sebagai informan, yakni dua guru akhlak, wakil direktur bagian kurikulum, dan empat santri Madrasah Mu'allimaat Muhammadiyah Yogyakarta, sedangkan untuk sumber sekunder penelitian ini adalah buku, jurnal, skripsi terdahulu, RPP, dan dokumen lainnya. Kemudian, wawancara dan dokumentasi merupakan teknik pengumpulan data yang digunakan oleh peneliti. Analisis pengolahan data menggunakan teknik Miles dan Huberman. Berdasarkan hasil penelitian yang didapatkan, strategi pembelajaran yang digunakan oleh guru mata pelajaran Akhlak Madrasah Mu'allimaat Muhammadiyah Yogyakarta pada masa pandemi Covid-19 adalah ekspositori dan pembelajaran aktif. Sedangkan untuk kendala yang dihadapi yakni keterbatasan ruang, waktu (jam pelajaran), sumber daya (jaringan dan perangkat IT), serta motivasi santri yang kurang. Berdasarkan hasil penelitian tersebut, maka didapatlah kesimpulan bahwa pembelajaran Akhlak di Madrasah Mu'allimaat Muhammadiyah berlangsung dengan lancar walaupun terdapat beberapa kendala, namun hal tersebut dapat ditangani/ diatasi dengan baik. Penelitian ini memiliki keterbatasan, diantaranya yakni sulitnya mengatur jadwal wawancara karena terhalang oleh hari libur semester dan pihak sekolah yang sibuk mengurus penerimaan peserta didik baru. Rekomendasi dari penelitian ini yakni guru harus lebih bisa mengelola kelas secara maksimal khususnya dengan menggunakan pendekatan dan strategi yang tepat. Dengan adanya penelitian ini, diharapkan dapat menjadi referensi dan acuan untuk penelitian selanjutnya yang serupa.

Kata Kunci: Strategi Pembelajaran, Akhlak, Pandemi Covid-19, Pendidikan, Pembelajaran Daring

INTRODUCTION

Human Resources (HR) is an essential component of a nation. It is often said that Indonesia is still considered a country that still needs to catch up in improving its people's quality. The terms put forward by Boediono in Suyanto and Hisyam which state that speaking of capabilities as a nation, it seems that we are not ready to face competition in the revolution 5.0 era. More than Indonesian experts are required to compete at the global level. Judging from their education, the current workforce in Indonesia could be more apprehensive. Most of the labor force (53%) is uneducated. Those with primary education are 34%, secondary education is 11%, and those with higher education (university) are only 2% (Kistoro et al., 2022)

Education is the process of developing one's knowledge and skills in the form of attitudes and behaviors that apply in the community environment, which is carried

out systematically (Bosra et al., 2020). Education is also a social process in which a person can be influenced by an environment such as school to achieve high social skills and develop his personality (Latipah, 2021). Education is a necessity that is needed throught life. It can be seen in short that education is a process of learning to improve one's self-quality. With an educational process, a person will prosper and develop properly.

UU No. 20 of 2003 which discusses the National Education System *(UU Sistem Pendidikan Nasional)* Chapter II Article 3 which explains that national education functions to develop the ability to form noble national character and civilization to educate the nation's life, and aims to develop the potential of students to become human beings of faith and fear God Almighty, have a noble character, be knowledgeable, capable, creative, independent, and be a functional and responsible citizen (Kementerian Pendidikan Nasional, 2003).

In the context of forming morals and transferring student knowledge, various types of learning in schools have substances that can positively impact the development process (Gusman et al., 2021). Morals are something that is very essential and must be corrected, so that these morals can lead to *akhlakul mahmudah* and avoid evil deeds *(akhlakul mazmumah)*. A person's level of faith and piety can be seen from his morals. If a student has high confidence, he will also give birth to good and noble morals.

During the Covid-19 pandemic which resulted in a change in the system in the education sector. Nadiem Makarim as the minister of education supports the local government's policy of closing schools and replacing them with online learning or virtual learning (Hopid & Kistoro, 2022). Finally, the Regulation of the Minister of Education and Culture of the Republic of Indonesia (*Permendikbud RI*) No. 4 of 2020 contains the implementation of educational policies during an emergency period of the spread of the corona virus disease (Covid-19). Circular of the Minister of Education and Culture Number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of corona virus disease (Naseh et al., 2022).

Various obstacles and impacts are faced by students, teachers, and the parents of the students which can cause learning not to take place effectively. Each teacher has their characteristics, both from the method of material assistance to providing evaluations for students. In an emergency like today, every teacher must determine learning strategies while still paying attention to the situation and condition of the class and the characteristics of the material to be taught. Apart from standing alone, one learning strategy can be combined with other learning strategies while still adjusting the other components.

The research was carried out by taking the subject of moral teachers because during the Covid-19 pandemic, all students were studying from home, while teachers could not directly bring together how students behaved. The lesson of morals is a part

of learning Islamic Religious Education whose position is significant because it relates to how to behave in life from the simplest to the most complex things. Moral education which aims to shape attitudes and behavior based on the values of religious. Education has so far been carried out by giving material directly and also providing direct practice to give students a deeper understanding. The existence of Covid-19 finally affected the educational process carried out now in the form of exercise.

The research was conducted at Madrasah Mu'allimaat Muhammadiyah Yogyakarta. Since the issuance of a circular regarding implementing courageous learning by the Ministry of Education and Culture, all schools have implemented it. The Mu'allimaat Muhammadiyah Yogyakarta Madrasah is no exception, which implements distance learning and returns all students for quite a long time. Researchers found uniqueness in the moral learning process with various learning strategies used and supported by the media. These were solutions for learning during a pandemic created and provided by Madrasah Mu'allimaat Muhammadiyah Yogyakarta. It doesn't stop there, there is a collaboration between the teachers and the *musyrifah* of the boarding school at the *madrasah* in debriefing the morals of the students.

With learning strategies from good teachers and this particular portal, it is one of the solutions offered by Madrasah Mu'allimaat related to learning during a pandemic. This makes it easier for students and teachers to learn during the pandemic. This phenomenon is an exciting and new thing where schools have innovation and creativity in collaborating on various aspects to continue to carry out courageous learning in a way that can be accepted by all students and can be implemented by teachers. This background underlies and encourages researchers to examine further the learning strategies implemented at Madrasah Mu'allimaat during the Covid-19 pandemic. The problem that researchers will discuss is regarding the learning strategies teachers implement and the obstacles teachers face in actualizing learning strategies in moral subjects at Mu'allimaat Muhammadiyah Yogyakarta during the Covid-19 pandemic.

Components and variety of Learning Strategies

All components of the learning strategy in education will affect the mode of teaching and learning activities *(KBM)*. Thus, the members of the learning strategy can also be factors that influence the success of the learning process (Rohman & Amri, 2013). That is, the teacher must pay attention to all of these components for the sake of good learning, and is not allowed to pay attention only to some of these components. Competent teachers will be able to maintain and continue developing all of their competencies related to the learning process and other tasks that are still their responsibility (Kistoro et al., 2020).Teachers have pedagogical competence to

organize learning in the classroom, so the teacher is the most critical component that will direct how education will be collected (Fathorrahman, 2017).

Students also have potential that must be improved and developed. In the learning process, the teacher uses appropriate learning strategies so students more easily understand the subject matter discussed in class. So that in this case, students are one of the teachers' keys to choosing learning strategies that can help students develop their strengths and advantages (Titu, 2015). To create a learning strategy, a goals are needed. So that goals can be interpreted as directions and targets that become a benchmark or basis for determining methods, teaching materials, materials, media, and several other components in the learning process (Anjarsari, 2018). One of the components of learning is systematically arranged lesson materials used to achieve learning objectives. Learning materials can be in the form of material knowledge, moral values, art, religion, attitudes, and skills (Wardana & Damayani, 2018).

Another component used to support learning so that it can run well is the learning method. The learning method is a method used to implement learning strategies to achieve learning objectives. The choice of method must be appropriate in order to encourage students to carry out activities according to their learning style. Various learning methods include lectures, questions and answers, discussions, assignments, simulations, demonstrations, and experiments (Maftuhin & Fuad, 2018) . Learning media also influences the learning process of students. Media is also known as a tool used to help achieve learning goals. The function of the media in the learning process is to facilitate interaction between educators and students and make learning more effective and efficient (Sudiantini & Dewi Shinta, 2018). Learning media can be in the form of software or hardware that is useful for helping educators deliver teaching materials. In making teaching materials, learning resources are needed. Learning resources can be used as a place where teaching materials can be obtained. What is meant by learning resources are humans, the environment, books, mass media, and so on (Zufar et al., 2020). The situation and environment also influence educators in choosing the right learning strategy. The external case and conditions referred to are climate, demographic conditions, and other problems. To achieve learning success in achieving learning objectives, it is necessary to evaluate learning strategies. In addition, evaluation can be used to obtain feedback as material for further improvement in learning.

Various strategies in learning include expository, inquiry, problem-based, cooperative, affective, contextual and quantum. Expository is oriented towards explaining facts, ideas, and information verbally or orally. This strategy is a form of learning which is education for educators. The inquiry learning strategy is a learning activity that emphasizes Islamic and analytical thinking to find answers to a problem. This strategy emphasizes the activeness of students in learning. Problem-based learning strategies are learning that focus on the process of solving problems through

a scientific approach. This strategy requires students to continue exploring knowledge to develop skills (Adi, 2021). Cooperative learning strategies where students can train to improve skills in working together and collaborating in groups. There are four essential elements: participants, rules, willingness, and learning efforts of each member, and the goals to be achieved. That way, one student's learning success can be seen from the group's success. This practical learning strategy emphasizes the process of forming positive attitudes in students (Latipah et al., 2020). In learning, students are required to be able to determine the decision that is considered the best regarding the way out of the problems presented.

Contextual learning strategies focus on learning that encourages the activeness of students to find the material being studied and relate it to situations in real life. That way, students can apply this knowledge in life. This active learning strategy consists of several types such as card sort, power of two, group quizzes, jigsaw, everyone is a teacher here, snowballing, information search, peer lesson, index card match, and learning cell. Each type has varying stages and steps, which can be used by adjusting it to the kind of material and class conditions. Finally, the quantum learning strategy is accelerated learning offered by the learning forum. Students feelings and attitudes cannot be separated very influentially on the learning process. Natural teachers must understand several principles using quantum strategies, namely creating impressions and stories, directing focus, inclusive or inviting, and specific or right on target. Whereas non-verbal communication needs attention is eye contact, facial expressions, tone of voice, and gestures (Lestari & Hudaya, 2018).

Moral Urgency

In language, morality is the plural form of *khuluq* which means character, temperament, behavior or character (Naseh et al., 2022). There are several opinions and views related to morality in terms of various Islamic figures such as Imam Al-Ghazali who explained that morality is a trait that is embedded in every soul (spirit) so that later actions that are easy to do can become habits, without thinking about it (Saepuddin, 2019). There are two kinds of morals, namely commendable morals and despicable morals. This admirable character is called *akhlakul mahmudah*. In language, *mahmudah* is a form of *maf'ul* from *hamida* which means practical. Apart from being called *akhlakul mahmudah*, good morals are also often known as *akhlakul karimah* (noble character). That way, *mahmudah* morals are commendable behavior that can be used as a sign of the perfection of a servant's faith in Allah SWT.

Several methods can be used as a step to instill morals in a person from an Islamic perspective. One of these methods is the *Uswah* method or exemplary, *Ta'widiyah* method or habituation, the *Mau'izah* method or advice, the story method, and the proverb or parable method (Jalil, 2016).

Table 1. Moral Indicators

No	Type	Description
1.	Morals towards Allah	To monotheism, Allah, repent, *husnuzhan*, *dzikrullah*, trust, *tadharru*,
2.	Morals toward the Prophet	Love the Messenger of Allah, follow and humble the Apostle, say sholawat and greetings to the Messenger of Allah,
3.	Morals towards yourself	Patience, gratitude, trust, *sidiq* (honest), *wafa* (keep promises), *qona'ah*, *iffah* (maintain self-purity), *ihsan* (do good), *al-haya* (shame),
4.	Morals towards family	*Birrul walidain* (dedicated to parents), kind to siblings, fostering and educating families, caring for offspring
5	Morals towards society	Do good to neighbors, *ta'awun* (mutual help), *tawadhu*, respect for friends and friends, friendship with relatives
6	Morals towards the environment	The natural environment and love for the motherland and country

METHODS

Research implementation requires approaches and types of research that must be adapted to the problems to be studied. The method used is qualitative research. The research approach applied is descriptive research (Kistoro et al., 2020). The technique for selecting data sources uses a purposive technique with primary considerations of the characteristics of the informants that are in accordance with the objectives of conducting the research. The data in this research is in the form of words and utterances from data sources and attitudes observed by researchers. This form of observation is based on the interactions and attitudes of students taking part in distance learning, where some students have an enthusiastic attitude and some are passive. The primary data sources in question are two Madrasah Mu'allimaat teachers who teach Morals (MTs and MA), the Deputy Director of the Curriculum section, and four students of the Mu'allimaat Muhammadiyah Yogyakarta Madrasah. The sampling technique in determining students is based on the snowball technique (Creswell, 2014) where the respondents who are asked for data all have almost the same answers so that the data taken is considered sufficient. Secondary data comes from information provided by school principals and curriculum representatives, as well as notes, data, archives, and other documents related to Madrasah Mu'allimaat Muhammadiyah Yogyakarta.

This study uses data collection techniques with interviews and documentation (Kistoro & Kurdiansyah, 2022). The type of interview used by the researcher is a structured interview which is included in the in-depth interview category. Documentation becomes secondary data in this research. With this technique, various types of information or information related to the general description of online learning can be identified. Learning Implementation Plans are one form that can be taken using this technique. While the data validity technique used is a triangulation

of data sources and technical triangulation. The data analysis technique used in this qualitative research is in accordance with the opinion of Miles and Huberman, whose activities involve data collection, data reduction, data presentation and conclusion or verification (Miles, M.B, Huberman, A.M, Saldana, 2014).

RESULTS AND DISCUSSION

Based on information from research participants, both through interviews and documentation which was carried out to obtain actual data regarding the learning strategies for the Morals subject during the Covid-19 pandemic at Madrasah Muallimaat Muhammadiyah Yogyakarta.

Madrasah Strategy and Policy during the pandemic

Covid -19 pandemic, learning was carried out in complete blended learning and dare. Teachers have a central role in transferring knowledge and integrating morals in students. A teacher's creativity in teaching boldly is needed to implement effective learning. Following the statement letter submitted by the Deputy Director of Curriculum for the Madrasah Mu'allimaat Muhammadiyah Yogyakarta, namely, Ms. EE explained that:

> "The 2021/2022 Curriculum teachings are starting to be combined because in the mid of semester one, some students have already attended *madrasah* but we regularly present them. And finally in November, we use a hybrid learning system and the emergency curriculum which uses the 2013 curriculum but there is the absorption of learning hours. But for semester two it is full. God willing, *ustadz* and *ustadzah* are qualified to handle learning during the past pandemic. Since late 2019, we have provided training and assistance to all teachers for their abilities in the field of multimedia-based learning. So, God willing, it supports." (EE, 2022)

This statement was reinforced by an explanation from Mrs. H as the teacher of the Akhlak at MA Mu'allimaat Muhammadiyah Yogyakarta as the party teaching in the class:

> "There are students at home and some who have allowed their parents to return to the *madrasah*. But before that, it was 100% online based via Zoom and i collaborated with Google Classroom and other platforms. However, apart from teaching in class, i also connected to Zoom during blended learning. At Mu'allimaat there is also a learning media, the core link between us, namely the Mu'allimaat Learning House (*RBM*). All materials and exams can be carried out at *RBM*. Related IT capabilities and the geographical conditions of the students homes have been handled by the *madrasah*. *Santri* who feels there are problems with the network or lack of resources such as not having a laptop, so first report to the curriculum, then the curriculum section reports to each teacher that certain children are having network problems, or are having problems with other things."

Learning Facilities and Resources for Moral Learning during the Covid-19 Pandemic

Facilities and infrastructure are the things that affect the continuity of the learning process both attractively and boldly. According to Mrs. H as the MA Morals teacher, the school has optimally provided good facilities, along with the explanation:

"The facilities at *RBM* are for online learning. *RBM* can function as a place to convey material to students, and several other things. Teachers are also connected to access, create questions, upload, and assess the results of students work at *RBM*. Besides *RBM*, there is also *KBM* through Zoom Meeting." (H, 2022)

Then it was added by Ms. S who is an MTs Morals teacher by conveying:

"Teachers teaching facilities are also very supportive, because all teachers have cell phones and laptops. It's just that some students experience a weak internet network and sometimes share resources with other family members." (S, 2022)

Santri MA Mu'allimaat Muhammadiyah Yogyakarta, ARB said that:

"*Alhamdulillah*, the teachers are always on time in providing material, and there are no signal problems. The students had difficulty signaling. But *Alhamdulillah*, the school and teachers understand and provide relief for those of us who do not take part in full learning as long as we provide a clear report regarding their non-participation. The learning resources used online are Power Point. Still, the *ustadzah* also sends the Ministry of Religion e-books, for offline learning also Power Point, printed books from the Ministry of Religion, *LKS*, and booklets from the Mu'allimaat himself." (ARB, 2022)

Based on the information submitted by the informants, it can be seen that Madrasah Mu'allimaat Muhammadiyah Yogyakarta has provided infrastructure for offline learning and facilities for online learning such as the Mu'allimaat Learning House (*RBM*) portal.

Learning Preparation during the Covid-19 Pandemic

There are learning tools that must be prepared by each teacher to be used for teaching purposes. Like Mrs. H explained that:

"The preparations that i have made in advance are of course the syllabus and lesson plans. As for technical matters that are usually prepared shortly, such as preparing material that needs to be presented to students through Microsoft Power Point displays, learning videos, and articles." (H, 2022)

Likewise Mrs. S answered similarly to that given by Mrs. H.

"... attendance, assessment of devices, and list of grades are also part of the equipment that must be prepared when entering class ." (S, 2022)

Implementation of Moral learning during the Covid-19 Pandemic

The teacher is responsible for implementing an effective learning process and the transfer of knowledge runs optimally, and the stages of the learning process from

introduction to closing. Learning tools and learning stages carried out by Mrs. H are as follows:

> "Greet the children, present their presence, and after that ask how they are doing, i usually ask them first, do you still remember what our *KBM* discussed yesterday, then for a new theme i usually start with existing phenomena, i like to present articles that discuss LGBT or sometimes i give the question "do you know this character?" like that. The point that can arouse their interest first by not going straight into the material is to invite students to associate existing phenomena with the material to be studied. I always associate the lessons with application in everyday life." (H, 2022)

While the learning process with Mrs. S took place with:

> "Introduction to learning begins with greeting, apperception, asking how the child is, checking the child's presence. If online, they are present but you can say they are not 100% present, some are left behind, fall asleep when they are tired, and so on, then motivate children to study seriously both directly with words and by giving motivation and showing books work that i have, learning objectives to be achieved. The contents of the core activities are packaged according to the content of the material and the learning model, depending on the amount of material. If we were online yesterday, we used Zoom, and WhatsApp via chat and voice notes. I also coach for children, for example reminding children how to be polite before going to bed on the Whatsapp Group. Whereas at school when it's offline, it conditions children in class by motivating, and providing varied approaches and learning models. So i first gave lectures and packaged them with other models such as jigsaw learning, socio drama, and other fun models. Closing as usual with feedback such as short verbal evaluation questions and ending with a greeting. I also often do coaching to children, for example reminding children how to be polite before going to bed." (S, 2022)

Then Mrs. S explained again that:

> "Evaluation by providing practice questions from the material provided, as well as assignments to develop their skills with speeches, presentations as if they were preachers, memorization, resumes with the intention of pleasing children to recite or repeat. So even if they were brave, i told them to do it in notebooks, and the results were photographed and sent to me. They will also feel that their work is being cared for. From an affective perspective, as long as they are brave, there are a lot of them because we can't see them and demand them, especially if they look their cellphones where sometimes the words are inappropriate, they can't sort it out, in the end we as teachers start face to face back began to form their character again. Now i often have to remind myself in class or outside class when i see a child's behavior that is not appropriate." (S, 2022)

A class VIII MTs student named FN who was taught by Mrs. S gave her responses to the Morals lesson, as follows:

> "I fit into the main role strategy in Moral learning compared to the teacher who lectures continuously, the main role makes me not bored and sleepy. If you play a fun and cool role, you will be more enthusiastic. Thank God i

always ventured to be active in daring and enthralling learning. Besides that, Mrs. Asih gives advice first and then there are examples of applying *mahmudah* morals during lessons. I will apply the advice and guidance given by Mr. Asih *Insyaa Allah* in my daily life." (FN, 2022)

MA Santri Named HF class XI responds that the Moral learning strategy:

"Usually the ones who give lectures the most are followed by group discussions, questions and answers. *Ustadzah* when conveyed is good, from the language it is also up to date, i like it. I am comfortable with his method, but some of my friends underestimate the subject matter of Morals because they get tired easily. He also usually gave advice from the implementation examples, like yesterday when *ustadz* worrying about today's youth who are too fond of culture in Korea by watching Korean drama." (HF, 2022)

Supporting and obstacle factors of Moral learning during the Covid-19 Pandemic. Based on the information submitted by Mrs. H,:

"During online learning, of course, the availability and limitations of resources such as the internet network of some students who are not supportive, limited space, lack of student motivation, lack of parental supervision." (H, 2022)

Then according to Mrs. S, she mentioned the factors that influence learning during the Covid-19 pandemic, namely:

"There are lots of supporters, lots of facilities, laptops, LCDs, the school environment also supports learning. The obstacle was in the first week of the semester, the books had not reached the children. If you dare, yes, quota, network, and children who turn off the camera during Zoom."
(S, 2022)

This was also clarified by the Deputy Director of the Curriculum Section who certainly knows and understands the input and output of learning during the Covid-19 pandemic.

"As for the supporting factors, here is a boarding school, so implementation in subjects is supported by *ustadz and ustadzah* who also implements and revives the character of habituation then in *madrasah*, now in the dormitory they are accompanied by *musyrifah,* tutors, *alhamdulillah*, they will be monitored for worship activities and hidden morals. As for the inhibiting factor, maybe because they are still children, so sometimes they have to be accompanied, then always reminded. God willing, the average Mu'allimaat students have good morals and personalities." (EE, 2022).

Based on the results of the research that has been carried out, the learning process on the subject of Morals during the Covid-19 pandemic at Madrasah Mu'allimaat Muhammadiyah Yogyakarta went well. All facilities and student learning resources have been provided by the *madrasah*. In addition, *madrasah ustadzah* have also been well prepared by providing socialization and training related to IT based multimedia learning. Moral learning strategies during the Covid-19 pandemic at Madrasah Mu'allimaat Muhammadiyah Yogyakarta. Before teaching in class, of course several things must be prepared by a teacher. The teacher's readiness to

teach will determine the merits of a lesson. According to Ivor K. that the teaching plan that must be prepared by the teacher is to analyze the task, choose the things needed for learning, and record learning objectives. Some of these points are accommodated in the Learning Implementation Plan (*RPP*). *RPP* is a reference or guideline for teachers in implementing the teaching and learning process. However, not all teachers can implement all of the contents of the *RPP*, which does not mean it is not implemented, but the *RPP* must still be developed by adapting to actual classroom situations and conditions to achieve the existing learning objectives.

Table 2. Learning Strategies and Constraints

No.	Component	System	Information
1.	Learning strategies	Brave	Expository learning strategies (lectures, presentations, questions and answers, discussions, practice assignments) and contextual learning strategies.
		Enchanting	Expository learning strategies (lectures, presentations, questions and answers, discussions), active learning strategies (socio drama, jigsaw learning) and contextual learning strategies.
2.	Obstacles	Brave	Limited space, limited time (class hours), lack of student motivation, students who do not focus on learning, lack of internet network
		Enchanting	and sharing of resources distribute books late, sleep in class, and need regular assistance.

Source: Data processed by researchers, 2022

Preparation for teaching the Akhlak Mu'allimaat Muhammadiyah Yogyakarta teacher, namely the syllabus and the learning implementation plan (Kistoro et al., 2021). Then if detailed there are learning objectives contained there, teaching materials that can be taught directly without media or in the form of Power Points, learning videos, and articles, then there are also assessment tools, attendance, lists of grades, and several other things. These are all the tools needed when teaching. Teachers of the Mu'allimaat Muhammadiyah Yogyakarta Madrasah morals plan and prepare for teaching carefully, so that learning can proceed more systematically and directedly (Widyanto & Wahyuni, 2020) .

Implementation of learning involves several stages: introduction, core activities, and closing. In each stage there are essential points to stimulate students to be interested and to be able to focus on the material being taught by the teacher. Like the Moral teacher at Madrasah Mu'allimaat Muhammadiyah Yogyakarta who always pays attention to every stage of learning. Starting from the introduction where the teacher conditioned the class first and gave an apperception in the form of questions from the last material meeting, explained the learning objectives, and highlighted the range of material to be studied. The core activity is to provide material using the lecture method in collaboration with other learning methods so that students become interactive. The last movement is closing with an evaluation and jointly providing conclusions on the material that has been discussed (Elihami & Syahid, 2018) .

The learning strategy is one of a series of activities selected and used by the teacher in providing learning materials to students in class to realize predetermined learning objectives. Learning strategies are chosen based on content material, characteristics and learning styles of students in class, and environmental conditions (Mardianto et al., 2021). A teacher can teach several classes with different material, but not with the strategies he uses between classes. The learning strategies are: expository, inquiry, problem-based, contextual, affective, cooperative, active, and quantum learning strategies.

The learning strategy used by the Morals teacher during the Covid-19 pandemic during an adventure at Madrasah Mu'allimaat Muhammadiyah Yogyakarta was expository and contextual. Through expository learning, students are invited to think critically in discussions and the teacher acts as a facilitator. Contextual understanding is learning where educators present the natural world in the classroom, so that students can implement it directly in the outside world (Slameto, 2015). Because it cannot be denied that this learning strategy is essential to increase students understanding of the learning process, especially in the lecture method. However, the lecture method does not stop there, the teacher also packs it in by providing opportunities for students to be active by using several other methods such as questions and answers, discussions, and presentations in the form of ordinary culture and *Da'i* style .

The teacher always relates the subject matter to existing phenomena even in learning. Especially things that are trending nowadays, because that way students become more enthusiastic, active, and interested in responding to what teachers and friends convey. Moral learning strategies during the Covid-19 pandemic, especially during the brave, namely expository learning strategies with several considerations such as material that is so broad that it can be conveyed to students maximally through lectures (Maulida, 2022).

After the spread of the Covid-19 virus decreased and the government issued permission for educational institutions to conduct face-to-face meetings again, the Yogyakarta Mu'alliimaat Muhammadiyah Yogyakarta Akhlak teachers reorganized

and selected and used more interactive learning strategies. In engaging learning, Madrasah Mu'allimaat morals teachers can provide material by collaborating on expository learning strategies and active learning strategies. This is very good to implement because students can get narrative material directly from the teacher and play an active role in a class by using the jigsaw method and socio drama.

Obstacles faced by teachers in actualizing learning strategies in the Morals subject during the Covid-19 pandemic at Madrasah Mu'allimaat Muhammadiyah Yogyakarta. The learning strategy often used is the expository learning strategy because it has several advantages. Among them, the teacher can clearly determine the boundaries of the material presented to students, suitable for use with a broad and large subject matter with a limited time ratio. Students can listen to what the teacher says and identify and observe through demonstrations; this expository strategy is also appropriate when used in large classes.

In addition to the advantages or advantages of expository learning strategies described previously. There are also weaknesses of this strategy, namely, the form of communication used is relatively one-way so students quickly get bored, not suitable for students who have low listening skills, and do not see differences in each individual (student) both in terms of interests, learning styles, talents, abilities, and knowledge, and lastly, the success of this strategy depends on the readiness of the teacher in terms of teacher confidence, ways of communicating, ability in classroom management, and the teacher's understanding and breadth of insight into the material.

Even though the teacher has maximized the use of expository learning strategies during bold learning, in reality these strategies have yet to completely liberate students' attention from withdrawing material. Limited space and class hours make learning less than optimal, moreover there are one, or two students who do not activate the camera when doing video conferencing on Zoom, limited resources such as minimal internet network, teachers cannot unite directly related to student attitudes and behavior, student motivation lacking, and parental supervision is also lacking.

Based on the obstacles faced in learning brave morals for internet network problems, the school has anticipated providing relief. Teacher monitoring of student morals and students' daily activities while at home can also be assisted by the *musyrifah* of the Islamic boarding school at the *madrasah* with the knowledge of parents or guardians. Then for obstacles in lacking interest, the teacher always advises children to keep their attitude, do tasks in an orderly manner, and read regularly, the point is things that can lead to items that are not good, the teacher always advises to minimize them, then if you really can't tolerate, teachers who intervene to contact parents of students so that parents provide more and routine support to supervising children's learning seriously.

The obstacle to offline Moral learning is based on the age of the students who are classified as children, so regular assistance is needed, including giving advice for students to continue to be enthusiastic about learning in order to achieve their goals even though they are far from their parents. For students who sleep in class, the teacher still tries to wake up these students without punishment, because the teacher also understands that there are a lot of students' activities in their daily lives, so the handling is by waking up the students and giving orders to wash their faces in the bathroom so that they are refreshed and can study closely. The late distribution of books can be anticipated by providing material through PowerPoints that have been provided by the teacher.

CONCLUSION

Based on the findings and discussion descriptions that have been presented by the researchers, a conclusion was obtained from the study entitled "Moral Learning Strategies at Madrasah Mu'allimaat Muhammadiyah Yogyakarta During the Covid-19 Pandemic". Madrasah Mu'allimaat Muhammadiyah Yogyakarta uses various learning strategies according to situations and conditions. For Moral learning more on the use of expository learning strategies, active learning strategies, and contextual ones. For the expository learning strategy, the method applied is lectures, discussions, questions and answers, and presentations packaged to resemble preachers. As for the active learning strategy, the technique used is jigsaw learning , the role playing method (socio drama). Contextual learning strategies are used by relating material to real situations that occur around and focusing on the application of everyday life. Choosing learning strategies through various considerations by adjusting class conditions and student characteristics. It is hoped that this strategy can minimize students who are less active or often sleep in class.

The obstacles faced by the teacher in implementing this learning strategy are students who are less focused on learning, pay less attention to the teacher when given material explanations, and turn off the camera when zooming takes place. Especially for students who are still children, sometimes they have to be accompanied and reminded. This can be minimized, using the teacher suddenly calling students' names randomly to be asked questions or asking for responses to the material presented. Then in between lessons, the teacher can tell stories casually and give jokes so that students understand the situation they are experiencing.

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