Learning Management Based on Blended Learning

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Abstract. *The aims of this research are to: 1) determine the lesson plan, 2) organize learning, 3) implement learning, and 4) evaluate the applied learning. This research was conducted at Madrasah Ibtidaiyah Al Falahiyyah, South Jakarta in the academic year 2021/2022. Researchers used a qualitative approach, with a case study method. The research subjects were the principal, teachers, students and guardians of students. Collecting data using interview techniques and documentation studies. Data analysis was carried out by using data analysis techniques, data reduction, data presentation, data verification and drawing conclusions. The results of this study found that the steps in the planning stage include: a) Dissemination of technical instructions from the education office with guardians of students, b) parents and schools form an agreement, c) coordination between schools and relevant government agencies, d) government agencies verify e) the school prepares all kinds of letters needed related to permits to implement PTMT, f) issuance of permits, and g) Implementation of PTMT. School activities consist of annual activities, namely commemorating Islamic and national holidays, monthly activities, namely recitation of guardians of students and weekly activities, namely training on learning methods for teachers which are carried out 2 times a week. The evaluation stage is carried out by involving parents, especially in attitude assessment.*

Keywords: Learning Management, Blended Learning, Madrasah Ibtidaiyah

A. INTRODUCTION

The 21st century learning model requires teachers to be more creative and at peace with the changes that occur. These changes are related to the methods, teaching techniques and media used by teachers to deliver materials and educate students (Zubaidah, 2016). The COVID-19 pandemic has left many new things, especially in terms of learning management that teachers want to choose and implement. Various new things that previously had not been mastered at this time are abilities that must be possessed by a teacher, this is done in order to achieve effective and efficient learning.

Today's learning is more student centered (student center learning), the teacher acts more as a facilitator and motivator. Student center learning puts forward the teaching and learning process based on the needs and interests of children. Student centered learning is a learning that places students as the center of the learning process. The student-centered learning model is different from teacher-centered learning (instructor centered learning) which emphasizes the transfer of knowledge from teacher to student who is relatively passive (Trinova, 2013).

According to J.J Rousseau in Masitoh, et al, 2005: 36 states that "we should not emphasize the amount of knowledge that is expected to be possessed by a child, but must emphasize what children can learn and what children want to know according to their interests". The opinion of J.J Rousseau explains that student centered is a learning process in which all activities are centered on children and children's interests so that

children dominate the learning process.

In this concept the most important thing is the student's learning process. Teachers consciously place more attention on students' involvement, initiative, and social interaction. Learning activities that use this approach can appreciate the uniqueness of each individual from each student, both in interests, talents, opinions as well as the ways and learning styles of each student.

The COVID-19 pandemic has changed the learning system in schools, not only limiting teacher-student meetings but also changing the learning methods that have been used so far. The concept of student-centered learning, students as learners are required to be able to motivate themselves in learning so as to foster a culture of independent learning. Self-study in students can be encouraged by the teacher in many ways, including through discussions, assignment writing papers, project creation, case studies, or experimental design.

In the era of civilization in the Covid-19 pandemic or what is often referred to as "New Normal", forcing education to leave the old learning concept that still relies on 100% face-to-face between teachers and students to move to the use of information and communication technology-based. Learning management is required to change and adapt to the current state of the new normal era. Learning management is one of the important references in carrying out the teaching and learning process in order to support successful learning during the Covid-19 period.

Blended Learning-based learning management during the Covid-19 Pandemic in educational institutions is one of the most important components of education to pay attention to because the students are the input, process, and output. Good and quality student learning management contributes to the existence of quality educational outputs. Therefore, Blended Learning-based learning management during the Covid-19 pandemic needs to be carried out optimally in order to be able to support the achievement of educational goals, both in curricular goals (subjects), institutional goals (institutions/educational units), as well as national education goals (Badrudin, 2014).

There are 3 main components that affect the effectiveness of the implementation of ICT-based learning, namely pedagogy, social interaction and technology. However, apart from the three components described above, management ability is also an important skill to apply in order to implement the ICT-based learning process (Islamic & Management, 2020). In research conducted during the COVID-19 pandemic, Madrasah Ibtidaiyah Al Falahiyyah, South Jakarta, implemented a blended learning-based learning management system.

Regarding learning management, the most widely observed are related to several functions of planning, organizing, implementing, and evaluating. Madrasah Ibtidaiyah Al Falahiyyah South Jakarta conducts learning management during COVID 19 based on directions or instructions from the education office or if in this case MI is under the auspices of the Ministry of Religion. MI Al Falahiyyah is directed to face-to-face learning with technical instructions that have been recommended, namely by preparing facilities and infrastructure, preparing coordination lines, preparing all kinds of files which will indeed be published later. checked by each agency in its implementation.

MI Al Falahiyyah conducts learning activities only in the classroom. Meanwhile, activities outside the classroom are abolished, such as extracurricular activities, sports activities, until it is possible to come to the canteen, this has been limited. The canteen is still open, considering that many parents sometimes don't bring lunch to their children. This is something that must be a common concern, there must be stabilization from the Principal, teachers, children, parents and also relevant government agencies.

Based on the results of the researchers' observations above, it is very important for Madrasas to balance the demands of the current changing times, especially during the Covid-19 Pandemic. Madrasas must be able to compete in the Industrial Revolution 4.0 Era which requires Madrasas to always be dynamic in every condition. Despite the facts found in the field, there are still many Madrasas that focus on their old culture, then it is difficult to adapt to changing teaching and learning conditions. This is presumably

because Madrasas have difficulty managing the learning process, especially learning management using blended learning (Pane, dkk, 2018).

Apart from every problem faced by MI Al Falahiyyah, it is considered capable of implementing a blended learning process by utilizing technology and learning information that is owned and controlled. From the discussion above, this issue is important and interesting to study, several problems that can be formulated, namely (1) how to plan learning during the Covid-19 pandemic; (2) how to organize learning during the Covid-19 pandemic; (3) how to implement learning during the Covid-19 pandemic; (4) how to evaluate learning during the Covid-19 pandemic.

B. METHOD

This research uses a qualitative approach with a case study method. Qualitative research uses data collection methods with interview, observation and documentation techniques (Mohajan, 2018). This research was conducted at Madrasah Ibtidaiyah Al Falahiyyah, South Jakarta on September 14, 2021. The main data sources in this study were grouped into two parts, namely, primary data sources and secondary data sources. The primary data source is the statement interviewed and then recorded through written notes and taking photos. Secondary data sources are data in the form of documents, photos or other important notes containing information from informants (Apriani et al., 2021). In this study, the primary data sources were the Head of Madrasah Ibtidaiyah and 3 teacher representatives, namely Class 1 teachers, Class 4 teachers and Class 6 teachers.

Before conducting the research, the researcher first made observations in the Madrasah Ibtidaiyah Al Falahiyyah environment to find information on the problems to be studied. After the observations were made, the researchers conducted a focus group discussion with the madrasa management to examine any problems.

C. RESULTS AND DISCUSSION

Madrasah Ibtidaiyah Al Falahiyyah

Madrasah Ibtidaiyah Al Falahiyyah has a vision to become a tolerant and tawasud school, which means that MI Al Falahiyyah can be accepted by the community without any disputes in the world of education. MI Al Falahiyyah is based on a pattern of education that is owned and implemented, namely tolerant education which has a suitability or balance between science in general and religious knowledge. So that it must have been prepared by the school management.

While the mission of MI Al Falahiyyah is to make its graduates able to enter the next educational institution that has more competence in the field of religious education and general education. MI Al Falahiyyah students have a history of academic and non-academic achievements.

Learning Management

Learning management can be interpreted as a process of planning, implementing and evaluating learning in the process of implementing learning. According to Conners in Hasibuan and Moedjiono (2002:39-40) that the functions of learning management include: (1) planning in learning, (2) implementation in learning, and (3) evaluation in learning. (D. N. Pane et al., 2018).

In determining the learning management of the school, of course, it is guided by the curriculum presented by the Ministry of Education and Culture, namely the Independent Curriculum, where its application still reaps many question marks from education implementers, namely schools and educators. This rapid change of course creates a gap between educators so that in practice schools and teachers must have fast adaptations. The attitude taken by the management of MI Al Falahiyyah is to adjust the needs of schools, teachers, and students by using KTSP combined with K13, even so educators always pay attention and follow any developments that occur.

Learning Management during the Covid-19 pandemic based on Blended Learning at Madrasah Ibtidaiyah Al

Falahiyyah with the concept of PTMT Limited Face-to-face Meetings begins with several steps, namely (1) providing understanding to parents regarding instructions/protocols that must be adhered to if they have agreed for their children studying at school during COVID-19 as evidenced by a statement letter; (2) coordinate with government agencies such as the COVID 19 task force and local health centers; (3) Creating infrastructure that is in accordance with the COVID-19 health protocol, such as hand washing facilities, temperature check devices, etc.; and (4) making PTMT procedures such as reducing class hours and eliminating rest periods.

During the PTMT period, the madrasah established good communication with the guardians of students so that there was no miscommunication such as in this case the time for student pick-up and drop-off. Parents must drop their children at the latest at 07.30 and can be picked up again at 10.30. Activities carried out at Madrasah Ibtidaiyah Al Falahiyyah are only learning activities in the classroom. So that when PTMT all extracurricular activities, and sports activities are temporarily abolished. The MI Al Falahiyyah canteen is still open because there are many parents who sometimes don't bring lunch to their children.

Implementation of Blended Learning

Based on research conducted at MI Al Falahiyyah emphasizes that blended learning in the PTMT program and distance education is deemed necessary to strengthen the subject matter that has been obtained and studied by students online, in addition to integrating online and face-to-face learning methods using blended Learning can also shape the social environment of students so that they can communicate, interact, and build relationships directly with other students even though they are not face to face.

The planning carried out before the application of blended learning is (1) determining the teaching materials. Educators must be able to understand teaching materials and what types of materials are good to do in PTMT and PJJ. (2) prepare the design of the blended learning used. In this case, blended learning learning

planning has been carried out properly starting from the schedule for implementing learning that is tailored to students, the facilities used to support online learning such as quizziz and google forms. (3) determine the use of one e-learning in learning which is then socialized and applied to students and also parents as student mentors during PJJ.

MI Al Falahiyyah always updates every learning media used, seeing the condition of students who are getting bored or bored with the learning media, the teacher has prepared other media for students who are in the classroom or at home. One of the shortcomings in the school is the lack of supporting facilities such as projectors and sound systems that are not yet available in every classroom, only in a few rooms.

On the other hand MI Al Falahiyyah has supporting factors from parents where students who that day got PJJ at home, parents have an active role to accompany their children to learn, because basically every child must be reminded and guided. In addition, the school also has a synergy between the Ministry of Religion and the education office so that MI Al Falahiyyah teachers actively participate in activities organized by the Ministry of Religion and the Education Office.

D. CONCLUSION

Blended Learning is a learning model that integrates face-to-face traditional learning and distance learning using online learning resources. Learning Management during the Covid-19 pandemic based on Blended Learning at Madrasah Ibtidaiyah Al Falahiyyah begins with several steps, namely (1) providing understanding to parents regarding instructions/protocols that must be adhered to if they have agreed for their children to study at school during COVID-19 as evidenced by a statement letter; (2) coordinate with government agencies such as the COVID 19 task force and local health centers; (3) Creating infrastructure that is in accordance with the COVID-19 health protocol, such as hand washing facilities, temperature check devices, etc.; and (4) making PTMT procedures such as reducing class hours and eliminating rest periods.

However, teacher competence is the

main determinant of the success of the learning process, including in madrasas. The teacher will try as much as possible so that the learning activities carried out are successful. The teacher acts as an organizer of the learning environment and at the same time as a learning facilitator. Whatever form of strategy, model, and learning media used by the teacher, it is actually oriented to one main requirement, namely being attractive so that it fosters student interest in learning (Abdullah, 2016). This is especially true during the COVID-19 pandemic.

ACKNOWLEDGEMENT

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