



APPLICATION OF BLENDED LEARNING DURING THE COVID-19 PANDEMIC

Qalbi Shanaz Anandari¹, Urip Sulisty², Afreni Hamidah³, Sri Susanti⁴

^{1,2,3}Master of Basic Education, Jambi University, Jl. Jambi-Muara Bulian No.KM. 15, Mendalo Darat, Kec. Jambi Luar Kota, Kabupaten Muaro Jambi, Jambi, 001020, Indonesian

⁴State Elementary School 05/II Air Gemuruh, Jl. Tanah Tumbuh, Air Gemuruh, Kec. Bathin Iii, Kab. Bungo Prov. Jambi, 37211, Indonesia

E-mail: qalbi10shanaz@gmail.com

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ABSTRACT

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This research was conducted State Elementary School 05/II Air Gemuruh in the even semester of the 2021/2022 academic year. This type of research is a qualitative research type of phenomenology. The subjects of this study were the principal and four teachers consisting of grade II, III, IV and V teachers. Data collection techniques used interview, observation and documentation techniques as well as data analysis techniques by collecting data, data reduction, data presentation and drawing conclusions. The results of the research are viewed from how the application of blended learning, preparation and implementation, mastery of technology, facilities and infrastructure, difficulties and efforts and evaluation. The application of blended learning at SD Negeri 05/II Air Gemuruh has met the requirements according to the health protocol.

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1. Introduction

In accordance with Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period of Covid-19 and Circular Letter Number 15 of 2020 concerning Guidelines for the Implementation of Learning From Home in the Emergency Period of the Spread of Covid-19 (Kemendikbud, 2020) which states that the implementation of learning from home has ensured the fulfillment of students' rights to obtain educational services during the Covid-19 emergency, protected education unit residents from the adverse effects of Covid-19, prevented the spread and transmission of Covid-19 in education units and ensured compliance psychosocial support for educators, students and parents. With these regulations, forced the implementation of the learning process must be done with Learning From Home or distance learning.

Learning carried out from home is different from the implementation of face-to-face learning. In distance learning, students are required to learn independently and there is limited interaction between students and teachers. However, it is unfortunate that not all regions can carry out distance learning well, due to several problems found, for example, there are still many areas that lack internet access and from the readiness of teachers, students and parents, for example, many students do not have access to the internet. gadgets or computers, the lack of skilled teachers in mastering IT and the limitations of parents in accompanying their children during online learning. Problems like this are also felt by research conducted by Arifa (2020), Asmuni (2020) and Basar (2021). These three studies examine the problems of distance learning both from the readiness of teachers, students and people. Judging from these problems, it is a challenge for the government when distance learning is carried out in areas where infrastructure, accessibility and digital literacy are still low.

Besides the disadvantages of distance learning, there are advantages with this learning, namely that its implementation can be done flexibly and can be done anywhere depending on the situation and circumstances. But in fact there are still many students who complain about the implementation of distance



learning, even though learning feels relaxed and not as rigid as in school, distance learning is not the best choice for them if it is done in a long period of time. Meganti, Megawati, Nurkhafifah, 2020). Therefore, there is a need for good preparation between the government, educators and parents so that the implementation of distance learning can be carried out properly so that learning will still be meaningful for students.

So that the negative impact of distance learning does not occur for a prolonged period, the government through the Ministry of Education, Culture, Research and Technology, has issued a limited Face-to-face Learning policy during the pandemic. Quoting a statement from Sholikhah (2021) face to face learning is an effective step to reduce the risk of study from home, because in limited face to face learning there is direct interaction between educators and students. the implementation of limited face to face learning must meet the applicable requirements, which include schools located in the green or yellow zone that have received approval from the local Covid-19 cluster, vaccination of teachers and school facilities and infrastructure in readiness to face limited face to face learning . Currently, the limited face to face learning that can be done is by using blended learning.

Learning with a blended learning system is a learning that combines two methods of larynx and during learning. In line with opinion Widiara (2018) that blended learning is a form of mixed learning from a blend of modern learning using technology and traditional learning (face to face). This blended learning method is very suitable for use during the limited face to face learning period. Because in limited face to face learning not all students can attend simultaneously on the same day because each class must divide the number of students into two groups to enter alternately or in the form of shifts. So that later, face-to-face class groups and online classes will be formed. Learning activities by applying the blended learning system must be prepared in a directed and structured manner. Therefore we need teachers who are ready both in terms of abilities, skills, physically and mentally.

Teachers hold the key and the main role in the success of learning during the pandemic. When learning during a pandemic, teachers are required to have mature and maximum readiness. The readiness of a teacher is needed in order to face the learning process and the success of education, because good learning starts from good readiness as well. The Covid-19 pandemic is a challenge for teachers, especially in learning activities. In accordance with applicable regulations, whether or not teachers are ready to carry out learning during the pandemic. Teachers have several educator competencies that must be possessed, one of which is pedagogic competence. According to Mundia Sari & Setiawan (2020) The pedagogic competence of a teacher can affect the quality of the learning process for students. Changes in learning conditions, especially during the pandemic, require teachers to carry out online learning or Limited Face-to-face Learning. Therefore, teachers must be able to adapt and adapt to the use of technology, because online learning is very close to ICT. Thus the readiness of teachers in preparing for learning is very important (Jalal, 2020).

2. Research Methods

This research was carried out at the State Elementary School 05/II Air Gemuruh in the even semester of the 2021/2022 academic year. This type of research is a qualitative research type of phenomenology. The subjects of this study were the principal and four teachers consisting of grade II, III, IV and V teachers. Data collection techniques used interview, observation and documentation techniques as well as data analysis techniques by collecting data, data reduction, data presentation and drawing conclusions.

3. Results and Discussion

As a result of the Covid-19 virus outbreak changing the form of learning activities that are usually carried out face-to-face, they must switch to limited face-to-face learning or distance learning (online). Implementation of online learning during the Covid-19 emergency can change the whole learning process (Aziz, 2020). The form of the learning method is chosen based on the current situation. State Elementary School 05/II Air Gemuruh at the beginning of Covid-19 carried out full online learning which was carried out following the government's decision. As time goes by and the situation is improving, the government allows schools to be able to carry out limited face-to-face learning, meaning that learning can be carried out if it meets the criteria for carrying out face-to-face learning or offline learning. However, when limited face-to-face learning can be carried out, the school leaves it to students and parents to be able to choose and determine the mode of learning that is deemed safe, meaning that the school does not force students to be able to study at school.

Therefore, Learning at SD Negeri SD Negeri 05/II Air Gemuruh adheres to two modes of choice, namely online and offline so that learning here can be said to be blended learning. Blended learning is considered to provide a illusion in the development of learning models in the new order (New Normal) that adapts to Covid-19(Hikmah & Chudzaifah, 2020).

The success of a learning is largely determined by how the preparation of carrying out the learning. As with learning in general, blended learning also requires some careful preparation and planning. This is important because in this learning the teacher does not only rely on one mode but also two modes at once, namely online and offline. Some of the necessary preparations such as offline and online lesson plans, syllabus, relevant learning media, both media that students can use in class and media that students can use at home, online learning tools that the teacher must prepare such as laptops or gadgets, support poles or tripods, stable internet network. In general, the most important thing in preparing for blended learning is online learning preparation, because here a strong internet network is needed, because if the network is unstable, it is feared that it can reduce the effectiveness of students learning from home. In online learning, you must have an extra network, so that during learning there are no obstacles.(Nurmala et al., 2021)

However, when making observations, not all teachers prepare lesson plans when doing learning. The teacher only relies on the teaching material contained in the learning book. There are teachers who prepare lesson plans, but only online lesson plans, offline lesson plans are not available. It is important to prepare lesson plans, especially the learning that is carried out is learning with two methods, namely online and offline, therefore teachers should make learning tools in the form of blended learning lesson plans. According to opinion Bararah (2017) that RPP is a substantial element that must be made by every teacher so that learning activities run smoothly and can achieve learning objectives optimally

The implementation of blended learning is strongly supported by adequate facilities and infrastructure, this is done in order to create learning that is in accordance with the objectives to be achieved. In accordance with the current situation, facilities and infrastructure in schools when implementing blended learning also need to be considered. Learning by utilizing the network requires supporting facilities and infrastructure so that learning can have good quality, for example the internet network (Dwi et al., 2020). SD Negeri 05/II Air Gemuruh is very concerned about facilities and infrastructure in learning amidst the Covid-19 outbreak. In order to create an atmosphere and conditions that support limited face-to-face learning and learning from home, the school has prepared and facilitated everything needed. Supportive things such as an environment that obeys the rules of health protocols, such as prohibiting students, teachers and staff from gathering together, preparing a handwashing area with running water, preparing a hand sanitizer, checking temperature, safe classrooms with seats ± 1 meter apart. . Readiness to open schools in the midst of a pandemic must look at the availability of hygiene sanitation facilities, apply a mandatory mask area, have a thermogun (temperature check) (Nofrita et al., 2020). Apart from health protocols, other supporting facilities are the availability of Wi-Fi and online learning support devices. The Wi-Fi network in this school is quite strong because it uses a power of 20 Mbps so that all school residents, especially teachers, can use it. The computer devices used are laptops and gadgets that are privately owned by the teacher. Elementary school teachers must be able to adapt to the digital era and technological literacy and must be able to answer barriers to ICT-based learning(Cholis Sa'dijah, 2021)

In general, every learning must encounter obstacles, including blended learning. The occurrence of a form of learning change that is not the same as usual greatly affects the emergence of obstacles. Many of the obstacles that arise are found in online learning. As it is known that online learning is only limited to meeting teachers and students in front of the screen. The difficulties experienced in blended learning, especially in online learning, are the problem of unstable networks and the provision of materials and students' ability to accept online learning. In terms of students themselves, the difficulty is that the teacher cannot monitor the students' condition directly. In addition, there are difficulties regarding the learning media used. In certain materials there are media that cannot be used by students who study from home, meaning that the media is difficult to obtain. Not only about learning media, sometimes when explaining material that causes practice and movement, it is very limited to be distributed to students who study from home. From research Refendi et al., (2020) also said that the difficulties experienced were limited access to the internet, the teacher's explanation was not optimal. The student's perspective also said that learning difficulties during face-to-face were limited because of the limited opportunity to ask questions due to the short learning time and in online learning as well as the ability to understand material and networks.

Of the several problems caused, several efforts were made to minimize the problem. In network problems when *Wi-Fi* unstable conditions caused by bad weather or power outages is to use a personal quota



or free quota from the Ministry of Education and Culture. Regarding learning media, teachers use media that can be used for students who learn from home or at school. However, if the media cannot be found (only owned by the school) the teacher directs the learning video which is possible to help students, as well as in practical lessons if the teacher's explanation is difficult to accept, the teacher will provide learning videos from Youtube references or by distributing PPT material learning. In addition, students who study online also ask for help/assistance from parents regarding ongoing learning in order to assist students in learning.

Media that are often used during online learning are books, computers/devices, youtube, zoom, quiziz, WAG. According to Almarzooq et al., (2020) claiming that online learning can be done innovatively during the Covid-19 pandemic, namely using programs that innovate with new technology, namely zoom or using a smartphone application, namely WhattsAp. The media that are often used in offline learning are books, media that are directly made by the teacher/learning kit. Basically the media used has advantages and disadvantages, for example for media using the internet it requires a large quota as well as for zoom.

Based on research that has been done on blended learning which consists of online and offline methods adopted by State Elementary School 05/II Air Gemuruh, researchers see the learning trend, namely the face-to-face learning process is limited, although behind that online and offline learning is carried out both have advantages and disadvantages. However, after seeing the situation where offline learning is more likely to be done, this can also be seen from the number of students participating in limited face-to-face learning. Submission of learning materials is also easier to do during face-to-face learning, teachers can directly see and experience learning situations directly rather than in online learning even though teachers still maximize providing the same portion of learning. In terms of students also experience differences, students who study face-to-face are more active in interacting than online students, from observations online students tend to only observe and teachers often provide feedback first. In terms of learning media, this is also the case, in face-to-face learning the media used is not limited, but online students are only limited to media that can be accessed such as learning videos. In schools, teachers have prepared learning media, such as printed image media or media for measuring heat and temperature. However, students at home cannot do this because of limited facilities and infrastructure.

In learning assessment is the main point in learning. An important assessment is carried out in order to know the achievement of students in learning. In blended learning, the assessment is seen from how students learn online and offline. In offline learning, the assessment is carried out directly, meaning that the teacher immediately sees how the learning process of students in the class is as a whole. Assessment is given by giving assignments and then with the process of students in learning. In online learning as well, assignments are given through quiziz, WAG and google forms. Process assessment is also given in online learning, the form is by giving direct questions and the participation of students in video conferences which usually use the zoom application. Giving grades directly is a form of teacher transparency to students and parents so they can take further action (Panambaian, 2020). Thus, teachers can also assess students through the learning process, not only by assessing assignments. However, in this assessment process the teacher still has obstacles in carrying out the blended learning assessment as it should be due to not knowing and lack of training/socialization.

3 Conclusion

The availability of facilities and infrastructure for the implementation of blended learning in the health category as well as an internet network for the implementation of online learning. Learning activities have several obstacles such as the difficulty of conducting a coherent assessment in blended learning learning, knowing the condition of students / direct supervision of students who study from home due to limited space and time and less efficient learning time because there is a reduction in good learning hours, the school has facilitated properly according to the protocol.

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