BLENDED LEARNING MODEL IN DISTANCE LEARNING SYSTEM DURING COVID-19 PANDEMIC

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ABSTRACT
This study aims to explore the implementation of Blended Learning as an alternative learning method at MTs Mihadunal Ula Sukabumi during the Covid-19 pandemic, which covers aspects of planning, implementation, evaluation, as well as inhibiting and supporting factors. The method used is field research with a descriptive qualitative approach. Data was collected through observation, interviews, and documentation. The technique for selecting informants used snowball sampling, with research informants consisting of the principal, four teachers implementing Blended Learning, zoning teachers, and students. Data analysis was conducted using interaction analysis through data condensation, data presentation, and conclusion/verification. The results of the study showed that the implementation of Blended Learning consists of three stages: the planning stage, which includes designing program objectives, providing facilities and infrastructure, preparing learning schedules, and developing evaluation and socialization tools; the implementation stage, which involves independent asynchronous online learning, face-to-face learning in four subjects (English, Arabic, Mathematics, and Science), and offline zoning activities as a control mechanism for student learning; and the evaluation stage, which includes teacher meetings held monthly and teacher-parent meetings held once per semester. This study also identified several inhibiting and supporting factors in the implementation of Blended Learning.

INTRODUCTIONS

In early 2020, the world was rocked by the Covid-19 pandemic , which was declared as emergency global health . Its spread very fast , reach almost 39 million cases in 189 countries (BBC, 2022) ., including Indonesia. According to WHO data on October 28 , 2020, there were 43.7 million cases cases and 1.1 million death global deaths , with Indonesia reporting 400,483 cases . The pandemic This very influence various sector , especially education , which has shifted from learning look at advance to learning distance Far online based in all level For prevent transmission (WHO, 2020).

On March 24 , 2020 the Minister of Education and Culture The Republic of Indonesia issued

a Circular Letter Number 4 of 2020 Concerning Implementation Education Policy During Emergency The spread of Covid-19, which is aimed at to all over official at level province and also regions in Indonesia (Implementation of Education Policy During the Emergency Period of the Spread of Covid-19, March 24, 2020, No. 4., 2020) In matter this is a learning process teach implemented through learning distance Far Good That online or offline at home each .

Learning distance distance learning (PJJ) in Indonesia is not matter new , because Already set up in Regulation of the Minister of Education, incl For education elementary and middle through Minister of Education and Culture Regulation No. 119 of 2014. However , its implementation Still face Lots obstacles , especially in the areas isolated in difficulty adapt self with system this . According to Kompas.com, students convey complaint to Minister of Education and Culture Nadiem Makarim regarding the lack of PJJ friendly child , no inclusive , as well as facilities and internet access that are not yet available evenly . Besides that , many teachers still focus chase completeness curriculum , burden student with task excessive , which leads to stress and impacts psychological . Minister of Education and Culture has confirm through SE No. 4 of 2020 that PJJ during pandemic No may to force completeness curriculum Because limitations time , facilities and learning media (Prodjo, 2020) .

KPAI reported that Lots student experience mental stress , even separated school , consequences constraint learning distance long distance (PJJ) during Covid-19 pandemic . KPAI also encourages improvement in phase secondly PJJ so that students can Study with more comfortable . Data shows 79.9% of students feel No like Study from home , because 76.8% of teachers only give task without interaction . KPAI concluded that PJJ is in the phase This Not yet walk effective . This is show that implementation of PJJ so far This Not yet reach expected results (Karitna, 2020) . According to Tribunnews , a high school student kills self allegedly Because stress consequence the amount task from online learning (Hasanudin, 2020) . Examination results show that the victim experienced depression Because tasks piling up and difficulty internet access . Incident This highlight challenge in learning distance Far during pandemic . For overcome problem this , is required method more learning effective , such as Blended Learning, which combines learning look at face to face and online. Methods This considered ideal in the middle pandemic Because in line with idea Ministry of Education and Culture , namely blend learning conventional with online virtual classes , so that minimize interaction direct and easy management task digitally (Husamah, 2014) .

Blended Learning can applied in difficult areas apply online learning , such as area remote (T3) and schools in the yellow zone or green the spread of Covid-19. The Indonesian Teachers Association (IGI) proposed that Blended Learning method is more in accordance for the transition period towards the new normal, because merge superiority learning look at face to face and online. This is can strengthen understanding materials in areas that have limitations infrastructure (Arjun, 2020) .

Study This aiming For explore implementation of Blended Learning during the pandemic at MTs Mihadunal Ula Sukabumi , as well as measure its success . The results of the study expected can give description about advantages and disadvantages of Blended Learning, so can become guide For develop more learning effective during pandemic , especially in areas where it is possible implementation method This .

RESEARCH METHOD

Study This use approach qualitative with method descriptive , which is done through interviews , data collection , analysis inductive , and data interpretation . Focus main study This consists of from One variables , namely implementation of Blended Learning, which was analyzed in a way independent without associated with variable others . With Thus , research This delve deeper One phenomenon in a way comprehensive , covering various aspects that influence problem the .

Data collection techniques include observation , interview in-depth , and documentation . Research took place at MTs Mihadunal Ula, Sukabumi , West Java , for 4 months , with informants consisting of from head school , teachers, and students . Election informant done use snowball sampling method , where informants key First recommended by respondents , who then recommend informant other until achieved sufficient quantity For data analysis . The process of data analysis through three stage Main : data condensation , data presentation , and data retrieval as well as verification conclusion .

RESULT AND DISCUSSION

Research Results

Research result show that Blended Learning learning at MTs Mihadunal -Ula has in progress during around one semester since July 2020. Steps beginning school in implementing Blended Learning is request permission from service education local , considering one of the component method This is learning look at face , while during pandemic , activities Study teach limited . However , after get Instructions from the Ministry of Education which permits learning look at advance with conditions , such as location school being in the Covid-19 safe zone , reduction duration learning , and application protocol health , school continue plan The results of the evaluation online learning shows that head schools , teachers, parents , and figures public other agreed For implementing the Blended Learning model as alternatives that can overcome lack online learning .

At MTs Mihadunal -Ula Sukabumi , Blended Learning is implemented with merge component online and face to face learning face . This is in line with definition of Blended Learning according to Graham, who calls it as combination between learning look at face and instructions based on computer (Graham, 2006) . In general official , no There is guidelines standard about proportion between online and offline learning , because matter This handed over to teacher For designing Blended Learning accordingly need they . Freedom This based on concept expressed by Friesen and Graham, which emphasizes two element main in Blended Learning: learning look at face (offline) and learning based on computer (online) (Gusmawan, 2020) .

Implementation of Blended Learning at MTs Mihadunal -Ula Sukabumi in progress with proportion more online learning dominant compared to look at face . Proportion learning varies ; generally , the Blended Learning pattern uses 50/50 composition , but there are also those who apply 75/25 or 25/75 pattern . Selection pattern This customized with analysis required competencies as well as condition schools , including means infrastructure and human resource readiness . In study this , school apply 25% portion for learning look at face and 75% for online learning . Allen & Seaman's opinion states that learning categorized online if more from 80% of content delivered online , and is considered Blended if 30%-79% of the content is delivered online. With proportion more online learning dominant , MTs Mihadunal -Ula is still can categorized as Blended/Hybrid Learning

, because delivery material online is below 80% (Allen, IE & Seaman , 2007) .

1. Implementation *Blended Learning*

   Implementation of Blended Learning in learning distance Far during Covid-19 pandemic at MTs Mihadunal Ula Sukabumi covers aspect planning , implementation , evaluation , and factors inhibitors and supporters , as following :

   a. Planning Learning *Blended Learning*

   Stage planning is step beginning before start the learning process . Planning For learning Blended Learning based basically similar with conventional model planning , with difference lies in the merger between online and face to face learning face . Based on observation researchers and results interview , in general , planning is done includes :

   After determining the learning model that will be used used , head schools and teachers design design Blended learning that will implemented , including program objectives , schedule lessons , media that will be used , and others . Findings This in line with Wilson & Smilanich's opinion about step third and fourth in implementation of Blended Learning, namely : " Creating goals and objectives for the program, which means before implementing learning models , it is necessary set the desired goal achieved with using Blended Learning, as well designing a Blended program, which includes a list and description factors that need to be considered under consideration in use method this and search solution For overcome it " (Wilson, Diann, 2005) .

   The purpose of the Blended Learning program at MTs Mihadunal Ula Sukabumi is designed to overcome and complement the shortcomings in online learning during the Covid-19 pandemic. This is in line with the purpose of Blended Learning expressed by Husamah in his book, which states that the core of Blended Learning is to achieve the "best" learning by combining the various advantages of each method. Conventional methods allow for interactive learning, while online methods provide materials without limitations of space and time, so that they can achieve maximum learning outcomes. (Husamah, 2014) .

   Facilities and infrastructure provided by the school For support Blended Learning includes provision of learning media like Google Classroom access and WhatsApp groups for teachers and students , tools evaluation , as well as HR facilities , such as guardian class and zoning teachers , who are assigned For supervise learning student during pandemic . Before implementation learning , Assistant Head of Madrasah in the field Academic compile timetable For online learning , face to face face , and offline zoning activities .

   After all preparation done , school stage socialization before the learning process started . At the stage Here , teachers are trained For carry out Blended learning and the use of media that will used . Students are also asked gather at school For get directions and schedule learning . Socialization use of learning media conducted by zoning teachers , where students from every zone gathers with their smartphones For given explanation and procedures the use of learning media will be used . Because the learning media This previously Not yet Once used , direction This required for students No experience difficulty in follow learning .

At the stage Fifth , namely " organizing Blended Learning with good , " effective learning process " started with socialization to teachers and students about the learning model that will be applied , including method access teaching materials and collecting task . Although party school has do preparation in a way maximum , conditions in the field show that existing facilities and infrastructure Still not enough adequate For support Blended learning . Learning media used in online components are also lacking varies , and the media available Not yet utilized optimally . In addition that , teacher competence in operate technology learning Still limited . Therefore that , school need increase teacher skills in learning digital based and utilization technology with to organize relevant training .

b. Implementation/Learning Process *of Blended Learning*
Implementation Blended learning at MTs Mihadunal Ula includes online learning , learning look at face , and offline zoning activities carried out outside school hours . The following is details implementation :

1) *Online* Learning
Based on the research results, the implementation or process of *Blended learning* in the *online* /online learning components carried out at MTs Mihadunal Ula Sukabumi, namely as follows;

Based on observation Researchers , the online learning process at MTs Mihadunal -Ula includes all eye lessons , but There is addition learning look at advance For four eye subjects : English , Arabic, Mathematics , and Science. Every eye lesson own different methods , using various media such as LKS (worksheets) Work students), Google Classroom, WhatsApp Group, or combination from all . The teachers are present at school in accordance with timetable eye lesson them , so that students who experience difficulty in online learning or own constraint network can come direct to school For get help from the relevant teacher .
Implementation done in accordance with timetable eye lesson each of whom has determined that is day Monday eye English , Science, and Physical Education lessons , today Tuesday FIQIH, IPS and Wednesday Qur'an Hadith , Mathematics and Sundanese , day Thursday SKI Aqidah Morals and BTAQ, day Friday Arabic and Indonesian, day Saturday PKN and SBK, all timetable the applicable For every its class that distinguishes it on the time clock learning that is done in a way alternate with duration time one hour of learning for every his class .
In general general , implementation online learning at MTs Mihadunal Ula Sukabumi using Asynchronous model Independent . Asynchronous Independent (AM) is a learning process online teaching is carried out in a way individual , allowing participant educate For Study When anywhere and anytime , as appropriate with speed each . Activities in this model covering watch , read , listen , practice , and imitate use relevant digital materials with theme learning . Although part big learning done online , will there is also a session offline

learning (Purnama , 2020) . The online learning process is carried out through Google Classroom media, WhatsApp Group, and LKS books independent . In matter this , teacher only give Instructions or posted material or sent through the media , so that student can read , understand and study it in a way independent . Here is the process of implementation online learning with asynchronous model Independent .

2) Learning look at advance

Component learning *Blended Learning* next is learning look at face , which is a learning model traditional . Activities This in progress like usual , with interaction direct between teachers and students through meeting look at face . However , in context this , learning look at advance functioning as complement from online learning . Here is the implementation process :

Learning look at the face at MTs Mihadunal -Ula is addition For four eye subjects : English , Arabic, Mathematics , and Science, which are implemented once a week during one hour per eye lesson . This time limited by factors like wait arrival students and sessions ask answer about unfinished material understood previously online . Schedule its implementation is as following : science learning on the day Thursday , English on the day Saturday , Arabic on the day Monday , and Mathematics on Wednesday . Class VII takes place from 07.00 to 08.00, class VIII from 08.00 to 09.00, and class IX from 09.00 to 10.00, with agreed location in a way flexible by teachers and students .

Role learning look at face in the middle pandemic This very important , especially for schools that face limitations in carry out online learning comprehensive . This No means online learning does not effective ; on the contrary , its implementation must customized with readiness facilities and infrastructure , as well as source Power human resources (HR) in schools . Online learning remains become flexible alternative , allowing student For access material learning with easy . However , MTs Mihadunal -Ula has not fully capable carry out online learning . Therefore that , every component learning , both online and look at face , have advantages and disadvantages , so the application of Blended Learning can integrate both of them . As stated by Maldino , the goal of Blended Learning is For combine superiority learning look at face to face and online use minimize lack from second system the (Sharon, 2007) .”

In general In general , learning at MTs Mihadunal -Ula is carried out in a way asynchronous independent only on four eye combined lessons with learning look at face . Although learning asynchronous independent offer flexibility Because No bound by time , type learning This not enough effective and interactive , tends to One direction , so that student Possible difficulty understand material . Besides that , this model No ensure involvement students , because No existence interaction can cause student ignore instructions given by the teacher.

Ideally , online learning is effective must merge second type activities , namely

asynchronous and synchronous . This is allow students and teachers get benefit from various delivery formats , regardless from timetable or the method they use like . Approach it also provides access help quick for student when required , while still give they freedom For Study in accordance with speed each one . It is expected to In the future , online learning at MTs Mihadunal -Ula can applied in a way synchronous and asynchronous on all eye lesson For increase effectiveness learning .

Evaluation in Blended Learning learning is carried out through two Method : online and face to face face . Test formative implemented after delivery material , both in class and also online via Google Classroom or LKS book . Test summative , such as Mid-Semester Assessment (PTS), carried out via Google Classroom or WhatsApp with questions prepared by the teacher. Whereas Evaluation End of Semester (PAS) is held use Google Form, with questions prepared by the Ministry of Religion through MGMP and distributed to schools .

3) Offline Zoning Activities

Offline zoning activities at MTs Mihadunal -Ula Sukabumi is meeting between teachers and students that takes place in the area where stay they . There are 13 regions location activity this , each of which led by teachers who live in the area , including teachers who teach four eye lessons learned class look at face . Activities This must followed by all student For all eye lessons , but No counted as a lesson hour official . Purpose this offline activity is For monitor the learning process student in a way directly , which includes :

a) Share information : Mutual share information about material lesson between teachers and students .

b) Consultation : Students can consult about unfinished material they understand .

c) Checking Task : Teacher checks tasks that have been given to student .

d) Checking : Teacher assesses understanding student through Sheet Work Students (LKS).

In general overall , activities This functioning as receptacle for teachers and students For interact directly and ensure the learning process walk with OK . Next is the process of implementation Offline zoning activities at MTs Mihadunal -Ula Sukabumi :

Zoning teacher hold role crucial in guard continuity of learning process student online . Assignment main they covering monitoring progress student through checking Assignments and Sheets Work Students (LKS), as well as give help for students who face difficulty in finish assignments . Besides that , they functioning as a motivator, encourage student For Keep going learn , and as bridging facilitator communication between students and subject teachers lesson when student face constraint with material certain . With thus , the zoning teacher act as a private tutor , helping student overcome obstacle in learning and

ensuring they still on the right track in the learning process they . Role This very important in create environment supportive and effective learning , especially in the midst of challenge learning distance Far .

c. Evaluation system learning *Blended Learning*

Based on results research , in general general school do evaluation to activity learning *Blended Learning* as following :

Implementation evaluation system learning at MTs Mihadunal -Ula is carried out through a series meetings , which include meeting monthly between teacher and meeting weekly between teachers and parents students . Evaluation This covers a number of aspects , such as planning learning (RPP) , related implementation with participation and activeness students , results learn , and obstacles faced student along with the solution .

However , based on field observations , researchers take notes that evaluation system learning at MTs Mihadunal -Ula has not walk optimally . Some teachers still often roll call in meeting head schools and teachers, and activities teacher meeting no implemented in a way effective . Although frequent teacher meetings held , discussion about evaluation Study student often only mentioned at the end meeting , while discussion more Lots focused on policy schools and regulations other .

Besides that , communication and collaboration between parents and teachers support the learning process students are also lacking walk good . Therefore that , for increase effectiveness system existing evaluation , a more comprehensive forum is needed regular between parents and teachers . This forum can done online via WhatsApp or in a way directly . Schools are also advised For provide facility more communication Good between teachers and parents , such as make special WhatsApp group between homeroom teachers class and parents students . This is important Because researcher see that moment This is at MTs Mihadunal -Ula yet There is facility adequate communication For support interaction between teachers and parents . With Thus , the increase communication and collaboration can help in create environment learn more supportive and effective for students.factors inhibitors and supporters *Blended Learning*

Every learning own factor inhibitors and supporters , including in learning models *Blended Learning* is implemented at MTs Mihadunal Ula Sukabumi .

a. Factor inhibitor

Following This factor inhibitor implementation learning Blended *Learning* includes :

Online learning at MTs Mihadunal Ula has become method main applied during pandemic , considering the learning process distance far away must done . However , its implementation Still face various challenges that result in its effectiveness less than optimal. The obstacles faced including internet connections that are not stable , a learning model that tends to One direction , and pattern think the teacher who is still stuck in a method conventional . Therefore that , it is expected to front , quality source Power human resources (HR) teachers can improved through various activity training , especially that

focused on learning distance Far .

Besides that , support and cooperation from various parties , especially students and parents , also still not enough . In the learning program distance far , the role of parents very crucial , considering 80% of learning done at home . Guidance intensive from parents required For support the learning process children . Lack of support from parents impact straight to motivation Study students . researchers observe that students who are lacking active in learning often influenced by the lack of parental involvement in remind , instruct , and guide children they learn . Therefore that , school expected can to weave more cooperation Good with parents students to be able to create environment learn more support .

Factor inhibitor other seen from evaluation system learning that has not been done done in a way routine . Although teacher meeting held every month , its implementation Still not enough maximum with existence some teachers who don't present . Besides that , meeting This No in a way special discuss evaluation learning students , but rather other things that only expressed at the end meeting . Meeting between teachers and parents is also lacking effective Because only held very in one semester. Therefore that , it is expected function meeting This can maximized with stage meeting specifically discussing about the learning process students . Schools also need provide facility more online communication good , like group WhatsApp, for ensure that communication between teachers and parents still intertwined although online . With steps This , it is hoped , will be a learning process can walk more good and effective .

b. Factor Supporter

A number of supporting factors implementation learning Blended *Learning* includes :

Government play role important as factor Supporter in implementation Blended learning . In frame support learning programs distance far away , government provide subsidy card internet quota that can used student For follow online learning . This is step significant that helps student still connect and access material lesson although in situation pandemic .

Besides that , power educators , or teachers, are also element key in success Blended learning . At MTs Mihadunal Ula, all teachers are involved active in implementation learning this and run task they with good . In context Blended learning , the role of the teacher is not only as teacher eye lesson , but also as guarantor answer For offline zoning activities . Many teachers also take role addition as guardian class , which is increasingly strengthen connection between teachers and students as well as increase effectiveness learning .

Location or school areas also contribute as factor Supporter in implementation Blended learning , especially during the pandemic . No all area capable carry out learning look at face , only regions are entered in the Covid-19 safe zone that is allowed For carry out activity look at face . MTs Mihadunal Ula is included

in category schools that are in safe zones , so can continue activity learning in a way direct with consider protocol health . With support from government , involvement active teachers, and conditions supporting location , implementation Blended learning at MTs Mihadunal Ula is expected can walk with good and effective .

CONCLUSION

MTs Mihadunal Sukabumi implementing learning models *Flex Blended Learning* during pandemic . This model prioritize online learning through digital platforms, but still equipped with meeting look at advance limited For eye lesson certain and offline zoning activities For monitor students . The learning process includes:

1. Planning: Determining purpose , prepare means , make schedule , tools evaluation , and socialization .
2. Implementation : Independent online learning (asynchronous), meetings look at advance addition For eye lesson difficult , and offline zoning activities For monitor student in a way direct .
3. Evaluation : Through monthly teacher meeting , meeting with parents per semester.

   In essence , school This merge online and offline learning flexible For fulfil need student during pandemic . *Flex Blended Learning Model* This chosen Because can give the flexibility and support needed student in the learning process .

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