
LITERATURE STUDY: BLENDED LEARNING AS A POST-PANDEMIC NEW NORMAL LEARNING MODEL

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ABSTRACT

The blended learning model is a model that combines a face-to-face learning system and an online learning system. This model is considered applicable in learning in the new normal. The purpose of this study is to examine more deeply about the blended learning model. The method used is a literature study method with qualitative data analysis techniques. The results of the literature study show that the blended learning model is very suitable to be applied to the new normal era education system. This model is useful not only to increase students' understanding but also to develop their skills in using technology and train students' independence in learning. In addition, there are other advantages, such as developing pedagogics from what was originally traditional to modern pedagogics, increasing access and flexibility, and increasing the effectiveness of education costs.

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A. Introduction

The World Health Organization has officially designated Coronavirus Disease (COVID-19) as a global disease outbreak. COVID-19 caused by SARS-CoV 2 belongs to the same coronavirus family as the one that caused SARS in 2003 (Utari et al., 2020). Data from WHO states that 216 have been affected by Covid. This virus itself began to enter Indonesia since March 2020 and has had a major impact on various areas of life in Indonesia. The COVID-19 outbreak, which cannot be predicted when it will end, has forced the government to make a policy of adapting new habits. All areas of life must carry out activities as usual, but by implementing new habits and health protocols. This era of new habits is called the new normal era.

We are currently in the new normal period. New Normal is a period of new habits where activities are carried out as usual but still apply health protocols (Rohana & Syahputra, 2021). This new normal policy has an impact, one of which is in the field of education. The Ministry of Education and Culture responded to this new normal policy by enforcing an online learning policy so that learning could continue even during the pandemic (Wahyono & Husamah, 2020). Through the Circular of the Minister of Education and Culture Number 4 of 2020 concerning the Implementation of Education in the Coronavirus Disease Emergency Period, the government issued a policy to cancel the implementation of the National Examination and enforce the Learning From Home (BDR) system. Unesco urges the covid pandemic not to prevent children from learning. Therefore, online learning policies are considered as the most effective and possible solution. Related to this, teachers must make major changes to be able to prepare for online learning (*COVID-19 and online teaching in higher education: A case study of Peking University, 2020*).

On July 16, 2020, the Minister of Education and Culture issued a policy to allow green zone areas to conduct face-to-face learning in schools while still observing health protocols. In face-to-face learning, learning time is reduced and the maximum number of students in the class is limited to 18 people (Utari et al., 2020). This provision affects the teacher's method of teaching. This provision requires teachers to carry out combined learning between face-to-face learning and online learning. This combined learning is hereinafter known as Blended Learning.

Blended Learning provides its own advantages for teachers, students, and parents. By applying the Blended Learning model, teachers and students can still carry out learning activities even during the pandemic. Because many theories state that online learning cannot completely replace face-to-face learning, in the Blended model, there will be a combination of face-to-face and online learning. In face-to-face learning sessions students will receive subject matter directly from the teacher, while in online learning, students can study independently, repeating and deepening the basic material provided by the teacher during face-to-face sessions. Even teachers and students can also take advantage of the various sophistication of information technology to assist them in learning. In this literature research, we will examine more deeply about the Blended Learning model as a solution to face the new normal era.

B. Method

The method used in this research is literature study. Literature study is a method of collecting some data related to the research topic to be studied (Habsy, 2017). In this study, the topic that will be studied is blended learning as a new learning model in the new normal era. The topic will be studied more deeply in the results and discussion section to produce a conclusion. The data analysis technique in this study is qualitative analysis by describing the results from relevant sources such as scientific journals, proceedings, and books both on a national and international scale

C. Result and Discussion

The pandemic has greatly impacted life in many countries, including Indonesia. Its nature, which mutates quickly and is contagious, has made the Indonesian government take the PSBB (Large-Scale Social Restrictions) policy. This policy has an impact, especially in the field of education. Therefore, the Ministry of Education and Culture took steps to implement distance learning from home (Zahara et al., 2021). Then, during the current new normal, a trend of Blended Learning model emerged. This trend arises because of the many complaints when implementing full online learning at home. This learning model is the best solution for learning in the new normal era. Blended Learning itself is a combination of online and offline learning (Cahyani et al., 2022). This is clarified by

Hutamah's opinion which says that blended learning is a combination of the advantages that exist in face-to-face and virtual learning models (Utari et al., 2020)

Blended Learning is able to adapt to the current conditions of new norms to improve the learning process. Blended Learning is proposed to combine face-to-face learning systems and online learning systems (Suwarno et al., 2020). This model combines the advantages of the two types of learning and minimizes the problems that occurred in previous online learning so that the effectiveness of learning in the new normal era can be achieved

Basic Considerations for Post-New Normal Learning

The basic considerations for the implementation of blended learning in the post-pandemic period include joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number 04/KB/2020, Number 737 of 2020, Number HK.01.08/Menkes/7093/2020 Number 420-3987 of 2020 concerning Guidelines for the Implementation of Learning in the 2020/2021 Academic Year and the 2020/2021 Academic Year during the Corona Virus Disease 2019 (COVID-19) Pandemic. In point VIII of the Ministerial Decree 4 above, it is stated that there are two phases of face-to-face learning in the education unit, namely:

a. Transition period

Lasts for two months since face-to-face learning in the education unit begins. The learning schedule regarding the number of days each week and learning hours each day is carried out with a shift system while still taking into account the health and safety conditions of the residents of the education unit.

b. New Habits

If the regional head and the head of the provincial or district/city ministry of religion office continue to allow face-to-face learning, the education unit enters a new period of habit. The learning model uses Blended Learning because there are still some areas in the yellow and red zones. In addition, the Ministerial Decree 4 states that the learning process in schools must be carried out with a shift system, which is divided into two groups or study groups with a schedule for class 1 Monday, Wednesday, Friday, and for class 2 Tuesday, Thursday and Saturday. Of course, the Blended Learning model (50% online, 50% offline) gets very much in sync with this policy. With the Blended Learning model, the student learning system remains flexible with the help of technology

and at face-to-face meetings, students also get material reinforcement directly from the teacher

COVID-19 New Normal Learning Process

After facing the pandemic period, now schools have entered a new era (new normal). In the new normal era, face-to-face learning in schools can be done. As a form of adjustment, teachers are expected to be able to carry out modern learning models. One of the learning models relevant to the new normal era is the Blended Learning model.

Actually, the Blended Learning learning model has been implemented in Indonesia since the Covid-19 pandemic, where face-to-face learning in class has been shifted to online learning models. During the online learning process, several problems were found that made learning not run optimally. For this reason, so that learning is more optimal, the online learning system is combined with a face-to-face (offline) learning model while still paying attention to health protocols.

To realize the learning process in the new normal era, cooperation from all stakeholders in the world of education is needed (Adisty, 2020). Here are things that teachers can do to create ideal learning in the new normal era:

- a. Implementing online and offline learning according to the abilities and characteristics of students at school
- b. For schools, it is necessary to prepare additional infrastructure and facilities related to health protocols, shift systems, and online learning
- c. Creating material content to contain more life skills education
- d. Provide evaluation tools that are in accordance with learning objectives and do not burden students
- e. Designing assessment techniques that are in accordance with the material and learning outcomes
- f. Reviewing lesson plans according to the Blended Learning learning system
- g. Adjusting the effective time of online learning according to the level of students' affective and metacognitive abilities
- h. Give assignments by adjusting the effective learning time. Excessive workloads can cause students' interest in learning to decrease
- i. Creating open-minded tasks by prioritizing children's motivation to observe, experience, communicate, and interact more.
- j. Provide feedback on each assigned task

- k. Motivate students to keep their enthusiasm for learning by presenting fun learning, providing verbal reinforcement or providing additional rewards or values for participants who are active in the learning process
- l. Maintain harmonious and open communication with parents regarding the obstacles faced by children during online and offline learning.

Blended Learning Model

Since the pandemic that has occurred in the last 2 years, stakeholders have started to get used to online learning. The conventional learning process in the classroom now seems to have lost its appeal, being replaced by a 21st century learning process that makes more use of technological developments. Blended learning is a combination of conventional or face-to-face learning with online learning which allows them to meet face-to-face occasionally and at the same time feel the flexibility of learning anywhere and anytime (Handoko & Waskito, 2018). This learning model is expected to increase the ability of students to actively learn independently and reduce the number of face-to-face meetings after the pandemic. Blended learning will help students experience learning in the classroom by developing science and technology innovations (Husamah, 2014). Many researches state that the Blended Learning model will sooner or later replace the conventional learning model. The trend shows that this model will get the largest proportion and will replace conventional learning models and e-learning.

There are five elements that must be met to apply the Blended Learning learning model (Jarwati & Priskawati, 2020) namely:

- a. Face-to-face learning, here the teacher delivers the basic material, then it is studied independently by students at home online;
- b. Independent learning, namely learning more about the basic material that has been delivered by the teacher during face-to-face learning. Learning resources used, time, and place are determined independently by each student. Questions obtained from the results of studying the material independently, can be submitted to the teacher or discussed with friends;
- c. Online classroom application, it is used to support students during independent study at home. Some online class applications that can be used are Watshapp, telegram, and learning platforms such as Google Class Room, Edmodo, Schoology, and others;

- d. Cooperation, students can collaborate with teachers and friends to solve learning problems. This collaboration can be done directly in the classroom or indirectly using online learning applications and platforms.
- e. Evaluation, in the Blended Learning model, evaluation is based on the process and results carried out through student performance assessments based on portfolios. A portfolio can be in the form of student completion of case studies, essays, work projects, practicals, and reading interpretations.

Why Blended Learning Must Be Applied in the New Normal Era?

There are several reasons why Blended Learning is the right choice to be applied in the new normal era, including:

- a. Pedagogic development, by applying the Blended Learning learning model, the teacher's pedagogy from what was originally still using traditional pedagogy (conventional teaching science) became more modern towards digital pedagogy. This is related to the use of technology, information, and communication in the learning process which is of course more in line with the conditions and needs of the times.
- b. Improved Access and Flexibility, Blended Learning, which in the process involves the use of digital learning applications and platforms, also widens students' access and flexibility in learning. Students and teachers will be able to carry out learning anywhere and anytime. It really gives flexibility to both teachers and students
- c. Effectiveness of Educational Costs, through Blended Learning, there will be cost sharing between schools, teachers and also the community (parents). For schools, this is certainly beneficial considering that learning in this new normal era requires large costs because the financing does not only include learning costs, but also the costs of meeting other facilities and infrastructure to meet health protocol standards. So with the Blended Learning, all learning funding is not focused on the school alone, but is shared with the community (parents). Parents can also take advantage of many digital books that are provided for free without having to buy printed books which are more expensive

D. Conclusion

Entering the new normal era, life is required to run as usual while still complying with health protocols. This includes activities in the field of education.

The best alternative in preparing the education system in the new normal era is to apply the Blended Learning learning model. This model has a lot of positive impacts for education actors because it combines the advantages of face-to-face learning systems and online learning. Through this model, teachers can provide explanations of basic material during face-to-face sessions, and in online sessions, students are also given the opportunity to study independently anywhere and anytime by utilizing technology. Therefore, this model not only aims to improve students' understanding but also develop their skills in using technology and train students' independence in learning. In addition, other benefits obtained are developing pedagogics from what was originally traditional to modern pedagogics, increasing access and flexibility, and increasing the effectiveness of education costs. Through the study in this article, the author supports the use of the Blended Learning model in the current new normal.

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