



Blended Learning Strategy as A Means of Optimizing Learning

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Abstrak

Covid-19 memberikan pengaruh kepada berbagai sektor salah satunya pendidikan. Proses perubahan model pembelajaran dari *face-to-face* menjadi daring dan luring maupun kombinasi yang dapat memberikan pengaruh. Siswa mengeluhkan kurangnya interaksi bersama guru sehingga kehilangan motivasi belajar yang dapat menurunkan hasil belajar sehingga perlu alternatif pemecahan masalah tersebut. Peneliti meneliti mengenai bagaimana penerapan model *blended learning* pada siswa sebagai sarana optimalisasi proses pembelajaran di era pandemi Covid 19 dan New Normal. Metode yang digunakan dalam penelitian ini adalah metode analisis dengan kajian literatur yang bersifat deskripsi melalui berbagai kajian kepustakaan dalam memperkuat analisis yang didukung dari berbagai sumber. Hasil penelitian, *blended learning* menggunakan media *online e learning* Edmodo, LMS Moodle, maupun *Google Classroom* dapat mengoptimalkan pembelajaran dan menumbuhkan kemampuan berpikir kritis pada diri siswa, namun, *google classroom* lebih direkomendasikan.

Kata Kunci: Blended learning, pembelajaran online, Sarana Pembelajaran

Abstract

Covid-19 has affected various sectors, one of which is education. The process of changing the learning model from face-to-face to online and offline, as well as combinations can have an impact. Students complain about the lack of teacher interaction, so they lose motivation to learn, which can reduce learning outcomes, so an alternative solution to the problem is needed. Researchers researched applying the blended learning model to students to optimize the learning process in the Covid 19 and New Normal pandemic era. The method used in this study is an analytical method with a literature review that is descriptive through various literature studies in strengthening the analysis, which is supported by multiple sources. The study results showed that blended learning using online e-learning media Edmodo, LMS Moodle, and Google Classroom could optimize education and foster students' critical thinking skills; however, Google Classroom is more recommended.

Keywords: Blended learning, online learning, learning tools.

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INTRODUCTION

The Covid-19 pandemic currently happening in all parts of the country, including in Indonesia, has changed the order in various fields, including education (Kardipah & Wibawa, 2020). All learning, from education in kindergarten to tertiary institutions, has been impacted by the current pandemic. In the education process, for example, where the learning process usually takes place face-to-face, now we have to change the learning system with distance learning which is carried out at each home online using internet technology, which of course, still has many weaknesses or challenges in the implementation process (Hadiyanto et al., 2021). The challenges and problems that arise in the online implementation process are very complex, starting from educators, students, educational institutions, and also students' parents (Hardiansyah & Zainuddin, 2022). The challenge of online learning for an educator is needing more or not mastering technology well, finding and preparing various methods or materials that will be provided so that they are not monotonous but can create innovative learning so that students can understand it (Hardiansyah, 2022a). Meanwhile, for students, the problem that arises for every child is the internet quota, which, online, certainly consumes many quotas; even in areas far from urban areas where there is no internet access, students still have to walk a few kilos first. To be able to access the internet (Syamsah Fitri et al., 2019). As stated in the news on Kompas, the head of the Education and Youth Service stated that in Jogjakarta, especially Gunung Kidul, there are a total of around 70 percent of elementary school students have difficulty accessing the internet from their home point due to limited internet access, do not have laptops and do not have cellphones that support online learning.

The next problem arises from parents; the Covid 19 pandemic, which requires studying at home, certainly involves parents in their children's learning (Alsalhi et al., 2019). However, the full involvement of parents in the learning process also raises many problems; for example, if parents work, it is also rather difficult when they clash with work (Hardiansyah & AR, 2022). There is much work at home; they cannot teach properly because here, parents completely replace the position of the teachers as a whole, and the condition of many parents still cannot use gadgets as a technological medium used in learning and also in the regions -areas that are far from urban areas, apart from not having internet access, that is, many parents do not have devices that support the learning process (Hardiansyah & Mas'odi, 2022). So, the impact of learning from home is not only on students who have difficulty but also on many parents who become dizzy because they must accompany their children's daily learning. However, with the current pandemic situation, the learning process must still be carried out, so there is one strategy that is believed to be able to overcome this problem through the utilization of Educational Technology (Education Technology), Information Technology (IT) and or information and communication technology (Information and Technology). Communications or ICT). In dealing with problems that exist in the field of education now and in the future, it is necessary to have a way of applying technology to education; in this case, there are at least two things that need to be considered: First, the position of media and technology in the whole educational process, basically includes the delivery system, as a medium to convey what is in the curriculum. Second, the role of media and technology in the entire educational process can achieve educational goals; given Indonesia's geographical conditions and the scarcity of teaching staff, the potential use of media and technology for education needs to be studied and developed in the realm of equal distribution of learning opportunities (Hardiansyah et al., 2022).

In research that was previously conducted during the Covid – 19 pandemic, the results of research conducted by (Lim et al., 2020) from the Ministry of Women's Empowerment and Child Protection of students from 29 Provinces obtained data that 58% of children had feelings of displeasure while undergoing the study policy at home, besides that as many as 38% of children thought that the school did not yet have a good program in implementing learning activities at home. In addition, (Attard & Holmes, 2020) research yields result that full online learning implemented in elementary schools is going well. The competency indicators outlined in the Learning Implementation Plan with the online learning model are well achieved. However, the problem that arises is first-grade students who cannot use the device smoothly; however, this can be solved with assistance from the student's parents. In addition to the problems above, the results of observations in one of the schools

in the Tulungagung area, East Java Province, schools are held face-to-face but not every day. If students are not studying face-to-face, the teacher gives assignments to students to do at home. The assignment is carried out before students go home from school during face-to-face learning. The assignment was given because the teacher still could not find the right strategy for utilizing online learning. In the results of interviews with several students, it was found that students prefer face-to-face learning; besides getting pocket money, students can also play with friends at school. This is a reference that students are motivated to learn if they get something that students like. Furthermore, in learning that is carried out at home, namely doing assignments given by the teacher, some students answer that their work is done with the help of their parents. This is because students tend not to like doing assignments at home. The results of research conducted by (Indriani et al., 2018) said that blended learning could overcome the limitations and deficiencies in the online learning process. (Hidayah, 2020) adds that blended learning can give birth to efficient education and benefits both students and educators. In addition, the existence of blended learning can increase students' motivation and learning outcomes when blended learning is applied in education using synchronous and asynchronous systems when online learning. A learning system using synchronous is a learning process carried out directly between students and educators through established online learning. Whereas asynchronous is a learning process that is carried out indirectly between students and learning resources, meaning that students can learn anytime and anywhere, so they don't have to wait for the presence of their learning source.

As in the challenges of the industrial revolution 4.0, which has fundamentally changed human ways of thinking, life, and ways of interacting with each other, this era has changed all human activities, not only in terms of the economy but also technology and extends to the field of education, social culture, and law (Aldosemani et al., 2019). The 4.0 industrial revolution applies concepts that are all machine-assisted. Without human effort in implementing them, so all components must try to follow the criteria in the 4.0 revolution era, where there are many innovations or breakthroughs, including the Internet of Things (IoT), Big data, 3D printing, Artificial Intelligence (AI), driverless vehicles, genetic engineering, robots, and smart machines. (Koko Adya Winata, 2020) According to (Koko Adya Winata, 2020), one form of innovation in the industrial revolution 4.0 that the world of education must respond to is implementing a learning model that can answer the challenges of revolution 4.0, namely the Internet of Things (Heilporn et al., 2021). Therefore educational institutions must be able to educate and develop learning models that can make students the ability to think critically; the learning model that is applied in the learning process must direct students to have good problem-solving skills so they can face the demands of the industrial revolution era during the covid pandemic 19 as it is today (Bahri et al., 2021). Therefore, in implementing learning in the current pandemic era, we can use technological assistance in designing and planning learning process implementing and evaluating the learning process, but with the many problems in applying learning technology and so as not to create new problems, we need to carry out combinations in the learning process due to the many obstacles, especially network limitations which will certainly make the learning process ineffective, so blended learning needs to be applied in the learning process so that online learning becomes more effective (Hardiansyah & Mulyadi, 2022).

The innovation provided is blended learning, one of which is to utilize technology in the 21st century in teaching and learning activities. According to (S Fitri & Zahari, 2019), technology can open up many opportunities for students to learn. The blended learning strategy is part of efforts to utilize technological advances to improve the quality of learning (Keskin, 2019). Furthermore, rapid technological progress has impacted changes in the world of education and learning; learning technology has adopted and adapted these latest findings in the learning process (Albiladi & Alshareef, 2019). However, another problem is that teachers still need help with using technology effectively (Llerena-Izquierdo & Valverde-Macias, 2021). Conceptually integrated learning can be one of the learning strategies that teachers can use when teaching (Kang & Kim, 2021). Blended learning combines traditional lecture methods and new methods that collaborate using technology (Resien et al., 2020). In addition, technology is more appropriate as a medium to achieve better learning outcomes.

METHOD

The research method used is descriptive qualitative research with a literature study approach. Qualitative research collects data from words, actions, and behavior in interpreting data on its findings; qualitative research does not use numbers but emphasizes descriptions (Anthonysamy et al., 2020). Writing of this article is based on a study in the journal *Assessing the available ICT infrastructure for collaborative web technologies in a blended learning environment in Tanzania: A mixed methods research* written by John Marco Pima, Michael Odetayo, and Rahat Iqbal dan Eleamani Sedoyeka, *An e-Curriculum Based Systematic Research Integrative approach to web-based Education* which written by W. Song, Andres Forsman, Jia Yan, and A, *Survey of The Application of Information Communication Technology in Education* written by Sayed Ahmad Hashemy, Daryoosh Hayati, and Zainab Hashemy, as well as a *Guide to designing SPADA Indonesia online courses; PEDATI is a blended learning system design model* published by the Directorate General of Learning and Student Affairs, Ministry of Research, Technology and Higher Education by Uwe's Anis Chairuman. Some of this literature is initial information for writers about blended learning that can be used to optimize the learning process that has been implemented so far in other countries or which existed long before the pandemic, there were already technical guidelines for its implementation, so it is hoped that the existing policies can be applied in the future. The current pandemic is due to the inability to carry out face-to-face learning, but the learning process remains optimal even with online learning.

The approach used is a literature review which aims to obtain new findings from scientific work. The instruments used were ten national journal articles obtained from various platforms providing journals, one of which was Google Scholar. The literature review activity consists of 4 stages: formulating the problem, searching for literature, evaluating data, analyzing, and interpreting. The applicable stages carry out the four steps. While the analysis technique used consists of 5 stages, namely looking for similarities (compare) and dissimilarities (contrast), providing views (criticize), reaching (synthesize), and summarising.

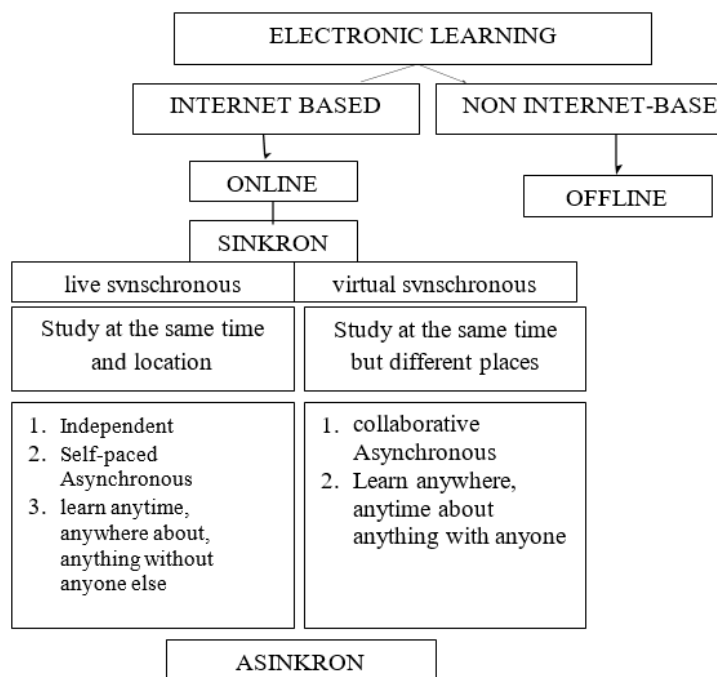
RESULTAND DISCUSSION

The internet is a medium that can be used to share information and interact very easily. According to (Hardiansyah, 2022b), the internet is a large computer network in the world that is a network of networks. O'Brien explained that the internet is a computer network developing quickly and has many users (Kardipah & Wibawa, 2020). According to Cronin, the internet was originally used for military research in the United States in early 1969 by creating a network experiment called ARPAnet to support research needs made by the Advanced Research Project Agency (ARPA). Then this network was developed for research purposes in universities, namely the University of California, Stanford Research Institute, and the University of Utah (Alsalthi et al., 2019). Several studies have shown that the internet can be used as a learning tool, for example, in research conducted by the Center for Applied Special Technology (CAST) in 1996, which was applied to five hundred students in grades five (V) and six (VI) at the elementary level. Then it was divided into two groups, namely the experimental group equipped with internet access and the control group.

Based on the test results, the experimental group scored higher than the control class (Attard & Holmes, 2020). According to (Attard & Holmes, 2020), Internet application for education and teaching can be applied in three forms, including; (1) Web course is the use of the internet in the learning process as a whole so that all learning materials, discussions, and consultations or giving assignments, exercises, and exams are all delivered via the internet using various internet facilities such as chat rooms, bulletin boards, videos conference, e-mail, Google Classroom, e-Learning and so on so that in this form it does not require face-to-face meetings in the learning or assessment process. (2) Web Centric Course is a combination of two learning activities so that some materials, discussion processes, consultations and assignments, and exercises are delivered with learning technology via the internet network. In contrast, evaluations, consultations, and discussions are held face-to-face. (3) Web Enhance Course, where the use of the internet is only as a support in improving the quality of existing learning in class; in this form, the main learning is face-to-face class learning or what is known as the

Web Lite Course. According to Soekartawi in Educational Technology Mozaik (Prawiradilaga, 2007), the benefits of the internet in the educational process are: First, it can facilitate teacher communication and discussion with students. Second, it can compile teaching materials and provide instructions in a systematic and scheduled learning process. Third, students can view and add information related to teaching materials for an unlimited time. Fourth, more effective and efficient. With the internet, all data can be accessed easily and quickly. In improving service, effectiveness, and smoothness in the learning process for students and teachers, many educational institutions use internet media, which are believed to provide opportunities to improve learning through online learning or e-learning. The term e-learning has a meaning consisting of the letter e (electronic) and the word learning which means learning. We can interpret e-learning as a learning process carried out with electronic devices in the form of computers. The term e-learning can also be interpreted as information technology used in the education and learning process as an online network. More precisely, e-learning attempts to change the learning process in schools or colleges in digital form (Albiladi & Alshareef, 2019).

Education or learning with assistive devices such as computers or cellular phones is then used to deliver teaching materials or materials, assignments, and exercises in the educational process (Lim et al., 2020). Fundamentally, e-learning in (Llerena-Izquierdo & Valverde-Macias, 2021), e-learning is a learning medium carried out online by utilizing information and communication technology to bridge the learning process with synchronous or asynchronous strategies. Referring to the definition above, we can conclude that e-learning is a technology developed to carry out the learning process, starting from conveying learning objectives, teaching materials, learning processes, and evaluation of learning using technology. This electronic technology can be in the form of computer devices, cell phones, the internet, or other electronic technologies; for example, it can be in the form of video or audio learning, which is used to create and improve an optimal learning process. In addition to the above, with e-learning, the learning process can interact directly in real-time, such as in video conferencing, zoom, Google meets, real audio or real video, and online meetings. And also in the form of no real-time, such as with Google classroom, E-learning, mailing lists, discussion groups, news groups, and bulletin boards. While teaching materials, evaluations, quizzes, and all activities in the learning process can also be implemented on the web. Therefore, in the current new normal conditions, so that the learning process can run effectively, we can learn through electronic media with the internet network by combining synchronous and asynchronous learning.



Picture 1. blended learning scheme

Based on the picture above, it can be explained that: (1) Direct Synchronization (SL); is a learning process that involves educators and students meeting at the same time and location. Educational activities are lectures, discussions, and practice in the field, so they are the same as face-to-face learning. (2) Virtual Synchronization (SM); teaching and learning process involving educators and students following the same learning but in different locations. Learning activities in virtual sync can be carried out with synchronous technology, for example, video conferencing, Google Meet, Zoom, audio-conference, or web-based seminars (webinars). (3) Asynchronous Self (AM); the process of online teaching and learning activities carried out individually. Where students can learn anytime, anywhere, based on the speed of their respective abilities. Independent asynchronous learning activities include watching, reading, listening, practicing, and imitating using digital material that is appropriate to the theme or learning materials. Independent asynchronous learning activities use more online learning, although offline learning will also be. (4) Asynchronous Collaborative (AK). It is a learning process that occurs collaboratively (together) between class members or other resource persons. Collaborative asynchronous learning activities include participation in discussions through online discussion forums, mailing lists, online independent and group assignments, and publication of the results of independent and group lessons in journals, blogs, wikis, and so on. The combination of learning in the new normal era is an effective learning method. Blended learning, in principle, combines face-to-face teaching with online learning using various platforms; for example, the learning management system that is usually used is e-learning portals owned by institutions or also using Google classroom; apart from that, many video conferencing applications have been used, including Google Meet, Zoom, and apart from these applications, the Watshapp Group is also used to carry out online learning processes.

Table 1. Results of Literature Review

(Basalamah, 2020). Implementation of Blended Learning During the COVID-19 Pandemic at STIE Wira Bhakti Makassar	Quantitative Method (Census Sample)	The results showed that applying the blended learning method as learning method during the COVID-19 pandemic was considered effective in having a positive and significant impact on the productivity of STIE Wira Bhakti Makassar lecturers and students in the process of transferring knowledge, information, and lecture materials. In addition, students are highly willing to learn, especially in calculation courses, so that they can encourage student productivity.
(Hikmah & Chudzaifah, 2020). Blended Learning: Learning Model Solutions After the Covid-19 Pandemic.	Qualitative Method Library Study Approach (library research)	The study results show that the blended learning model combines offline and online learning. The ratio of time allocation used is 50:50, where 50% of education is done face to face (offline) and 50% is done online. The technical development developed is a face-to-face learning model and uses technology as a learning medium. The findings show that researchers hope to understand more about technology, especially the platforms used in the learning process, along with exciting learning models.
(Hikmat et al., 2020). The Effectiveness of Online Learning During the COVID-19 Pandemic	Quantitative Method (Census Sample)	The results showed that the Faculty of Social and Political Sciences UIN Sunan Gunung Djati Bandung had implemented a blended learning model in accordance with the learning from home policy by utilizing the Zoom application for face-to-face activities and Whatsapp for material delivery and assignments. . Based on the results of effectiveness

			testing, it is known that the highest level of effectiveness of courses is occupied by theory courses, followed by theory and practicum courses, practicum courses and finally field courses. So that it can be concluded that online learning is only effective in theory courses and theoretical and practical courses and is less effective for practical courses and field courses
(Manggabarani et al., 2016). The Effect of the Blended Learning Learning Model on the Motivation and Learning Outcomes of Class X Students of SMA Negeri 1 Pitumpanua Kab. Wajo (Study on the Basic Material of the Periodic System of Elements)	Quantitative Experimental Approach	Method	The results showed differences in learning outcomes between the experimental class and the control class, where in the course using the blended learning method, students were more interested and motivated to participate in learning activities because they used the Edmodo platform. In addition, the experimental class also showed significant mastery of learning outcomes compared to the control class, which was 9.66%. So the blended learning method has a good effect on the motivation and learning outcomes of class X students of SMA Negeri 1 Pitumpanua, especially on the material Periodic System of Elements.

Based on the literature review results, several steps are taken during the learning activities, namely planning, implementing, and evaluating. The teacher carries out planning by preparing various learning tools such as curriculum, syllabus, lesson plans, the media used, and the models applied during blended learning. Teachers also have to divide their time between face-to-face and online learning as well as possible to achieve learning objectives. Teachers generally use the Whatsapp Group and Google Classroom platforms as a medium of communication and delivery of information during learning because they are considered more effective, easy to use, and generally owned by all parents of students.

According to government policy, learning is carried out using a blended learning model by dividing time between face-to-face and online learning. The division of time that is often used is a 50/50 ratio of the total time allotted, where 50% is used for face-to-face learning while the other 50% is used for online learning. In addition to these comparisons, some use a 75/25 or 25/75 ratio according to student needs. However, at this time, it is recommended to carry out learning using a 25/75 time composition, namely 25% for face-to-face learning and the other 75% for online learning. Whereas 25% of face-to-face learning is divided into two parts, namely online face-to-face using technology and offline (direct), which is tailored to the needs of students (Hikmah & Chudzaifah, 2020). Meanwhile, the evaluation process is carried out to determine whether the learning objectives have been achieved after the learning activities are carried out (Suhairi & Jumara Santi, 2021). This evaluation process is carried out by the existing situation and conditions, namely online. Many school teachers use web platforms, e-learning, or Google forms as a medium for taking grades.

As stated by (Ting & Chao, 2013), Blended Learning is an amalgamation of various forms of Learning, namely online, offline, and face-to-face (in-Person Learning). Blended Learning learning is an innovation in the online learning process by trying to integrate innovation in learning technology with traditional Learning, namely learning that must always be in contact and participate directly (Acelajado, 2011). Blended Learning combines components from synchronous and asynchronous learning aspects to achieve optimal learning effectiveness (Chaeruman et al., 2018). From some of the definitions above, blended Learning is a learning method that combines synchronous learning strategies with asynchronous Learning. The main goal is to produce learning effectiveness so that the learning process becomes more optimal. Thus the weaknesses in online

Learning, which are synchronous, can be synergized with the advantages that exist in asynchronous Learning because synchronous Learning, for example, requires teachers and students to be at the same time to study and have direct discussions but the problem is that the internet network is everywhere. Students are different, so it is difficult to synchronize where all students can access the internet properly and follow the learning process directly as in face-to-face; therefore, blended Learning is an ideal learning method in the current new normal era in creating a learning process to achieve optimal learning goals.

Synchronous learning is a learning process in which the teacher and students are simultaneously. However, the learning process usually takes place in different places using communication technology media in video conferences or audio conferences. The steps in synchronous learning are similar to face-to-face learning, where in synchronous learning, the learning process also consists of opening, core, and closing activities. Opening Activities; educators provide or display videos about problems according to the theme, then students are asked to respond, and then educators explain the articles to be studied and discussed, along with the learning objectives to be achieved at the meeting. Core activities; the educator provides a form of problem, then the students are divided into several groups to discuss and present, and then the educator and students collect various information from the themes given. Closing activities; educators ask students to conclude from the articles that have been discussed, then educators provide feedback and reinforcement of the learning outcomes that have been discussed, and finally give individual assignments or independent assignments to all students. After identifying which discussions can be understood through asynchronous learning, the next step is developing an asynchronous learning design, namely planning relevant digital materials, appropriate online discussion forums, relevant online assignments, and evaluations. Furthermore, assembling the asynchronous learning flow is in PEDATI; The Blended Learning Design Model (Kang & Kim, 2021) that online learning with asynchronous strategies has four cycles, namely: Learn (Learning); deepen; apply (applying); and Evaluation (measuring). (a) Learn, namely the process of learning materials or learning materials in asynchronous by providing various types and forms of digital media which are referred to as learning objects, namely by reading through the text, viewing material with visuals in the form of images, listening to the audio, the process of seeing through videos or animations, experimenting and practicing with simulations and games and so on. (b) Inside, deepening learning by actively participating in online discussion forums. Teachers also use participation in online discussions to evaluate participation or the quality of responses or responses during conversations so that responses or comments given during meetings are also included in the assessment of evaluation results in the learning process. (c) Apply, meaning that the material discussed online is then implemented into online assignments with types of bills such as tests, quizzes, or others so that this assignment is also included in the form of assessment in an asynchronous strategy. (d) Evaluation; In asynchronous, there is also an evaluation given to the media used by doing the review in the form of objective tests in the form of multiple choice, matching, true-false, short answers, and subjective difficulties in the form of essays, quizzes and so on.

The application of blended learning as an online learning tool in the new normal era also has an impact on the existence of a new direction in the learning process in responding to the challenges of the 4.0 industrial revolution, namely; (1) Realizing Education 4.0, (2) Producing graduates or students who have or have good problem-solving skills and abilities. All educational institutions must respond to the demands of the industrial revolution 4.0 by implementing collaborative and creative learning models. Cooperative learning models can prevent students from being passive and dependent on the teacher in the learning process. Collaborative learning is a learning process that provides opportunities for students to be active in the learning process. The teacher is only a facilitator and companion in the learning process. Collaborative learning maximizes the function of good collaboration between students and teachers in the learning process to create a good learning environment. the Student-centered, integrated and cooperative atmosphere makes students active in the learning process. Therefore, the learning model needed during the pandemic and to answer the challenges of the current industrial revolution is a learning model that provides training for students to think critically (Critical Thinking) and be

creative and innovative. Where learning does not only emphasize the transfer of knowledge but a learning process that produces students who are creative and critical in solving a problem; thus, in the current new normal era, the online learning process must be carried out with many strategies and innovations in learning. Learning innovation aims to solve education problems and produce graduates or students who can compete with the times (Keskin, 2019).

Therefore it is necessary to look for innovative strategies as new findings in developing a lesson, such as a learning process that is supported by the use of mobile technology media to carry out learning, for example, by using various platforms such as e-learning, Google Classroom, and moodle So on, and to search for information independently that is used to support the learning material. For example, in the Google application, we can find various articles that are appropriate to the material that can add insight to students about the theory being studied. This is very effective and efficient in improving the quality of education provided that users of the technology media are used properly. And with supervision or control from teachers and parents of students (Heilporn et al., 2021), with the pandemic and in this new normal era, our way of Learning must begin to change by using more interesting Learning and making students more active because we have to do that in the face of current technological changes. In the literature, it is stated that the characteristics of education in the 2000s are characterized by creativity, critical thinking, communication, and collaboration. Where collaborative teaching or Blended Learning will be effective and efficiently applied. As (Heilporn et al., 2021), the benefits of Blended Learning itself include: (1) It is more effective than only Learning face-to-face or online. (2) Can improve learning outcomes. (3) It can be the right way to extend study time so that students can achieve readiness standards in tertiary institutions and the world of work. (4) Can enable students to acquire digital literacy and online learning skills. (5) Can be used as the right way for Learning that cannot be carried out face to face. (6) Can make tasks more interesting and flexible. (7) It can make it possible to monitor student progress more easily.

In addition to having many advantages, the blended learning model also has several weaknesses, such as a large number of media needed making it difficult to apply if the facilities and infrastructure are inadequate, the lack of facilities owned by students or parents of students such as laptops and internet networks making it difficult for students to take part in online learning online. Independent, lack of ability to master technology, and lack of knowledge about using technology for teachers, students, and parents (Trisniawati, 2021). Therefore, the key to success in applying the blended learning model lies in the teacher's ability both pedagogically and mastery of technology, along with adequate facilities from both the teacher's and student's perspectives. Teachers must have skills in using technology, teaching skills, and creativity in making learning media. The teacher must also be up to date on existing information so that it can support learning activities.

CONCLUSION

Optimizing the learning process in the era of the Covid 19 pandemic and the current new normal will be effective and efficient by using the blended learning method, where the learning process combines the two strategies that exist in blended learning, namely synchronous and asynchronous strategies. The synchronization is a virtual face-to-face between the teacher and students simultaneously but in different places. While asynchronous means that the learning process or deepening of material can be done at any time without being limited by time so that it can use communication technology that is currently developing a lot, for example, with e-learning, Google classroom, moodle, and so on. Four stages must be carried out so that online learning with blended learning becomes an optimal learning alternative in the current new normal era, First; present digital material asynchronously, meaning that all the material we want to provide should be visible to students before the start of learning in forms such as PDFs, Word, PowerPoint, images, videos on learning management systems such as Moodle, Google classroom and so on. Second, hold asynchronous material guidance and discussion. So give material after giving advice. In online optimization, you must provide a guidance column that is not limited by time, for example, conferences via video chat, mailing lists, and discussion forums. Third, the process of

elaboration, demonstration, or practice. Fourth, even though it is in the online process, it must also evaluate a measuring tool for the achievement of the learning process in the form of quizzes, written tests (objective and subjective), project learning, midterm exams, and final semester exams that are included on the web or media or technology used for education.

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