
Blended Learning as the Realization of ‘*Kurikulum Darurat*’ in the Pandemic of Covid 19

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Abstract

This study aims to: (1) find out the application of the blended learning model during the COVID-19 pandemic at MI Nahdlatu Shiblyan Ngemplak and MI Maslakhul Falah Glagahwaru, Undaan Kudus District; (2) find problems that arise during the implementation of the blended learning model at MI Nahdlatu Shiblyan Ngemplak and MI Maslakhul Falah Glagahwaru, Undaan Kudus District. This study emphasizes more on the type of field research (field research) and is qualitative in nature, with data collection methods in the form of interviews, observation, and documentation. Based on the findings of this study, MI Nahdlatu Shiblyan Ngemplak and MI Maslakhul Falah Glagahwaru used a blended learning approach to respond to mass learning during the COVID-19 pandemic. As part of the COVID-19 emergency curriculum, the concept of blended learning has been implemented in the two madrasas since the 2020–2021 school year. The blended learning model in madrasas is divided into two stages, namely planning and implementation. This program follows the syntax of the blended learning model, which includes information search, acquisition, and synthesis in online or face-to-face learning. The function of the teacher as a mediator for the ongoing teaching and learning activities cannot be separated from the successful application of the blended learning paradigm. Classroom management, management of learning activities, and learning techniques are examples of tactics that must be planned. In implementing the blended learning model, there are obstacles, including in terms of buildings and infrastructure, facilities, and parental support.

Keywords: Blanded Learning, *Kurikulum Darurat* and Pandemic Covid19

INTRODUCTION

The COVID-19 pandemic has spread to almost every country in the world, including Indonesia, causing widespread concern. In fact, the state has a responsibility to educate its citizens. Therefore, it is necessary to find a solution so that education can survive in this country. According to the Decree of the Director General of Islamic Education Number 2971 of 2020, “the state guarantees quality education and learning services to all sectors of society, including during the COVID-19 emergency.” An emergency curriculum guide for madrasah was created to answer this challenge by looking at scenarios and conditions. Emergency curriculum is a curriculum compiled and implemented by educational units as a backup plan in the event of a disaster. The implementation of the curriculum also varies according to existing considerations in line with the location. The curriculum at all levels and forms of education must be made by each educational

unit in accordance with Law Number 20 of 2003, which regulates the national education system. Therefore, every school or madrasa must be careful when making the curriculum a fundamental component of implementing learning.

Based on the provisions of Number 4 of 2020, learning from home (online) is the recommended learning model (Juliawan et al., 2021). Of course, the remote learning approach is nothing new in practice. However, not all schools use this paradigm exclusively for learning. Some Madrasah Ibtidaiyah in Undaan District, however, use blended learning methodologies to overcome this problem. In general, this approach aims to combine two types of learning, namely traditional and technology-based methods (Indriani et al., 2018).

In its implementation, there are three main components that need attention: the program implemented, the intended target, and the executor who is responsible for implementing the program (Dedi Lazuardi, 2017). The title of this

study says that the blended learning model is a part that is set up as an applied program, with students as the goal and the teacher as the person in charge of carrying it out.

In simple terms, blended learning is learning that combines face-to-face and online components (Abdullah, 2018). This can be seen in the phrase used, which comes from English and means “mixture” or “mixture.” When examined through the lens of today’s advances, technological advances are enormous and have progressed in various scientific fields. As a result, incorporating technology into education is not a new concept. Blended learning, according to experts such as Semler, is learning that combines various delivery methods, models, and learning styles (Rinawati, 2020: 35).

The blended learning model is still being debated from a conceptual point of view, especially in terms of implementation. Each model used must have advantages and disadvantages a conceptual point of view, especially in terms of implementation. Each model used must have advantages and disadvantages. Many studies have shown, however, that mixed learning strategies are gaining more traction in terms of helping students learn. In essence, the purpose of blended learning is to utilize learning by emphasizing the benefits of each approach used (Husamah, 2014).

The use of the blended learning paradigm in learning activities in schools has resulted in increased learning outcomes (Rachman et al., 2019). As digitization becomes more common, students are more driven to learn. This is supported by a study that found e-learning to be successful as a supporting medium for increasing student achievement (Nirmala & Dodik, 2020). As a result, by combining all media in online learning, it is possible to study more effectively. As a result, by combining all media in online learning, it is possible to study more effectively.

The teacher, who is the main actor in implementing the blended learning model, must prepare all the necessary materials. Blended learning, as said before, is a blend of the two modalities of online and offline learning. Blended learning is divided into three basic stages: 1) gathering information from various available sources, both online and offline; 2) interpreting information, where students interpret ideas and the results of the interpretation can be online or offline; and 3) synthesizing knowledge, where students construct knowledge through assimilation and accommodation, which then interprets the results of their interpretation (Farrah Zhairiyah, Muktiono Waspodo, 2022).

The impact of the uneven spread of COVID-19 has caused a decline in all regions of Indonesia. To overcome the problem, the Indonesian government implemented a social distancing strategy in March 2020, when it first started spreading (Anung Ahadi Pradana, Casman, 2020). This regulation is implemented to reduce the impact and break the chain of transmission by limiting interactions outside the home. As a result, many sectors, including education, were impacted both during and after implementation.

The curriculum is defined as a set of plans and arrangements regarding objectives, content, and learning materials, as well as the methods used as guidelines for implementing learning activities in achieving goals, according to the Decree of the Director General of Islamic Education Number 2791 of 2020 (Mulyana et al., 2020). Emergency curriculum is a unit-level curriculum that is developed and implemented in response to emergency conditions and constraints. The emergency period doesn’t just apply to COVID-19; it also applies to other emergency situations (Mulyana et al., 2020). All emergency curriculum components related to implementation in planning, activities, or learning outcomes are adapted to the conditions of each madrasah, according to the affirmation above.

It is clear that when a blended learning model is discussed, it implies that something is being done. This blended learning paradigm is important because previously it was not the dominant model in the learning process. However, several madrasahs have taken over the place as a learning model because of this situation. Of course, this phenomenon must be examined in terms of strategy, method, and form.

According to observations, 12 Islamic elementary schools in Undaan Regency are trying to meet the government’s requirements by implementing an emergency curriculum. The blended learning model is one of the learning models used. In the pandemic season, MI Nahdlatu Shiyban Ngemplak and MI Maslakhul Falah Glagahwaru hope to use the blended learning paradigm to maximize the implementation of learning. but only if health protocols are followed. Since not all learning materials can be delivered using this technique, the distance learning model is considered less successful along the way. In addition, the lack of preparation for online learning is one of the similarities that supports the madrasah’s decision to choose a blended learning model. As a result, the use of blended learning models at MI Nahdlatu Shiyban Ngemplak and MI Maslakhul Falah Glagahwaru is predicted

to improve learning. The relevance of learning models to learning achievement and motivation is clear. In other words, given the current situation, the application of the blended learning model includes the right techniques. This is why academics are interested in Madrasah Ibtidaiyah in cities and Madrasah Ibtidaiyah in rural areas. In urban areas, MI Nahdlatul Shibyan represents MI, while in rural areas, MI Maslakhul Falah represents madrasahs. These two madrasahs have something in common: they are both trying to use the blended learning model as a means of completing their cycle curricula. The researchers wanted to see how the mixed learning paradigm was used in both urban and rural parts of Michigan. Given the issues mentioned above, the main focus of researchers is on the preparation and practice of instructors to optimize the use of blended learning models. In the implementation process, the preparation step becomes the underlying component. The instructor is actually a component that helps and supports the success of the blended learning model. Based on the context of the research above, the researcher felt compelled to study further the application of the blended learning model during the COVID-19.

METHODS

This study took a qualitative research approach, with a focus on field descriptive research (Lexy J. Moleong, 2011: 3). The purpose of using qualitative techniques is to produce descriptive data in the form of the written words of individuals and the actions that will be observed during the investigation. Also, the researcher uses a phenomenological approach and a comparison method, which compares two research subjects.

The data collection procedures for qualitative research must be understood. According to one expert, Cresswell states that "the data collection step involves (a) setting the boundaries for the study, (b) collecting the information through observations, interviews, documents, and visual materials, and (c) establishing the protocol for recording information" (John W. Cresswell, 2012: 148). Qualitative data analysis was carried out simultaneously with the data collection process. The analysis technique was carried out using the data analysis technique proposed by Miles and Huberman (2014: 19–20), which includes three concurrent activities: data reduction, data presentation, and conclusion drawing (verification). Data reduction, data presentation, and conclusion/verification are some of the data analysis

approaches used in interactive data analysis. To start, reduce data by selecting, summarizing, selecting, and sorting the most important items, or classifying data. Second, it displays data from the collected data, which is then displayed in its entirety and checked by category. Third, draw conclusions based on the information provided and double-check its accuracy and applicability.

RESULT AND DISCUSSION

Application of the Blended Learning Model during the Pandemic at MI Nahdlatul Shibyan Ngemplak

During the COVID-19 pandemic, MI Nahdlatul Shibyan used blended learning techniques. Data collection was assisted by interviews with predetermined informants, such as class teachers, as well as supporting informants, such as school principals and deputy heads of curriculum. The blended learning approach is not the first time it has been used as a learning paradigm. MI Nahdlatul Shibyan Ngemplak first used this model as a learning model before the COVID-19 outbreak. The blended learning paradigm is applied only by utilizing available technology that is easily understood by students, such as WhatsApp chat groups. Although it is not new in its application, the blended learning model that was used before the COVID-19 outbreak was only used as a supporting model and only in grades V and VI. The COVID-19 pandemic, which caused a shift in the use of learning models This is because the impact of the COVID-19 pandemic on the educational environment has made learning more difficult. Schools that must be completed from home are an example of this. According to the fifth-grade instructor, most teachers have difficulty evaluating learning, and there is no parental involvement in supporting their students. The same thing was conveyed by the Chairman of MI Nahdlatul, Shibyan Ngemplak, who said that because of the decline in student learning outcomes and the increased student understanding received through online learning, it was decided to set a strategy for the following semester. The same thing was conveyed by the Chairman of MI Nahdlatul, Shibyan Ngemplak, who said that because of the decline in student learning outcomes and the increased student understanding received through online learning, it was decided to set a strategy for the following semester. The following are the findings obtained by researchers in the field in responding to the challenges that occurred at MI Nahdlatul Shibyan Ngemplak in the process of using the blended learning

model as a whole:

Planning

Ketika menggunakan pendekatan Blended Learning When using the blended learning approach in class, the instructor is in charge of managing and determining the success of the class. An important part of the blended learning model's success is that teachers create the learning tools that are needed for it to work, such as lesson plans, Prota, promissory notes, and syllabuses, as well as learning resources like videos, textbooks, and other media. Based on the interview findings, it is clear that madrasas are preparing their own platform for online learning by utilizing the Google form. Media includes films, teaching materials, and basic questions to aid understanding. Generally, learning in class is filled with reading, writing, and discussion activities, but more emphasis is placed on activities in class that support the growth of 4C (critical thinking, collaboration, creativity, and communication), according to the results of interviews with class teachers at MI Nahdlatul Shiban. To improve these skills, students learn how to talk about their ideas, present their work, and take part in group or one-on-one conversations. To make learning more successful, critical thinking is promoted by offering motivation and learning direction. Discussion, or discussing and overcoming difficulties, is the strategy used (problem-based learning). Of course, the teacher's responsibility in this component is to act as a guide. Collaboration was born from the formation of study groups at the beginning of the semester, which continued until the end of the semester. The class teacher uses group discussion or demonstration of ideas in each group as a method. Of course, the function of the teacher in this component is as a facilitator. Extracurricular activities that further hone students' potential, interests, and talents help increase creativity. This hobby is carried out by utilizing internet methods, even during a pandemic. Poetry, spoken language, and art are examples that are tailored to the learning demands of each class. As a result, it might be considered an extra class with practical assignments. Improving this component is carried out by class teachers, who partner with parents and guardians to be involved in monitoring the learning process. The teacher facilitates group dialogue involving students, teachers, and parents, as well as providing opportunities for students to convey content to the conversation group.

Based on the researchers' findings, it is

clear that the blended learning methodology is used to make it easier for children to learn during the COVID-19 pandemic. Thus, it can be concluded that face-to-face and online learning preparation aspects are included in the blended learning model's planning. Of course, this is not the same as finding out about COVID-19 before the outbreak. The simplicity of the RPP used is the most visible change.

Implementation

Based on the results of observations made by researchers during the learning process, the application of blended learning is in accordance with the curriculum criteria for the 2020–2021 school year. In its implementation, MI Nahdlatul Shiban Ngemplak is in accordance with the syntax of blended learning, namely seeking information, acting on information, and synthesizing knowledge.

Blended learning is a combination of online and face-to-face (offline) learning. The implementation will be like this:

Face-to-face learning

Based on the results of interviews related to the application of the blended learning model at MI Nahdlatul Shiban Ngemplak, each class of students is divided into two using the notion of taking turns and only running from 07:00–09:00 WIB. These face-to-face meetings are mostly used to discuss online learning experiences and knowledge. This is illustrated in Figure 1:



Figure 1. Face-to-Face Learning Process in Class

Based on observations, face-to-face learning activities are divided into three stages: Opening activities include the teacher greeting students, asking for news, and checking student attendance; guiding students to pray by asking them to take turns asking to lead the prayer; asking students for literacy activities outside of learning such as telling stories, reading or summarizing material that has been read; reviewing some of the material presented previously; re-

viewing homework assignments; and conveying the learning objectives that have been presented. The core activity consists of the teacher asking students to read the material together or individually, the teacher giving a little explanation regarding the material, the teacher giving students the opportunity to record important things found, the teacher providing feedback during the process of teaching and learning activities, and the teacher directing. Students conduct discussions to determine the questions to be asked. Closing activities include: the teacher ends the discussion by asking students to review the material; the teacher gives conclusions; the teacher closes with greetings and a closing prayer led by the students. Evaluations carried out by class teachers can be determined through a series of activities based on remarks from IV and V teachers. Assessments can be carried out in accordance with the teacher's demands. observation of attitudes, tests of knowledge, and presentation of the components of the material being taught. Furthermore, the social component of assessment is more visible in online learning.

Online learning

MI Nahdlatul Shiban offers several online learning options. Online learning is carried out by integrating group discussions via WhatsApp and Google Forms, according to the fifth grade teacher. So far, there have been no problems with students accessing it. Figures 2 and 3 show the proposed learning materials in their various forms.

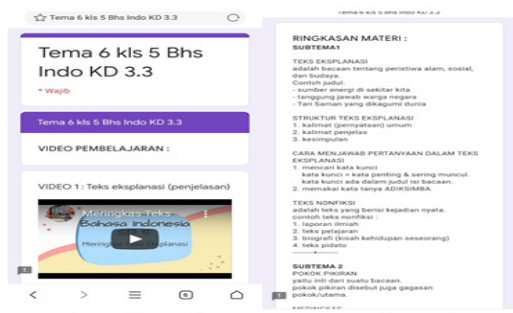


Figure 2. Online learning media uses Google form MI Nahdlatul Shiban Ngeemplak

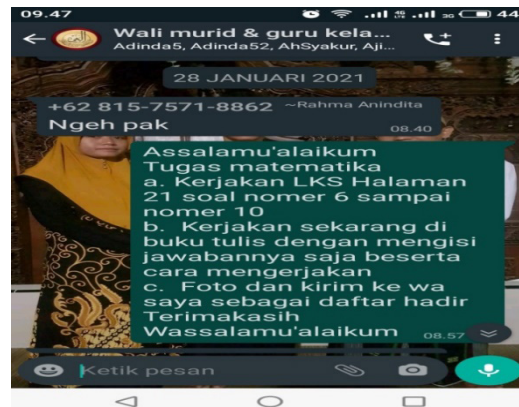


Figure 3. The online learning process uses via Whatsapp in class

Students are free to seek additional knowledge, both from the internet and books, even though learning materials are offered through the Google form. Teachers use group chats on WhatsApp to keep tabs on their students, and they can also issue additional homework, which students can upload on the chat app or do live in class. Based on observations, online learning activities are divided into 3 stages:

Preliminary activities include: the teacher greeting students through group conversations; the teacher asking news and guiding students to pray (with voice messages); and the teacher attending students by asking for voice messages that they are ready to take part in learning.

The core activity includes the teacher sending voice messages to open learning and conditioning the class; the teacher sending a google form link that has been prepared with materials, videos, and questions based on the theme of the material; the teacher monitoring student learning activities; and the teacher reflecting on some student answers based on student understanding that have been collected using group chats.

Closing Activities The teacher asks students to be able to present the results of today's learning through group conversations, and the teacher provides reinforcement and conclusions. According to the homeroom teacher, the use of the blended learning model by coming directly to this school can run smoothly thanks to the participation of all parties. This blended lear-

ning paradigm cannot be carried out without the cooperation of all parties. As has been established, learning must be carried out consciously and without coercion, which is included in the blended learning approach. Furthermore, almost all students and teachers have access to learning materials, and they are assisted by places that can access them.

Based on the assertion of the fourth grade teacher, reinforced by the fifth grade teacher, online learning assessment is measured by attitudes, namely students' activeness in communicating and their ability to answer questions given, and it is also measured by skills, namely student performance. As a result, instructors pay more attention to basic learning assessment concepts in online learning assessments.

The application of the blended learning model both face-to-face and remotely has gone through several stages of the model, namely seeking information, actuating information, and synthesizing knowledge, as seen from the description of the results above. Figures 2 and 3 illustrate the search for information during online learning activities. The teacher instructs students to understand the subject or work on the questions individually, as depicted in the illustration. This means that the teacher gives students direct permission to access additional knowledge that helps with the process. Knowledge synthesis can also be clearly demonstrated across core activities, either through online or face-to-face learning, for the information activation stage. Discussion activities, where students voice their point of view or ask each other questions during the learning process, demonstrate this. Face-to-face learning makes these two levels clearer in practice. Because students are more often emphasized for the information search stage in online learning, face-to-face learning is then used to increase content knowledge as much as possible.

Implementation of the Bended Learning Model during a pandemic at MI Maslakhul Falah Glagahwaru

Madrasahs have been socialized to continue to reflect on learning by looking at the situation and conditions since the beginning of the pandemic. With reference to the emergency curriculum, the madrasah curriculum was also revised. According to the headmaster of MI, Maslakhul Falah Glagahwaru, responding to this is quite challenging. Many aspects of madrasah are lacking in terms of curriculum. Parents, in particular, are keenly aware of the impact on

learning, which largely depends on Android. Not only that, many parents objected to the COVID emergency curriculum policy.

According to the classroom teacher, the learning paradigm is not only influenced by curriculum changes but also by students' limited access to technology. This is because the emergency curriculum emphasizes online learning. Furthermore, since the COVID outbreak, the duration of learning has been limited, so that learning cannot be maximized. Teaching and learning activities were carried out online during the beginning of the pandemic. Online learning approaches are declared less than optimal after one semester of operation. This can be seen from student responses, such as students who are not online during class hours, students who are more passive, and many who leave in the middle of class. Although not all children engage in this behavior, it can certainly have a negative impact.

Additionally, many students are unable to participate in online learning due to a lack of resources. When comparing the two groups, it is clear that seven out of 10 young people do not have access to cell phones or other forms of technology. not to mention the loss of signal problems due to conditions in places that are very far from the center of the crowd. As we all know, technology and supporting facilities such as signals play critical roles in online support.

Finally, the teaching and learning activities were modified into blended learning after careful consideration and mutual agreement. As previously stated, MI Maslakhul Falah uses blended learning, which combines two methods, namely online and face-to-face learning. When viewed from the perspective of the learning model used, the blended learning approach has never been used before at MI Masahu Falah Gagahwaru. As a result, this blended learning strategy can be considered novel. Based on observational findings and corroborated by interview findings, which include planning and implementation, here's a more detailed explanation:

Planning Process

The teacher prepares the needs that enable the process of implementing the blended learning model, as happened in the learning model before the COVID-19 epidemic. The fifth grade instructor unequivocally says that planning and preparation for each session are necessary. Furthermore, this blended learning methodology was used for the first time at MI Maslakhul Falah.

Based on the results of the interviews, the

blended learning approach is applied in the hope that it can help students learn. The reason for this problem is that many parents are dissatisfied with the amount of online learning available.

The blended learning approach combines two types of learning, namely, online and face-to-face. Previously, the blended learning paradigm was used with continued communication with parents. The teacher makes a learning schedule so that it can be carried out properly. In this scenario, parental cooperation is essential to assist children's learning. Whatsapp is one of the tools teachers use to promote online learning. This was confirmed by the grade IV teacher, who chose WhatsApp because all students already knew how to use it.

Learning materials (which can be in the form of learning videos, textbooks, and worksheets), learning devices (Android cell phones, laptops, and computers), group conversation rooms via Whatsapp, and simplified learning materials according to the K.13 Emergency Curriculum are all things that the teacher has prepared to achieve success in its implementation.

Students can participate in more participatory activities thanks to the blended learning paradigm. Class teachers at MI Maslakul Falah Glagahwaru agree that teaching and learning activities are focused on reviving students' interest in learning, fostering discipline, and engaging in activities that maximize learning so that it reaches students. Creating lesson plans, offering individual counseling between students and teachers, and prioritizing class activities by demonstrating student skills are some of the activities undertaken.

Implementation

Based on what the researchers saw, blended learning started to be used in the first semester of the 2020–2021 school year. Its implementation is inseparable from the education unit curriculum and the national curriculum (emergency curriculum). "Thank God, in our madrasa, the blended learning model is going well, although it is not yet fully optimal," said the source, although it was only recently implemented. So, even though it's not ideal, the blended learning model at MI Maslakul Falah Glagahwaru is handled well.

Blended learning, as we all know, is a combination of online and face-to-face learning. The implementation will be like this:

Face-to-face learning

The madrasah agreed to use a rotating system based on the results of the interviews. The

school agreed to divide each class into two parts because of the large number of students. The time needed to study is also reduced. The first group started learning at 8:00–10:00 WIB, while the second group started learning at 10.00-12.00 WIB. Face-to-face teaching and learning activities only occur three times a week, namely on Tuesday, Thursday and Saturday.

Teachers are more often used to convey and explain teaching content with face-to-face techniques. Figure 2.4 illustrates the structure of face-to-face learning:



Figure 4. Face to Face Learning

Based on observations, face-to-face learning activities are divided into three stages: Opening activities include the teacher opening the class by greeting, asking how they are doing, and checking attendance. The teacher continues with prayer, which is led by the teacher himself, and asks students to read a few short letters of the Qur'an. Core activities consist of the teacher reviewing some of the material that was previously presented, the teacher reviewing homework assignments previously given, the teacher explaining the learning material, the teacher asking material that students did not understand in online learning, the teacher re-explaining material that was difficult for students to understand, and the teacher creating an interactive and attractive atmosphere by inviting students to have classical discussions.

Closing activities include: the teacher reviews and gives conclusions, and the teacher gives closing greetings. The assessment of each lesson is based on a series of exercises and takes into account factors such as attitudes toward the learning process in the classroom, knowledge as measured by written test results, and skills as assessed using the performance approach.

Online Learning

Based on the interview results, it is clear that online learning takes place in group discussions via WhatsApp. The WhatsApp application was chosen with the aim of making it more ac-

cessible to students. Whatsapp, as we all know, is a popular program that is used regularly. As a result, MI Maslakhul Falah Glagahwaru agreed to use WhatsApp as an online class medium. Learning takes place online according to a predetermined schedule. Students must enter and leave according to a predetermined schedule. Students are required to be online three times a week, on Monday, Wednesday, and Friday. Online begins at 07.30 and ends at 10.00, according to the schedule. Each class has a group chat supervised by the homeroom teacher. As a result, the success of online techniques that try to increase student engagement through debate can be considered to be influenced by the classroom teacher. This debate can be about anything that is not clear from the material presented or about obstacles to solving problems. The following Figure illustrates the type of learning:

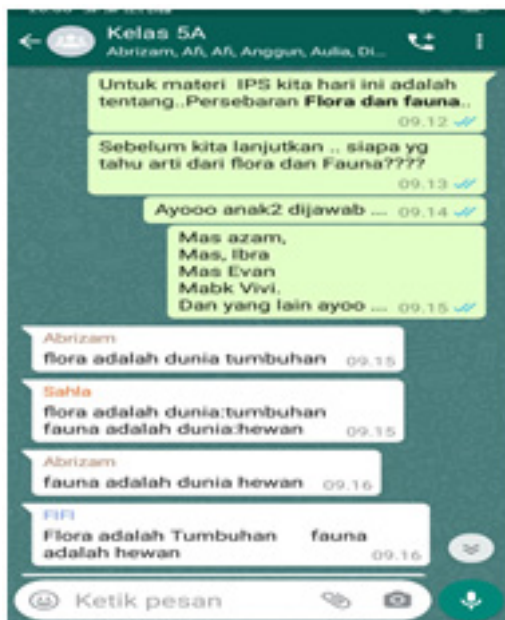


Figure 5. Discussion Through Whatsapp Group Class

Based on observations, online learning activities are divided into 3 stages: Opening activities include: the teacher greeting students and greeting them through group conversations (Whatsapp); the teacher guiding students to pray; and the teacher taking student attendance with the help of student parents to confirm their children are ready to take lessons.

Core activities consist of the teacher sending a voice note to open learning and condition the subject matter, the teacher explaining the subject matter a little, the teacher giving stimulus to students by opening a discussion room for the

material to be discussed, the teacher discussing some of the questions posed by students, the teacher giving assignments to students about the material that has been discussed, the teacher sending the results of the assignment, and the teacher reflecting on some of the student's answers. Closing activities include the teacher reviewing and giving conclusions, and the teacher giving closing greetings.

The teacher always observes the attitudes and behaviors of students as a result of a series of activities, assessing the online learning process through groups via WhatsApp. Assessment of online learning starts with student attendance, student discipline, student learning activities, and student answers, all of which are based on interviews. MI Maslakhul Falah Glagahwaru follows the syntax of the blended learning model in terms of its implementation stages, namely: searching for information (looking for information from various sources); obtaining information (interpreting concepts and results); and synthesizing knowledge (constructing knowledge). Madrasahs try to maximize these three factors.

These steps were carried out through online or face-to-face learning, based on the findings of the researchers. For example, when students are asked to gain knowledge from the material to be discussed, the teacher instructs them to do so. Then students and teachers debate the content by conducting question and answer sessions, and the teacher also provides stimulus for students to ask questions or voice their thoughts. Finally, at the synthesizing stage of knowledge, the teacher will often ask students to complete assignments or light tests, after which students take turns presenting the results of their thoughts.

Comparison of the application of the Blended learning model during a pandemic at MI Nahdatus Shibyan Ngemplak and MI Masakul Falah Glagahwaru

MI Nahdatus Shibyan Ngemplak and MI Maslakhul Falah Glagahwaru have implemented a blended learning approach in carrying out teaching and learning activities during the COVID-19 pandemic, based on the findings presented from the results of the research conducted. Both of them use the blended learning paradigm to facilitate the learning process during the COVID-19 pandemic, one of which is through the use of technological advances. As a result, the use of the blended learning model as a self-learning technique provides options for both students and teachers.

Here's an example of how MI Nahdatus

Shibyan Ngemplak and MI Maslakhul Falah Glagahwaru use the blended learning paradigm:

Planning Process

The teacher prepares everything that helps learning during this procedure. starting from lesson plans, teaching materials, and learning media. Preparation is better done in madrasas located in urban areas, both in terms of the media used, the range of teaching materials, and the students' abilities to use technology. MI Nahdlatus Shibyan Ngemplak is a blended learning model that can be used to develop learning models during a pandemic. MI Nahdlatus Shibyan Ngemplak focuses on fields that complement students' talents, such as 4C (critical thinking, collaborative, creative, and communicative).

IMPLEMENTATION

The blended learning approach is only used in this procedure with two methods: online learning and face-to-face learning. Searching for information, actualizing information, and synthesizing knowledge form an integrated learning grammar. In order for the blended learning model to function efficiently, the class teacher plays a key role in creating an implementation schedule, determining the efficiency of the platform used, conducting learning activities, and assessing learning. The implementation method at MI Maslakhul Falah Galagawaru is not complicated and does not burden students. This was chosen with the thought that it would be easier for students to learn during the COVID-19 pandemic while still paying attention to the goals to be achieved. It's not that the implementation at MI Nahdlatus Shibyan failed; rather, it encouraged students to think independently while maintaining a high level of supervision.

The strategy pattern of MI Nahdlatus Shibyan Ngemplak and MI Maslakhul Falah is to use the blended learning model as the main learning model. MI Nahdlatus Shibyan Ngemplak, on the other hand, had previously introduced the blended learning approach long before the pandemic, although not as the main learning model. MI Maslakhul Falah, on the other hand, has been utilizing the blended learning concept since the outbreak of the pandemic.

Table 1 shows what happened during the implementation phase in the two madrasahs:

Table 1. Differences in Teacher Teaching Strategies

Learning	MI Nahdlatus Shibyan Ngemplak	MI Maslakhul Falah
Online / daring	Learning media is given more attention in the delivery of material, after that students are free to increase their knowledge.	Conversation form, discussion space with the application. When teachers create an environment in the classroom that encourages student participation.
Face to face / offline / luring	It serves as a forum for exchanging ideas about previously submitted online resources and assignments..	Teachers use it to communicate and clarify learning material.

The findings of this study indicate that the implementation of the blended learning model at MI Nahdlatus Shibyan Ngemplak and MI Maslakhul Falah Glagahwaru is basically the same, as shown in the concept of implementing Jamal Ma'ruf Asmani. According to the concept of implementation, implementation is the process of turning ideas, concepts, policies, and innovations into action to increase knowledge, skills, values, and attitudes. This means that implementation is seen as a process with results and effects.

The researcher's substance can be explained in the discussion of this thesis because the use of the blended learning model is well developed and acceptable in the current epidemic season. Furthermore, subject matter delivery, increased student intelligence in accessing technology, and teachers who think more creatively in enlivening the classroom atmosphere are some of the benefits that can be seen. Based on these comments, the researcher can conclude that the efforts made in implementing the blended learning model as a curriculum are commendable.

Problems That Arise When Implementing the Blended Learning Model at Mi Nahdlatus Shibyan Ngemplak

The use of blended learning models in the classroom is not a new concept. In order for the blended learning model to run ideally, learning that looks fun actually requires a lot of planning. Not only that, but to integrate learning with other activities, students must be provided with adequate facilities and infrastructure. Of course, there will be obstacles to its implementation. Because the blended learning approach requires direct connection and technology, it can be divided into three (three) categories, according to Effendy and Wahid: infrastructure, student-owned facilities, and parental assistance. Following are some of the issues found:

Lack of facilities and infrastructure Infrastructure and facilities are important aspects of blended learning. Because blended learning is a form of technology-assisted learning, As a result, educators or students must have facilities and infrastructure. The lack of teacher training as a provision for adopting distance learning is a weakness that educators have found. As a result, teachers have to work harder to design learning approaches that are fun and easy to understand. Because the teacher was not familiar with blended learning, it was initially considered challenging. Not only that, teachers are concerned about students who have difficulty understanding content. According to observations, the shortage of facilities and infrastructure for MI Nahdlatus Shibyan is mostly seen in online learning. The inadequacy of health features, such as inadequate health procedures, is found in the lack of facilities and infrastructure for face-to-face learning. Researchers encountered crowds of local residents around the school on several occasions, which is clearly bad for health during the COVID-19 pandemic. facilities owned by students. According to statistics, not all students have cell phones or computers. In the absence of a cell phone, the ratio is 2:5. This can be seen in the number of students in grade 4 (four), where up to ten out of every twenty-five students do not have access to mobile phones. That is, not all students have simple access to online learning, but the ten who do use their parents' cell phones.

Parent support. Parental support is one of the main elements that influence the success of blended learning. While it is not uncommon for students to engage in learning activities without the support of their parents, this is not always the case. This is because parents have to work, so pas-

sive students still exist.

Problems That Arise When Implementing the Blended Learning Model at Mi Maslakhul Falah Glagahwaru

The implementation of the blended learning model is something new for the learning model applied at MI Maslakhul Falah Glagahwaru. The learning model that is applied with the aim of minimizing the spread of COVID-19 is in fact not fully running optimally. Because during the implementation, of course, there are obstacles that hinder the process. Since the blended learning model requires aspects of direct interaction and technology, it can be classified into three aspects, as expressed by Effendy and Wahid, namely infrastructure, facilities owned by students, and support from student parents. The problems found at MI Maslakhul Falah are as follows:

Lack of infrastructure. The media used in implementing the blended learning model are very diverse. As the results of the interviews found, there was still a lack of teachers' ability to master technology, the ability to innovate in teaching, and weak management of students in online learning. The lack of facilities and infrastructure is not only experienced by educators but also by students. One of the student deficiencies was a lack of technological knowledge. Not only students, but parents or guardians of students are also limited in their ability to use technology. Lack of facilities owned by students. The uneven distribution of facilities owned by students is largely due to the low economic level of the family, especially cellphones and computers. In rural areas, especially, parents' livelihoods are limited to the agricultural and labor sectors, so the income earned is only enough to meet their daily needs. Not only that, but the facilities for accessing the internet are also inadequate. So that makes it difficult for students to follow the lesson. Parent support. In this aspect, parents are limited by a lack of knowledge about using technology. It is a contributing factor to the lack of parental support in learning, according to administrative data collected by schools with low education levels and limited technological tools. Even some parents feel they don't care about or monitor their children's completion of school assignments.

CONCLUSION

During the COVID-19 pandemic, the adoption of the blended learning paradigm at MI Nahdlatus Shibyan Ngemplak and MI Mas-

lakhul Falah Glagahwaru ran smoothly and was implemented as it should. This can be seen in the planning and implementation, which are in line with the stages of blended learning. As a result, blended learning can be used as a substitute for learning in madrasahs. The method for optimizing the application of the blended learning model by class teachers is to pay attention to the needs of students and the learning objectives that must be met. To optimize the blended learning model, class teachers at MI Nahdlatul Shiyban Ngemplak and MI Maslakhul Falah Glagahwaru have a role in planning, implementing, and managing everything related to implementation.

Infrastructure, student-owned facilities, and parental support were all mentioned as issues in the adoption of blended learning by Edfendy and Wahid. This problem classification is similar to that found in MI Nahdlatul Shiyban Ngemplak and MI Maslakhul Falah Glagahwaru, although there are some differences in each aspect. The difficulties encountered during the implementation of blended learning make this a challenge that must be solved.

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