

Blended Learning Using Taklim Al Lathif Learning Management System During New Normal Period

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ABSTRACT

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The purpose of this study is to provide an overview about the application of blended learning method practically and efficiently by using a learning management system especially during in the new normal periode. The research method used is the descriptive qualitative method by conducting interviews with teachers, students, administrators & principals. The learning process is carried out by combining face-to-face and online learning. Data collection techniques in interviews, documentation, and literature studies show that learning using the blended learning method through LMS has several advantages and obstacles with combination of web-based learning and traditional place based classroom method in order to enrich the learning experiences of student.

Keywords: ; *Blended Learning, Learning Management System, Synchronous and Asynchronous*

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INTRODUCTION

The implementation of learning activities during the Covid-19 period, according to Circular of Minister of Education and Culture Number 4 of 2020 concerning Implementation of Education Policies in Emergency Period for the Spread of Corona Virus Disease (Covid-19), the community is faced with new habits that have never been done before. This habit becomes a necessity that will gradually become a new culture in social life (Chaeruman et al., 2018; Junanto, 2016). The Coordinating Minister for Human Development and Culture (Menko PMK) Muhadjir Effendy said that a new order would emerge in the current transitional period of rehabilitation and reconstruction, although not too significant.

The emergence of new behaviors in the new normal era will not automatically eliminate old habits – cultures such as face-to-face meetings, which virtual ones replaced during this pandemic (Powell et al., 2015; Staker & Horn, 2012). Welcoming the New Normal Era, industrial revolution 4.0 innovation is needed, and many challenges and changes must be made in the era of society 5.0 (Bowyer & Chambers, 2017). In facing the generation of society 5.0, education plays an important role in improving the quality of human resources. Educational units require a change in the Education paradigm (Strayer, 2007; Läänemets & Kalamees-Ruubel, 2013). One of the ways to improve services and access to basic education is to fulfill and improve infrastructure and

technology platforms in elementary schools. National and international education based on technology and adequate infrastructure are expected to create future schools and classes, especially elementary schools.

Digitalization continues to grow in Indonesia, in almost all fields, including the world of education. Although based on research in England, according to Dutton, Blank, and Grosen in 2013. 92% of students already have internet access with various tools such as tablets or cellphones (Fitriani, 2020) The government's demands to apply for the "Freedom of Learning" program and to intervene in school digitization are required for schools to create a new paradigm of learning models but still apply health protocols by using the Blended Learning model (Bricault, 2015);Khaerunnisa, 2019). The blended learning model is a method that combines online learning and face-to-face learning. Based on certain literature, blended learning is also known as "hybrid learning" or "flipped classroom." The blended learning process focuses on delivering flexible and efficient material and creates an intense interaction between both parties. To facilitate the implementation of the Blended Learning learning model in the performance of teaching and learning activities based on student-centered learning, teachers can take advantage of various LMS Taklim Al Latif. This LMS can be found on applications and web platforms, making it easier for teachers to plan and apply online learning processes at school. LMS also makes it easier for students to access school content or materials from anywhere and anytime.

The Taklim Al Lathif LMS function allows schools to do various exercises and self-study and easily monitor their students. Taklim Al Lathif's Learning Management System (LMS) is generally designed to create, distribute, and manage the delivery of learning materials. This LMS system can help teachers to plan and create a syllabus, manage learning materials, manage student learning activities, manage grades, recapitulate attendance, display grade transcripts, discuss and take quizzes. In this new normal era, blended learning uses online media by utilizing both synchronous and asynchronous multimedia. Synchronous Learning is a form of learning with direct interaction between students and teachers while using online forms such as conferences and online chats. While asynchronous is a form of indirect learning (not simultaneously) using an independent learning approach (Banila et al., 2021b, p. 27).

Previously, the blended learning method was used by university adults, according to (Sparks 2015). In the concept of Blended Learning, the key characteristic is "student-centered learning," which was introduced in the theory of "Bloom Taxonomy" in 1956. The most crucial thing and a new challenge for the education sector in Indonesia are to apply the Blended Learning Method in the concept of education for children every day. So it can be said that this research has its novelty and state-of-the-art novelty value that can contribute to the discipline of educational technology, especially in learning system design in the world of educational technology in Indonesia. Based on the above background, it is very crucial to do research such as: "How is the management model of the blended learning/flipped classroom learning system using the Learning Management System in the New Normal period at the Al lathif Islamic International School?"

The problem in this research is the implementation of the management model of the blended learning/flipped classroom at the Al lathif Islamic International School. The objectives to be achieved in this study are to obtain an overview and analyze the implementation of the Blended Learning/Flipped Classroom system management model using the Learning Management System during the new normal period at the Al lathif Islamic International School. The results of the research are expected to develop

scientific knowledge. They can be used as a basis for madrasa principals to foster teachers and broaden their horizons related to implementing the blended learning/flipped classroom management model using the Learning Management System in the new normal period at the Al lathif Islamic International School.

METHOD

This research uses descriptive qualitative research. Collecting data method in this study through semi structured interview, observation, and documentation. The research method uses a single case method. Sources of data in this study are primary data and secondary data. Preliminary data were obtained directly from the Al Lathif Islamic International School. In contrast, secondary data were obtained from reading sources such as books, personal documents, jurnal online and official documents—data collection techniques using participant observation techniques, in-depth interviews, and documentation. Data analysis is processed through data reduction, presentation, conclusions, and verification.

The data source in this study is adjusted to the type of data collected. So based on this, the data sources in this study are Primary Data Sources, which are data obtained from the first data source through procedures and data collection techniques in the form of interviews and observations. In qualitative research, the number of data sources or respondents is not predetermined because if the full information has been obtained, then the purpose of the study has been fulfilled. Therefore, the concept of the sample in qualitative research is related to selecting respondents and certain social situations that can provide solid and reliable information about the researcher's focus. To obtain clear data and follow the research problem, the researchers visited the research location and collected data from respondents, which included:

Principal of Al lathif Islamic International School, Temasek, and International Islamic School Primary Malaysia. and Deputy Head of Curriculum, Head of Administration, Al lathif Islamic International School teachers, Al lathif Islamic International School students. Secondary Data Sources are data obtained from indirect sources, usually in documentation data and important archives. The secondary data in this study are: Books that are relevant to the research title. Written official documents regarding objective conditions at Al lathif Islamic International School, relevant to the focus of the research problem. Written data will later be explored with documentation techniques and literature review consisting of books, scientific magazines, archives, and personal documents. Places and events where researchers obtain data include decision-making processes, lesson plans, learning processes, and learning evaluations. Determination of data sources on interviewees is carried out purposively, selected with certain considerations and goals. Determination of the sample in qualitative research is not based on statistical calculations. So what concerns qualitative researchers are: "complete" information acquisition with the diversity of existing variations, not the number of data sources.

Implementation of the management model of the blended learning/flipped classroom using the learning management system (LMS) taklim al lathif in the new normal period seen from the planning, implementation, and evaluation of learning in the new normal period

1. Planning

The procedure for planning blended learning lessons follows the guidelines for adaptation of the Ministerial Decree 4 in the new normal period. Learning planning includes the arrangement of teachers (educators), students, and administrative staff,

methods, materials, and procedures, which are elements of learning tools that must be organized systematically and systematically (Maliki and Erwinsyah 2020, 24-25).

2. Implementation

Al Lathif Islamic International School's smooth implementation of learning in the new normal period applies several things such as strategies and tactics in learning, learning methods and techniques, and learning procedures.

RESULT AND DISCUSSION

a. Learning Strategy

The learning strategy carried out follows government policies during the transition period and the new normal through online and or offline learning activities, namely the Blended Learning learning model in the implementation process. Tomlinson and Whitaker (2013) summarize the taxonomic concept of Blended Learning from Smith and Kurthen (2007), and Gruba and Hinkelman (2012) mention four types, namely web enhancement, hybrid, hybrid, and fully online (Ivone, Mukminatien, and Tresnadewi 2020, 19). The table below describes the classification of learning models grouped based on the ratio of online learning time to face-to-face learning time.

Table 1: Taxonomy of terms related to blended learning (Smith and Kurthen 2007, in Gruba and Hinkelman 2012: 4)

Term	Definition
Web-enhanced	Subjects that make use of a minimal amount of online materials, such as posting a syllabus and course announcements.
Blended	Subjects that utilise some significant online activities in otherwise face-to-face learning, but less than 45 per cent.
Hybrid	Subjects in which online activities replace 45–80 per cent of face-to-face class meetings.
Fully online	Subjects in which 80 per cent or more of learning materials are conducted online.

In the table above, blended learning design requires technology where online activities account for up to 45% of the entire learning process. There are at least two meanings in blended learning, namely face-to-face integration and online integration. First, learning the design requires a curriculum/syllabus which contains a description of a series of learning activities, including face-to-face activities (live-synchronous learning) and virtual-synchronous learning .

Non-face-to-face activities that are governed by principles and tasks in a structured learning environment (Tomlinson, 2013).) and (Chaeruman, 2007).

Second, teachers are required to be able to design learning experiences that utilize various print and electronic media to provide opportunities for students to achieve multimedia literacy (Mukminatien, 2012; Tungka & Mukminatien, 2016). If the design is reasonable, blended learning will bring enormous benefits for learning, because online platforms can support face-to-face communication and vice versa (Ivone, Mukminatien, and Tresnadewi 2020, 20).

Al Lathif Islamic International School learning activities were carried out by previously coordinating with the Bandung City Education Office, according to the Cluster Team's protocol and health advice in coordination with the Sub-District Units, Villages Committees, and School Residents. The implementation of the learning load

was simplified based on Permendikbud Number 4 of 2020 and Kepmendikbud Number 719/P/2020 if normal conditions can be applied to Permendikbud Number 37 of 2018; During the covid-19/new normal pandemic, schools do not hold extracurricular student activities and others. Implementation of Learning and Assessment Activities at Al Lathif Islamic International School is adjusted to the pandemic conditions, so learning is based on virtual or online, Darling and Offline, namely 50% Online and 50% Offline.

During the new normal term the implementation of offline learning (face-to-face) at Al Lathif Islamic International School amounts to 6 hours of lessons per day ,carried out over five days in 1 week with a duration of 1 learning hour/ 35 minutes of a learning gem, giving rest-time and uses of health protocols; During blended/hybrid learning the learning load at Al Lathif Islamic International School is expressed in hours of learning per week.

For a learning break of 1 week, the implementation of learning is carried out online and face to face based on a specified schedule. The rest of the program is used for structured activities or Structured Independent Activities (KMT) and Unstructured Independent Activities (KMTT), which are known as self-directed Asynchronous Learning such as seen in the table below:

ACTIVITIES	FACE TO FACE (F2F)/VIRTUAL
Live-synchronous learning	F2f
Self directed	Virtual
Asynchronous learning	Virtual

From the explanation above, it can be said that the percentage in the concept of offline and online Learning at Al Lathif Islamic International School is 50% face-to-face and 50% online, but in the effectiveness of the application in the field of face-to-face Learning it takes 55% and online 45% of the total implementation of learning. We are learning online face-to-face or online virtual. It doesn't have to be completely F2F during online learning but sent through virtual offline meetings. This means that Al Lathif Islamic International School has implemented Blended Learning based on Smith and Kurthen's BL taxonomy, requiring online learning to reach 45%. Furthermore, Al Lathif Islamic International School regarding the learning load when conditions have been declared normal, the learning load is determined based on the use of the education program management system currently in effect in schools, namely using the package system.

b. Learning Methods

The learning process is carried out through a learning management system, both synchronous and asynchronous by Chaeruman Uwes, (2018) :

- Live Synchronous Learning (LSL); LSL is learning experience that occurs between the learner and the learning resources at the same time and place. LSL is the same as face-to-face learning, such as lecture, group discussion, lab practice, field study, etc.
- Virtual Synchronous Learning (VSL); is learning experience that occurs between the learner and the learning resources at the same time, but diferent place. This learning setting can be mediated by synchronous tele-learning technologies such as audio-

conference, web-based conference or video-conference using of synchronous technology such as; Google Meet, Zoom, audio conferences or web-based seminars.

- Collaborative Asynchronous Learning (CAL); is learning experience that occurs between the learner and the learning resources at any time or place with other resource persons. CAL can be mediated by asynchronous learning tools such as discussion forum, mailing list, online assignment, and publishing the results of independent or group tasks to journals, blogs, wikis. and publishing the results of independent or group tasks to journals, blogs, wikis, etc.
- Self-directed Asynchronous Learning (SAL); is learning experience that occurs between the learner and the learning resources at any time or place under their own pace and control. SAL can be facilitated by various high quality of learning objects in many forms of appropriate media, such as text - group tasks to journals, blogs, wikis, audio , visual, audio-visual, animation, and simulation

c. Learning Evaluation

Evaluation of learning According to Ralph Tyler, evaluation is a process that determines the extent to which educational goals can be achieved (Junanto 2016, 180). Evaluation of learning outcomes is based on the use of evaluation tools by a person or group of people to make decisions about certain criteria for the results of an activity or series of activities (learning outcomes), according to (Arikunto 2014) evaluation. Things that have good or bad results in a planned, regular and sustainable manner will make decisions based on certain criteria by considering the process, price, value, or value of student learning outcomes. This expression has meaning, namely: (1) It is important for students to know that they have successfully followed the teacher's curriculum; (2) Teachers can understand the level of student learning success, the accuracy of teaching materials and methods used; (3) For schools, it is possible to find out student learning outcomes, namely looking at the conditions of learning made by the school, the suitability of the courses used, and whether the school meets the standards. (Nursa'ban 2010, 255-256). Learning assessments carried out at Al Lathif Islamic International School are: 1) Daily Assessment is carried out at the end of each Basic Competence. 2) Mid-Semester Assessment is carried out every quarter. 3) Final Semester Assessment is carried out at the end of each semester. 4) End of Year Assessment is carried out at the end of each school year.

Evaluation Assessment follows Government Regulation No. 57 of 2021 article 16 from paragraphs 1 to 6, which mentions educational assessment standards. Educational assessment is carried out to measure the level of learning achievement that has been carried out:

- 1) Education assessment standards are the minimum criteria regarding the mechanism for assessing student learning outcomes.
- 2) As referred to in paragraph (1), the mechanism is a procedure in conducting an assessment that includes: a. formulation of assessment objectives; b. selection and development of assessment instruments; c. implementation for the evaluation; d. processing of assessment results; and e. reporting of assessment results.
- 3) As referred to in paragraph (1), the assessment of student learning outcomes is carried out following the objectives of the assessment in a fair, goal, and educative manner.
- 4) Educators assess student learning outcomes as referred to in paragraph (1).
- 5) Assessment of student learning outcomes as referred to in paragraph (4) is in the form of: a. formative assessment; and b. summative assessment. Article 17 The formative

assessment, as referred to in Article 16 paragraph (5) letter a, aims to monitor and improve the learning process and evaluate the achievement of learning objectives.

Final exam and half year exam absolved by Al lathif using LMS. Next illustration about the concept of implementing the flipped classroom/blended learning has to be carried out properly, prepared flipped learning activities are:

1. Content Curator

A content curator is search, find, and cure; search, find select. You can use search engines (google) to search, find and select relevant digital content (links, text, presentation slides, videos, simulations, etc.).

2. DIY content

DIY content means creating your learning content. We can use authoring tools to develop our content, such as podcasts, talking heads, audio presentations, slides, dictations, etc. We already have digital teaching materials until this second stage (digital teaching materials, either from curating or self-designed). At Al Lathif, you can also develop advantage content by yourself, requiring experts to make it by creating a production house.

3. Delivering The Content

Once we have the content, the process should pass on to the students. How do we deliver it? During the Covid-19 period, content delivery uses of certain Learning Management Systems (LMS), such as; SEVIMA EdLink, Google classroom, or Moodle.

4. Foster Activity

Carry out learning activities by providing direction to students. Even though the activities are carried out online, the teacher can still control the learning.

5. Online Learning

Conducting face-to-face learning is another form of continuous learning that was previously done face-to-face. In carrying out this activity, lecturers/teachers can do it through web conferences and deliver material online.

6. Offline Learning

The face-to-face learning during this pandemic period is only done with demonstrations, practicums, and other important activities. Thus, this face-to-face activity will be very effective if it is carried out without delivering material.

Evaluation Implementation of e-Learning in Al Lathif. Using of web blended learning is discussed and designed to support blended learning-based learning models. The evaluation implementation of e-Learning learning activities is divided into 3 (three) components: the teacher component, students as students, and the website admin in charge of managing the blended learning website. Digital learning media, LMS taklim al lathif, certainly has the feature of virtual classes. These classes present the learning process designed to create, distribute, and manage learning content delivery. This system can help teachers to plan and to create a syllabus, manage learning materials, manage student learning activities, manage grades, recapitulate student absenteeism, display grade transcripts, and drive e-learning displays. Because it is based on digital applications it makes it easier for teachers to plan, to applicate and to evaluate the online learning process. LMS also makes it easier for students to access learning content from anywhere and anytime. Teachers can take advantage of digital content, such as interesting articles, e-books, animations, sounds, and videos. In this way, the learning

process will be more enjoyable. At Al lathif Islamic International School, Taklim Al lathif in an example of LMS uses. LMS Features generally support the Online Learning Process. Licensed LMS applications usually have several excellent features, including: User Interface, which is Easy to Use (Arjaya et al., n.d.);Nurhayati et al., 2019). A good LMS will present an attractive, accessible, and easy-to-understand interface for its users. LMS users will not feel confused when using it. For LMS providers, attractive interface features can also add to the aesthetics of the LMS web page so that it can attract many new potential users (Zhichang, 2012). Online Registration; the registration feature is a must-have feature for an LMS. Through this feature, students can register themselves online through the LMS page and see the teachers' syllabus. This registration feature needs to be easy to use and to understand because it deals with school payments through several available payment methods. Virtual synchronous learning, virtual classrooms or self-directed learning rooms, Asynchronous Learning teachers can teach without physical contact.

This synchronous and asynchronous e-Learning learning can present a variety of digital learning materials, in the form of learning videos or animations, teacher voice recordings regarding learning materials and learning material documents (articles or electronic books) for students to study independently (Pradita, 2022). In addition, a good LMS must have a video conferencing feature that can be used for students to study online face-to-face remotely with their teacher (Zainuddin, 2021; Bowyer & Chamnbers, 2017). Online quizzes and exams can be used to evaluate pretest and posttest. Quiz and Virtual Exams, LMS also provides online quiz and exam features so that teachers can evaluate learning for their students. This feature must support the needs of male and female Teachers in making questions to distribute exam questions to students. Discussion Room, This feature is very important to support students' learning development (Nguyen, 2021). Through the discussion room feature, teachers can conduct more in-depth discussion sessions about the subject matter that students have studied. This discussion room also helps communication between teachers and students so that teachers can measure the extent to which students understand the material that has been given Reports, the LMS provider, certainly embeds a report feature to document and make it easier for teachers to track their students' progress. This feature is also useful for checking student attendance, the intensity of students accessing learning materials, monitoring student assignments, and recapping student quiz and exam answers.

CONCLUSION

In the 2020/2021 school year, during the new normal period, the Mayor of Bandung provided provisions for the implementation of learning in education units based on the covid-19 spread zone, namely for the orange and red zones it is forbidden to carry out face-to-face learning in schools. Still, for the yellow zone and green zone, it is allowed to carry out face-to-face learning in schools with the Blended Learning Management Model during the Covid-19 Pandemic with the provision that the maximum number of students per class is 15 people and implement strict health protocols. The learning strategy carried out follows government policies during the transition period and the new normal, namely through F2F or face-to-face learning activities/or online and or offline by simplifying the learning plan into three aspects, namely learning objectives, learning activities and evaluation. At Al Lathif Islamic School, the web-based blended learning method using LMS is a must for teachers in implementing the blended learning model in the new normal. The strength of blended

learning/flipped classroom/hybrid using LMS is more efficient in student-focused learning because teachers and students can communicate both through F2F / face to face and online/virtual, the weakness is that students must have technology tools and internet connection.

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All authors contributed in the preparation of the manuscript of this article, all authors have read and approved the final manuscript

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