

STRATEGI PEMBELAJARAN BLENDED LEARNING DI ERA NEW NORMAL  
(Studi Kajian Kompetensi TPACK)

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***Abstract***

*The purpose of this study was to get an idea of the teacher's strategy at SDN Kapuk Muara 03 in preparing blended learning in the new normal era. This research is a case study with a qualitative approach. Data collection techniques using observation and interviews. The focus of this research object is one of the teachers at SDN Kapuk Muara 03. The results show that the preparation of blended learning in the new normal era has been designed quite well by the teacher. The strategy is carried out with planned steps and stages: (1) planning and arranging face-to-face and online schedules in turns with the aim of avoiding crowds, (2) preparing facilities and infrastructure related to health protocols, (3) carry out Covid-19 prevention conditioning through 5 M; wear masks, wash hands with soap and running water, maintain distance, stay away from crowds, and limit mobilization and interaction, (4) conduct online and offline learning education for students and parents, (5) apply technological competence, pedagogical and knowledge content in blended learning, (6) conduct learning that leads to 4Cs, (7) apply self-feedback evaluation as understanding students on their learning outcomes.*

*Keywords: Teacher strategy, Blended learning concept, Learning in the new normal era*

**Abstrak**

Tujuan dari penelitian ini adalah untuk mendapatkan gambaran tentang strategi guru di SDN Kapuk Muara 03 dalam mempersiapkan blended learning di era new normal. Penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Teknik pengumpulan data menggunakan observasi dan wawancara. Fokus objek penelitian ini adalah salah satu guru di SDN Kapuk Muara 03. Hasil penelitian menunjukkan bahwa persiapan blended learning di era new normal telah dirancang dengan cukup baik oleh guru. Strategi tersebut dilakukan dengan langkah dan tahapan yang terencana: (1) merencanakan dan menyusun jadwal tatap muka dan online secara bergiliran dengan tujuan menghindari keramaian, (2) menyiapkan sarana dan prasarana terkait protokol kesehatan, (3) melaksanakan pengkondisian pencegahan Covid-19 melalui 5 M; memakai masker, mencuci tangan dengan sabun dan air mengalir, menjaga jarak, menjauhi keramaian, dan membatasi mobilisasi dan interaksi, (4) melakukan edukasi pembelajaran daring dan luring kepada siswa dan orang tua, (5) menerapkan kompetensi teknologi, pedagogikal dan konten pengetahuan dalam blended learning, (6) melakukan pembelajaran yang mengarah pada 4Cs, (7) menerapkan evaluasi umpan balik diri sebagai pemahaman siswa atas hasil belajarnya.

Kata kunci: Strategi guru, Konsep blended learning, Pembelajaran di era new normal

**PENDAHULUAN**

Virus Covid-19 masuk ke Indonesia sekitar bulan maret 2020 yang berdampak pada semua sektor, salah satunya sektor pendidikan. Pendidikan merupakan kegiatan terencana yang berlangsung sepanjang hidup dan menjadi kebutuhan bagi manusia (Susanto, Sofyan, et al., 2020). Pembelajaran yang semula dilakukan di sekolah tatap muka sekarang dialihkan menjadi pembelajaran daring. Pembelajaran daring sudah berjalan hampir 2 (dua) tahun (Nursowfa et al., 2020). Pembelajaran daring yaitu pembelajaran yang memberikan kesempatan peserta didik untuk belajar mandiri (Susanto, Syofyan, et al., 2021). Pembelajaran daring dilakukan dengan memanfaatkan teknologi, oleh karena itu seorang guru dituntut harus mampu menggunakan teknologi supaya nantinya juga akan dapat mengikuti perubahan pesatnya teknologi (Susanto, Rachmadtullah, et al., 2020).

Namun sering berjalannya waktu pandemi Covid-19 ini sudah bisa terkendalikan dan sehubungan dengan hal itu pemerintah memberlakukan fase new normal. Fase new normal yaitu fase dimana pemerintah memperbolehkan menjalankan aktivitas diluar rumah, namun tetap harus menerapkan protokol kesehatan (Ahmad Rosidi & Edy Nurcahyo, 2020).

Dalam memasuki new normal, sekolah harus menyiapkan infrastuktur pembelajaran yang lebih dari pada sebelumnya. Dari infrastuktur yang ada perlu di tambahkan sarana dan prasarana yang terkait dengan protokol kesehatan yang ada dengan system pembelajaran secara shift dan pembelajaran daring jika di perlukan di dalam sekolah (Kemendikbud, 2021).

Oleh sebab itu sekitar bulan Oktober 2021, sekolah mempersiapkan untuk melakukan pembelajaran dengan konsep blended learning. Pembelajaran yang sebelumnya dilakukan dengan daring akan

beralih ke konsep blended learning. Konsep blended learning merupakan sebuah konsep yang menggabungkan metode pembelajaran tatap muka di ruang kelas dengan e-learning (Abdullah, 2017).

Namun untuk menerapkan pembelajaran konsep blended learning di era new normal ini, diperlukan juga strategi guru untuk mempersiapkan pembelajaran supaya nantinya pembelajaran menjadi efektif dan tentunya tetap aman dari penularan Covid-19. Kemampuan guru untuk mengembangkan strategi dapat dilihat dari kemampuan guru dalam berinovasi (Susanto, Agustina, Azmi, et al., 2021). Seorang guru harus dapat menguasai dan memahami situasi dan kondisi lingkungan siswa untuk dijadikan peluang dalam mengelola pembelajaran di kelas (Susanto, Agustina, et al., 2020). Dan seorang guru juga harus mampu memahami siswa dalam upaya memfasilitasi pengembangan potensi diri dan aktualisasi siswa, sebab inti dari suatu pembelajaran yaitu terletak pada kemampuan interaksi edukatif (Susanto & Rachmadtullah, 2019). Proses interaksi belajar sangat dominan dengan peran guru sebagai pembelajaran komunikator yang terkait dengan karakteristik emosi (Susanto et al., 2019).

Strategi guru dalam mempersiapkan pembelajaran blended learning di era new normal juga tidak dapat dilepaskan dari tahapan pengkondisian belajar (Kumala et al., 2019; Kurni & Susanto, 2018; Lilia Senja Ilyandani, 2019; Susanto, 2019; Susanto et al., 2018; Susanto, Agustina, Rozali, Yuli Azmi, et al., 2021). Penelitian membuktikan tingkat signifikansi proses dan hasil belajar yang dilakukan dengan pengkondisian belajar dan hal ini membutuhkan tingkat kompetensi pedagogik guru yang terwujud dalam kemampuan mengimplementasikan strategi pembelajarannya (Susanto, 2020; Susanto et al., 2018; Susanto, Agustina, et al., 2020; Susanto, Agustina, Rozali, Yuli

Azmi, et al., 2021; Susanto, Sofyan, et al., 2020; Susanto & Rachmadtullah, 2019).

Strategi guru dalam menerapkan pembelajaran di era pandemi Covid-19 sangat membutuhkan kemampuan untuk merefleksikan seperti apa dan bagaimana pembelajaran dilaksanakan, sehingga ada sebuah reflektif dalam diri guru dan siswa untuk mengalami sebuah pengalaman belajar dan bagaimana memetakan kemampuan dan kelemahan belajar dan berkomitmen untuk melakukan perbaikan (Id, 2020; Susanto, 2019). Pembelajaran pada masa pandemi Covid-19 juga membutuhkan sebuah kecerdasan emosional guru dan siswa agar pembentukan nilai dan karakter juga tidak terabaikan, terutama dalam masa pandemi Covid-19 ini (Clark, 1999; Hodge & Derezotes, 2008; Kurni & Susanto, 2018; Mirvis et al., 1991; Rahayu & Susanto, 2018; Susanto, 2019).

Hal tidak kalah pentingnya adalah bagaimana pola komunikasi guru kepada siswa mengacu dan berfokus kepada penyampaian materi dan memungkinkan terjadinya dialog ide dari siswa sebagai sebuah proses pembelajaran yang berbasis pada fokus siswa dan guru sehingga penanaman profil lulusan yang mengacu kepada kemampuan kognitif dan psikomotorik secara berimbang dengan pembentukan nilai dan karakter (afektif) (A.M, 2004; Chi & Wylie, 2014; G, Trorey, 2017; Hashim Deraman, Suhaimi Yusof, Ruslei Abdullah., & Shaari Nawi, 2002; Pawar, 2009; Peters et al., 2020; Sharifah Baharum et al., 2006; Thompson et al., 2008).

Penelitian relevan lainnya juga menyebutkan bahwa pembelajaran dalam masa pandemi Covid-19 ini sangat tidak dapat dilepaskan dari penerapan penggunaan teknologi sehingga pergerakan mendasar dari kompetensi pedagogik guru harus mengarah kepada Teknologikal, Pedagogikal dan Konten Pengetahuan (TPACK) (Andrew et al.,

2018; Angeli & Valanides, 2009; Bingimlas, 2009a, 2009b; Journal et al., 2011; Law & Yuen, 2006; Mei et al., 2010; Morgan et al., 2005; Sergis, 2014; Susanto & Rachmadtullah, 2019).

Pada masa pandemi Covid-19, sangat membutuhkan persiapan dan penyiapan lebih yang mengarah kepada pengkondisian pencegahan dan penularan Covid 19, berupa: (1) penyediaan sarana dan prasarana yang berkaitan dengan protokol kesehatan seperti sekolah menyiapkan wastafel yang dilengkapi sabun untuk mencuci tangan, mengecek suhu siswa yang hadir dalam pembelajaran luring, menyiapkan masker cadangan bagi siswa yang maskernya membutuhkan penggantian, menempelkan tanda-tanda sosialisasi protokol kesehatan pada dinding dan tempat strategis, mengatur tempat duduk siswa minimal jarak 1 (satu) meter, menyediakan handsanitizer di dalam kelas, (2) melakukan edukasi berupa sosialisasi dan tindakan model dan contoh dari seluruh guru dan karyawan sekolah serta orang tua kepada anak didik sebagai bagian sosialisasi dan pembiasaan serta pembentukan perilaku 5M yaitu memakai masker, mencuci tangan pakai sabun dan air mengalir, menjaga jarak, menjauhi kerumunan, serta membatasi mobilisasi dan interaksi, (3) melakukan kebijakan dan sosialisasi kepada siswa dan orang tua berupa tidak bersalaman dan tidak makan dan minum pada saat luring dan pembiasaan siswa sudah makan dari rumah, (4) pembiasaan siswa untuk membawa perlengkapan protokol kesehatan yaitu membawa masker cadangan, memakai face shield, membawa handsanitizer (Kesehatan et al., 2021).

Strategi pembelajaran pada masa pandemi Covid-19 ini justru perlu tetap diarahkan kepada pembentukan kemampuan profil lulusan yang mengarah kepada kemampuan berpikir kritis dan pemecahan masalah, kemampuan berkomunikasi, kemampuan berkolaborasi dan kemampuan untuk kreatifitas dan

inovatif (Ağaoğlu & Demir, 2020; Al-Ethari & Al-Ethari, 2020; BOZKURT, 2020; Diani Nurhajati Et Al., 2020; KURNIAWATI, 2020; Maddens Et Al., 2020; Radifan, 2020; Ramli Et Al., 2020; Stickler Et Al., 2020; Susilo Et Al., 2020; Talukder, 2020; Triana Et Al., 2020).

Berdasarkan penelitian terdahulu dan kebutuhan tantangan pendidikan pada masa pandemi Covid-19 ini yang masih belum diketahui kapan berakhirnya, maka sangat dibutuhkan peran guru dengan kemampuan TPACK dalam menerapkan strategi pembelajaran blended learning di era new normal. Menjadi sebuah urgensi dilakukannya penelitian ini untuk mendapatkan sebuah analisis kajian yang mendasar dan menjadi bagian sebuah data dalam pengentasan permasalahan mengenai issue gagalnya proses pembelajaran pada masa Pandemi Covid 19 di Indonesia.

## **METODE PENELITIAN**

Penelitian ini menggunakan kajian studi kasus dengan pendekatan kualitatif. Metode deskriptif digunakan untuk menganalisis dan mendeskripsikan hasil dari penelitian. Teknik yang digunakan adalah teknik observasi yaitu dengan mengobservasi saat kegiatan pembelajaran berlangsung. Instrumen penelitiannya yaitu menggunakan pedoman wawancara dan observasi dan hasilnya dideskripsikan. Penelitian ini dilakukan di SDN Kapuk Muara 03 dengan subjek penelitian adalah seorang guru di SDN kapuk muara 03. Untuk mengetahui strategi pembelajaran blended learning di era new normal, maka dilakukan observasi di SDN Kapuk Muara 03 yang beralamatkan di Jl. SMPN 122, RT.1/RW.3, Kapuk Muara, Kec. Penjaringan, Kota Jkt Utara, Daerah Khusus Ibukota Jakarta 14460.

## **HASIL DAN PEMBAHASAN**

Pembelajaran di era new normal seperti saat ini tentu berbeda dengan pembelajaran sebelum adanya pandemi Covid-19. Pembelajaran harus disesuaikan dengan kondisi di era new normal seperti saat ini. Salah satu pembelajaran yang diterapkan di era new normal yaitu pembelajaran dengan konsep blended learning. Blended learning merupakan konsep pembelajaran dalam paradigma baru yang menekankan pada pembelajaran tatap muka dan pembelajaran online atau jarak jauh (Caraivan, 2011). Pembelajaran blended learning akan secara efektif dilakukan dengan memberdayakan peran guru dan siswa secara optimal, yaitu membutuhkan partisipatif siswa sebagai subjek belajar dengan motivasi, komitmen dan kemandirian belajarnya (Cabras, 2020; Setiawan et al., 2021; Wang et al., 2020). Untuk itu peran guru dan orang tua menjadi peran strategis dalam pembelajaran blended learning yang menjadi model pembelajaran pada masa pandemi Covid-19 ini dan sekaligus sebuah tantangan bagi guru dalam kompetensi TPACK (Cabras, 2020; Caraivan, 2011; Nielsen, 2009; Setiawan et al., 2021; Toufik & University, 2021; Wang et al., 2020; Zuriyah & Rahmandani, 2021). Peran strategis guru dalam bentuk kemampuan TPACK akan terlihat efektifitasnya ketika profil karakteristik siswa mampu mencapai kemampuan berpikir kritis dan pemecahan masalah, berkomunikasi, kreatif dan inovatif. Maka dibutuhkan strategi pembelajaran yang mampu membentuk siswa untuk mencapai karakteristik tersebut melalui proses dari pengalaman belajar yang menggunakan model pembelajaran project based learning, problem based learning, berdiskusi, presentasi, dan penggunaan model pembelajaran yang mendukung dan inovatif yang mampu memunculkan ide kreatif siswa, seperti mind mapping dan penggunaan teknologi yang membuat suasana belajar mampu memunculkan konsep abstrak menjadi konkrit dan interaktif dan menyenangkan (Amri, n.d.;

Armadi et al., 2020; Boukhentache, 2020; Subia et al., 2020; Susilo et al., 2020; Talukder, 2020; Zhaofen Chen, 2020)

Dari kajian studi kasus yang dilakukan di SDN Kapuk Muara 3 dapat disampaikan bahwa pembelajaran dengan konsep blended learning telah dilaksanakan dan menjadi model pembelajaran di era new normal pandemi Covid-19. Dari hasil wawancara diperoleh pendapat para guru bahwa konsep pembelajaran blended learning ini merupakan solusi yang tepat untuk diimplementasikan di era new normal, karena pembelajaran tersebut mengkombinasikan metode pembelajaran tatap muka di ruang kelas dengan e-learning. Dan siswa di SDN Kapuk Muara 03 sangat antusias mengikuti pembelajaran dengan konsep blended learning ini, sebab siswa sudah sangat rindu dengan guru dan teman-temannya yang sudah lama tidak berjumpa.

Pembelajaran blended learning yang diterapkan di SDN Kapuk Muara 03 dapat berjalan efektif dan tentunya aman dari penularan Covid-19. Hal tersebut dikarenakan guru merancang strategi pembelajaran dengan menyesuaikan kondisi di era new normal seperti saat ini, sehingga pembelajaran blended learning ini tidak akan menimbulkan bertambahnya kasus penularan Covid-19. Strateginya yaitu seorang guru mengatur jadwal siswa yang masuk secara tatap muka dan daring secara bergiliran yang bertujuan untuk menghindari kerumunan sehingga akan terhindar dari penularan Covid-19, misalnya dalam satu kelas guru membatasi hanya 16 siswa saja yang bisa melakukan pembelajaran secara tatap muka dan untuk siswa yang lainnya melakukan pembelajaran secara daring, hal itu dilakukan secara bergiliran supaya semua siswa mendapatkan hak yang sama. Selain itu guru juga harus mempersiapkan sarana dan prasarana yang berkaitan dengan protokol kesehatan seperti guru menyiapkan wastafel yang dilengkapi sabun untuk mencuci tangan, mengatur

tempat duduk siswa minimal jarak 1 (satu) meter, menyediakan handsanitizer di dalam kelas, melakukan komunikasi dengan orang tua siswa, dan memberikan sosialisasi kepada siswa untuk selalu memakai masker, memakai face shield, menjaga jarak, tidak berkumpul dan tidak bersalaman.

Dalam menerapkan pembelajaran blended learning ini, ada beberapa hal yang harus dipertimbangkan seorang guru seperti seorang guru harus melakukan komunikasi kepada orang tua siswa terlebih dahulu melalui whatsapp atau classroom sebelum melaksanakan pembelajaran, dan seorang guru harus mempersiapkan alat-alat yang digunakan (proyektor, laptop, bahan pembelajaran, RPP, LKPD, dan lain-lain).

Kendala yang sering ditemui guru dalam menerapkan pembelajaran blended learning yaitu sinyal tidak mendukung, kuota internet habis, handphone dibawa kerja atau tidak memiliki handphone, kendala-kendala tersebut merupakan kendala yang dialami siswa yang melakukan pembelajaran melalui daring. Dan bagi siswa yang melakukan pembelajaran di sekolah atau tatap muka berjalan lancar tidak ditemukannya kendala apapun. Dengan hal tersebut seorang guru harus mampu mengatasi kendala-kendala yang sering ditemui saat menerapkan pembelajaran blended learning, khususnya bagi siswa yang melakukan pembelajaran melalui daring. Cara guru dalam mengatasi kendala yang sering dialami siswa yang melakukan pembelajaran melalui daring misalnya kendala sinyal tidak mendukung akibatnya tidak bisa mengikutinya zoom atau google meet, guru mengatasinya dengan cara menshare materi melalui whatsapp. Atau kendala tidak memiliki handphone karena kondisi keluarga yang tidak berkecukupan, guru mengatasinya dengan cara meminta siswa datang ke sekolah seminggu sekali untuk memberikan tugas yang harus dikerjakan siswa di rumah, lalu dibawa

dan dikumpulkannya saat giliran siswa tersebut masuk secara tatap muka.

Sementara strategi pembelajaran blended learning dilakukan dengan menerapkan project based learning dan problem based learning dengan mengangkat permasalahan di seputar lingkungan siswa yang dilakukan secara daring ataupun tatap muka. Siswa diminta untuk mengemukakan pendapat dan pemikirannya dengan menggunakan mind mapping dan diminta untuk menjelaskan dengan menggunakan mind mapping tersebut. Hal ini sejalan dengan penelitian relevan yang mengasah siswa untuk berpikir kritis dan pemecahan masalah, melatih komunikasi dan berkolaborasi serta mengembangkan kreativitas dan inovatif (Diani Nurhajati et al., 2020; Edwards, 2021; Feng, 2020; KURNIAWATI, 2020; Nisa et al., 2020; Toluwa & Mary, 2020).

## **KESIMPULAN**

Berdasarkan uraian tersebut, maka peneliti menyimpulkan bahwa strategi guru dalam mempersiapkan pembelajaran blended learning di era new normal sudah dirancang cukup baik. Hal tersebut dikarenakan seorang guru merancang strategi pembelajaran dengan menyesuaikan kondisi di era new normal seperti saat ini. Strateginya yaitu seorang guru mengatur jadwal siswa yang masuk secara tatap muka dan daring secara bergiliran yang bertujuan untuk menghindari kerumunan sehingga akan terhindar dari penularan Covid-19, misalnya dalam satu kelas guru membatasi hanya 16 siswa saja yang bisa melakukan pembelajaran secara tatap muka dan untuk siswa yang lainnya melakukan pembelajaran secara daring, hal itu dilakukan secara bergiliran supaya semua siswa mendapatkan hak yang sama. Selain itu guru juga harus menyiapkan sarana dan prasarana yang berkaitan dengan protokol kesehatan seperti guru menyiapkan wastafel yang dilengkapi sabun untuk

mencuci tangan, mengatur tempat duduk siswa minimal jarak 1 (satu) meter, menyediakan handsanitizer di dalam kelas, melakukan komunikasi dengan orang tua siswa, dan memberikan sosialisasi kepada siswa untuk selalu memakai masker, memakai face shield, menjaga jarak, tidak berkumpul dan tidak bersalaman. Proses pembelajaran juga dilakukan dengan berfokus pada penggalan potensi siswa yang mengarah kepada profil 4Cs dengan menerapkan pembelajaran yang berfokus pada project dan problem based learning dengan penerapan teknologi yang difasilitasi guru yang terus mengembangkan kemampuan TPACKnya untuk melakukan pembelajaran yang berbasis pada mutu dan keberhasilan siswa dalam mencapai profil 4Cs.

## **SARAN**

Berdasarkan kesimpulan yang telah diperoleh dari hasil penelitian ini, maka terdapat beberapa saran yang berhubungan dengan strategi guru dalam pengelolaan pembelajaran blended learning pada era new normal.

1. Kepada guru SDN Kapuk Muara 03 hendaknya terus berinovasi dalam merancang strategi pembelajaran di era new normal, supaya pembelajaran dapat berjalan efektif dan tentunya aman dari penularan Covid-19.
2. Untuk peneliti selanjutnya, penelitian ini dapat dilakukan kembali dengan objek penelitian yang berbeda, serta penelitian ini dapat dimanfaatkan sebagai bahan rujukan dalam melakukan penelitian yang berkaitan dengan strategi guru, pembelajaran blended learning, dan era new normal.

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## **BLENDED LEARNING STRATEGY IN THE NEW NORMAL ERA (TPACK Competency Study Study)**

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### **Abstract**

The purpose of this study was to get an idea of the teacher's strategy at SDN Kapuk Muara 03 in preparing blended learning in the new normal era. This research is a case study with a qualitative approach. Data collection techniques using observation and interviews. The focus of this research object is one of the teachers at SDN Kapuk Muara 03. The results show that the preparation of blended learning in the new normal era has been designed quite well by the teacher. The strategy is carried out with planned steps and stages: (1) planning and arranging face-to-face and online schedules in turns with the aim of avoiding crowds, (2) preparing facilities and infrastructure related to health protocols, (3) carry out Covid-19 prevention conditioning through 5 M; wear masks, wash hands with soap and running water, maintain distance, stay away from crowds, and limit mobilization and interaction, (4) conduct online and offline learning education for students and parents, (5) apply technological competence, pedagogical and knowledge content in blended learning, (6) conduct learning that leads to 4Cs, (7) apply self-feedback evaluation as understanding students on their learning outcomes.

Keywords: Teacher strategy, Blended learning concept, Learning in the new normal era

### **INTRODUCTION**

The Covid-19 virus entered Indonesia around March 2020 which had an impact on all sectors, one of which was the education sector. Education is a planned activity that lasts throughout life and is a necessity for humans (Susanto, Sofyan, et al., 2020). Learning that was originally carried out in face-to-face schools is now being shifted to online learning. Online learning has been running for almost 2 (two) years (Nursofwa et al., 2020). Online learning is learning that gives students the opportunity to learn independently (Susanto, Syofyan, et al., 2021). Online learning is done by utilizing technology, therefore a teacher is required to be able to use technology so that later they will also be able to keep up with the

rapid changes in technology (Susanto, Rachmadtullah, et al., 2020).

However, as time goes by, the Covid-19 pandemic has been under control and in connection with this, the government has imposed a new normal phase. The new normal phase is a phase where the government allows activities outside the home, but still has to implement health protocols (Ahmad Rosidi & Edy Nurcahyo, 2020).

In entering the new normal, schools must prepare more learning infrastructure than before. From the existing infrastructure, it is necessary to add facilities and infrastructure related to existing health protocols with a shift

learning system and online learning if needed in schools (Kemendikbud, 2021).

Therefore, around October 2021, the school prepares to carry out learning with the concept of blended learning. Learning that was previously done online will switch to the concept of blended learning. The concept of blended learning is a concept that combines face-to-face learning methods in the classroom with e-learning (Abdullah, 2017).

However, to apply blended learning concept learning in this new normal era, teacher strategies are also needed to prepare learning so that later learning becomes effective and of course remains safe from Covid-19 transmission. The teacher's ability to develop strategies can be seen from the teacher's ability to innovate (Susanto, Agustina, Azmi, et al., 2021). A teacher must be able to master and understand the situation and conditions of the student's environment to be an opportunity to manage learning in the classroom (Susanto, Agustina, et al., 2020). And a teacher must also be able to understand students in an effort to facilitate the development of self-potential and student actualization, because the core of learning lies in the ability of educative interactions (Susanto & Rachmadtullah, 2019). The process of learning interaction is very dominant with the teacher's role as a learning communicator related to emotional characteristics (Susanto et al., 2019).

The teacher's strategy in preparing blended learning in the new normal era also cannot be separated from the learning conditioning stages (Kumala et al., 2019; Kurni & Susanto, 2018; Lilia Senja Ilyandani, 2019; Susanto, 2019; Susanto et al., 2018; Susanto, Agustina, Rozali, Yuli Azmi, et al., 2021). Research proves the level of significance of learning processes and outcomes carried out by learning conditioning and this requires a level of teacher pedagogic competence which is

manifested in the ability to implement learning strategies (Susanto, 2020; Susanto et al., 2018; Susanto, Agustina, et al., 2020; Susanto, Agustina, Rozali, Yuli Azmi, et al., 2021; Susanto, Sofyan, et al., 2020; Susanto & Rachmadtullah, 2019).

The teacher's strategy in implementing learning in the Covid-19 pandemic era really requires the ability to reflect on what and how learning is carried out, so that there is a reflective attitude in teachers and students to experience a learning experience and how to map learning abilities and weaknesses and commit to make improvements (ID, 2020; Susanto, 2019). Learning during the Covid-19 pandemic also requires an emotional intelligence of teachers and students so that the formation of values and character is also not neglected, especially during this Covid-19 pandemic (Clark, 1999; Hodge & Derezotes, 2008; Kurni & Susanto, 2018; Mirvis et al., 1991; Rahayu & Susanto, 2018; Susanto, 2019).

No less important is how the teacher-student communication pattern refers to and focuses on delivering material and allows a dialogue of ideas from students as a learning process based on student and teacher focus so that the inculcation of a graduate profile that refers to cognitive and psychomotor abilities is balanced with the formation of values and character (affective) (AM, 2004; Chi & Wylie, 2014; G, Trorey, 2017; Hashim Deraman, Suhaimi Yusof, Ruslei Abdullah., & Shaari Nawi, 2002; Pawar, 2009; Peters et al., 2020; Sharifah Baharum et al., 2006; Thompson et al., 2008).

Other relevant research also states that learning during the Covid-19 pandemic cannot be separated from the application of the use of technology so that the fundamental movement of teacher pedagogic competencies must lead to Technological, Pedagogical and Knowledge Content (TPACK) (Andrew et al., 2018; Angeli & Valanides, 2009;

Bingimlas, 2009a, 2009b; Journal et al., 2011; Law & Yuen, 2006; May et al., 2010; Morgan et al., 2005; Sergis, 2014 ; Susanto & Rachmadtullah, 2019).

During the Covid-19 pandemic, it really needs more preparation and preparation that leads to conditioning the prevention and transmission of Covid 19, in the form of: (1) providing facilities and infrastructure related to health protocols such as schools preparing sinks equipped with soap for washing hands, checking temperature students who attend offline learning, prepare spare masks for students whose masks need replacement, attach signs of socialization of health protocols on walls and strategic places, arrange student seats at a minimum distance of 1 (one) meter, provide hand sanitizer in the classroom, (2) conduct education in the form of socialization and action models and examples from all teachers and school employees as well as parents to students as part of socialization and habituation as well as the formation of 5M behavior, namely wearing masks, washing hands with soap and running water, maintaining distance, avoiding crowds, and limiting mobilization and interaction, (3) conduct policies and socialization to students and parents in the form of not shaking hands and not eating and drinking when offline and habituation of students already eating from home, (4) habituation of students to carry health protocol equipment, namely carrying spare masks, wearing face shields, carrying hand sanitizers (Health et al., 2021).

Learning strategies during the Covid-19 pandemic actually need to be directed to the formation of graduate profile skills that lead to critical thinking and problem solving skills, communication skills, collaboration skills and the ability to be creative and innovative (Ağaoğlu & Demir, 2020; Al-Ethari & Al-Ethari, 2020; BOZKURT, 2020; Diani Nurhajati et al., 2020; KURNIAWATI, 2020; Maddens et al., 2020; Radifan, 2020; Ramli et al.,

2020 ; Stickler Et Al., 2020; Susilo Et Al., 2020; Talukder, 2020; Triana Et Al., 2020).

Based on previous research and the need for educational challenges during the Covid-19 pandemic, which is still unknown when it will end, the role of teachers with TPACK abilities is urgently needed in implementing blended learning strategies in the new normal era. It is an urgency to carry out this research to obtain a basic analysis of the study and become part of a data in alleviating problems regarding the issue of the failure of the learning process during the Covid 19 Pandemic in Indonesia.

## **METHOD**

This research uses a case study study with a qualitative approach. Descriptive method is used to analyze and describe the results of the research. The technique used is an observation technique, namely by observing when learning activities take place. The research instrument is using interview and observation guidelines and the results are described. This research was conducted at SDN Kapuk Muara 03 with the research subject being a teacher at SDN Kapuk Muara 03. To find out the blended learning strategy in the new normal era, observations were made at SDN Kapuk Muara 03 which is located at Jl. SMPN 122, RT.1/RW.3, Kapuk Muara, Kec. Penjaringan, North Jkt City, Special Capital Region of Jakarta 14460.

## **RESULT AND DISCUSSION**

Learning in the new normal era like today is certainly different from learning before the Covid-19 pandemic. Learning must be adapted to the conditions in the new normal era as it is today. One of the learnings applied in the new normal era is learning with the concept of blended learning. Blended learning is a learning concept in a new paradigm that

emphasizes face-to-face learning and online or distance learning (Caravan, 2011). Blended learning will be effectively carried out by empowering the roles of teachers and students optimally, which requires student participation as learning subjects with motivation, commitment and independence in learning (Cabras, 2020; Setiawan et al., 2021; Wang et al., 2020). For this reason, the role of teachers and parents is a strategic role in blended learning which is a learning model during the Covid-19 pandemic and is also a challenge for teachers in TPACK competencies (Cabras, 2020; Caravan, 2011; Nielsen, 2009; Setiawan et al., 2021; Toufik & University, 2021; Wang et al., 2020; Zuriah & Rahmandani, 2021). The strategic role of the teacher in the form of the TPACK ability will be seen in its effectiveness when the profile of student characteristics is able to achieve critical thinking and problem solving, communication, creative and innovative skills. So we need a learning strategy that is able to shape students to achieve these characteristics through a process of learning experience that uses project based learning, problem based learning, discussion, presentation, and the use of supportive and innovative learning models that are able to bring up students' creative ideas, such as mind mapping and the use of technology that makes the learning atmosphere able to bring up abstract concepts to be concrete and interactive and fun (Amri, nd; Armadi et al., 2020; Boukhentache, 2020; Subia et al., 2020; Susilo et al., 2020; Talukder, 2020; Zhaofen Chen, 2020).

From a case study study conducted at SDN Kapuk Muara 3, it can be conveyed that learning with the concept of blended learning has been implemented and has become a learning model in the new normal era of the COVID-19 pandemic. From the results of the interviews obtained the opinion of the teachers that this blended learning concept is the right

solution to be implemented in the new normal era, because the learning combines face-to-face learning methods in the classroom with e-learning. And students at SDN Kapuk Muara 03 are very enthusiastic about participating in learning with this blended learning concept, because students really miss their teachers and friends who have not seen each other for a long time.

Blended learning implemented at SDN Kapuk Muara 03 can run effectively and of course be safe from Covid-19 transmission. This is because teachers design learning strategies by adjusting to conditions in the new normal era as it is today, so that blended learning will not cause an increase in cases of Covid-19 transmission. The strategy is that a teacher arranges a schedule for students who enter face to face and online in turns which aims to avoid crowds so that it will avoid the transmission of Covid-19, for example in one class the teacher limits only 16 students who can do face-to-face learning and for students others do online learning, it is done in turns so that all students get the same rights.

In applying this blended learning learning, there are several things that a teacher must consider such as a teacher must communicate with parents of students first via whatsapp or classroom before carrying out learning, and a teacher must prepare the tools used (projectors, laptops, learning materials, lesson plans, LKPD, and others).

Constraints that are often encountered by teachers in implementing blended learning are signals that do not support, internet quota runs out, cellphones are taken to work or do not have cellphones, these obstacles are obstacles experienced by students who do online learning. And for students who do learning at school or face to face running smoothly, no obstacles are found. With this, a teacher must be able to overcome the obstacles



that are often encountered when implementing blended learning, especially for students who do online learning. The teacher's way of overcoming the obstacles that are often experienced by students who do online learning, for example, the signal constraints do not support it as a result, they can't follow it, zoom or google meet, the teacher overcomes this by sharing the material via whatsapp. Or the problem of not having a cellphone due to inadequate family conditions, the teacher overcomes it by asking students to come to school once a week to give students assignments that must be done at home, then brought and collected when the student's turn comes in face to face.

Meanwhile, the blended learning strategy is carried out by implementing project based learning and problem based learning by raising problems around the student environment which is carried out online or face to face. Students are asked to express their opinions and thoughts using a mind mapping and are asked to explain using the mind mapping. This is in line with relevant research that hones students for critical thinking and problem solving, trains communication and collaboration as well as develops creativity and innovation (Diani Nurhajati et al., 2020; Edwards, 2021; Feng, 2020; KURNIAWATI, 2020; Nisa et al., 2020; Toluwa & Mary, 2020).

## CONCLUSION

Based on this description, the researcher concludes that the teacher's strategy in preparing blended learning in the new normal era has been designed quite well. This is because a teacher designs learning strategies by adjusting the conditions in the new normal era as it is today. The strategy is that a teacher arranges a schedule for students who enter face to face and online in turns which aims to avoid crowds so that it will avoid the transmission of Covid-19, for example in

one class the teacher limits only 16 students who can do face-to-face learning and for students others do online learning, it is done in turns so that all students get the same rights. In addition, teachers must also prepare facilities and infrastructure related to health protocols such as teachers preparing a sink equipped with soap for washing hands, arranging student seats at a minimum distance of 1 (one) meter, providing hand sanitizer in the classroom, communicating with students' parents, and provide socialization to students to always wear masks, wear face shields, keep a distance, do not gather and do not shake hands. The learning process is also carried out by focusing on exploring the potential of students leading to the 4Cs profile by implementing learning that focuses on projects and problem based learning with the application of technology facilitated by teachers who continue to develop their TPACK abilities to conduct quality-based learning and student success in achieving the profile. 4Cs.

## SUGGESTION

Based on the conclusions that have been obtained from the results of this study, there are several suggestions related to teacher strategies in managing blended learning in the new normal era.

1. SDN Kapuk Muara 03 teachers should continue to innovate in designing learning strategies in the new normal era, so that learning can run effectively and of course be safe from Covid-19 transmission.
2. For future researchers, this research can be carried out again with different research objects, and this research can be used as reference material in conducting research related to teacher strategies, blended learning, and the new normal era.

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