The Management of Blended Learning During Covid 19 Pandemic of Private Senior High School in Narmada

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Abstract. The impacts of the COVID-19 pandemic on learning in private secondary education causes learning to be carried out offline and online (blended). The implementation of offline learning during the pandemic is different from regular face-to-face learning where students have to follow health protocols and reduction of learning time in class, so that students feel stiff and uncomfortable with all the limitations compared to regular face-to-face learning before. The aim of this study is to describe the management blended learning from planning, organizing, implementing, and evaluating. The Qualitative method was used in this study and was carried out in private senior high schools in Narmada Sub District. The study subject was teachers, headmasters, and superintendent of schools. Data were collected by analyzing documents of school development plan, and lesson plan, and interviewing schools' teachers, headmasters, and questionnaire were given to school's teachers, headmasters. Data analyzed technique used in this qualitative study namely data collected and analyzes preparation, read all data, data code, text and theme code for the study report. The results show that the planning of blended learning at the school level has not shown a comprehensive plan, organizing has not been involve all school members. Implementation is also needs to be well organized so that all educators refer to standard related to blended learning. In addition, in the context of the evaluation carried out by the school, it has not been comprehensive so that it does not obtain comprehensive information as well and will have an impact on the formulation of the school's annual plan. The problems faced are related to all the resources needed in the implementation of blended learning. Evaluation of blended learning do not carry out all aspect due to planning point out target. The management of the blended learning still needs to be perfected from planning to evaluation, including the problems faced by school level, so that the quality of the blended learning from year to year is getting better and has more impact on the graduate's quality of students.

Keywords: Blended Learning Management · COVID-19

1 Introduction

The 2019 corona virus (Covid-19) pandemic that has hit many countries in the world including Indonesia and take aspects of life, including the impact on the world of education. It can be a challenge for education providers from basic education level to higher education. Related to this, the government or Department of Education and Culture issued a rule that the implementation of education/learning processes in schools/educational units are not allowed through full faces to-face learning but is also held through online/network learning.

Education units are required to be able to organize online learning without exception, but not a few secondary education units, especially private senior high schools, can anticipate these challenges. However, with the passage of time and improvements to school planning, especially those in the rural regions, they began to adjust to the challenges. to be able to organize online learning. In the condition of the COVID-19 pandemic, online learning is the best alternative to carry out, so that students can continue to study in their own places of residence. However, each education unit has its own strengths, challenges and obstacles in accordance with the resources possessed by each secondary education unit. Therefore, educational units must attempt to be able to organize blended or mixed learning according to applicable rules and maintain the quality of face-to-face and online learning.

The blended learning is highly recommended to do for schools to be able to prepare thoroughly related to how to implement blended learning, so that the quality in the learning process and learning outcomes remains as expected, starting from preparing the infrastructure, understanding and skills of educators or teacher in management of blended learning, as well as the readiness of students to face implementation of blended learning. With this evidence that blended learning is one of the best ways so far to improve services to students that educators/teachers can do during the COVID-19 pandemic, namely by developing blended learning [1] and has a number of advantages where groups of students who study blended learning has better achievement than face-to-face learning [2]. However, the main key in implementing blended learning is infrastructure support from school management and teachers who must have a comprehensive understanding and skills in blended learning management from planning to evaluation including the development of blended learning models continuously that the teachers are always better in doing their duty.

The results of preliminary studies in the field in three educational units of private senior high school in Narmada where educators including education staff do not yet have a comprehensive understanding related to how to manage a good blended learning according to the challenges during the pandemic and post-covid-19 pandemic later [3] So that a thorough and in-depth study is needed to be able to provide an overview of the condition of the blended learning management and provide a solution concept model to be able to better manage the blended learning to improve the quality of learning.

As an initial step to prepare and improve the blended learning that has been carried out in the school, it is necessary to first study related to all teachers and educational staff in terms of understanding and techniques on how to implement the blended and what needs to be prepared by the teachers and other education staff including the principal, teachers can implement the blended learning that is accordance with process and content standards

as well as evaluation so the student learning outcomes can reach predetermined standards well. Based on explanation need to do study of how the management of blended learning in private secondary education units in Narmada including planning, implementation, monitoring, evaluation and the problems faced. in implementing blended learning.

2 Method

The Qualitative method was used in this research. The study was carried out in private senior high schools in Narmada Sub District. The study subject was teachers, headmasters, and superintendent of schools. Data were collected by analysing documents of school development plan, and lesson plan, and interviewing schools teachers, headmasters, and questionnaire were given to schools teachers, headmasters and superintendent. Data analysed technique used in qualitative study namely data collected, data analyses preparation, read all data, data code, text and theme code for the study report.

3 Results and Discussion

3.1 Results

In the planning process related to blended learning at the school level, the school especially the vice principal of the curriculum and the principal, have held meetings with all educators regarding the implementation of the blended learning, including conveying the policies taken by the Provincial Education Office regarding the implementation of blended learning implementation. All teachers attended to meeting in order to carry out what was ordered by the educational office. In the context of implementation, the school has not yet made a good plan related to online learning done by school level, including the basic guidelines for the implementation of blended learning, so that there is a standards are for each subject at the school level.

In the planning stage for the blended learning, it has not been well prepared, including the stages or perhaps standard operational procedures that must be made and can be a guided for every educator. However, this is just a general guideline regarding the implementation of blended learning and basically handed over to the respective educators related to the implementation of blended learning. The results show that the teachers have general the understanding and skills in implementing the learning, so there is a very wide variety of possibilities in planning, implementation and evaluation of the blended learning.

Planning has not provided guidelines and targets that must be achieved, including processes standard of the learning that must be carried out in blended learning. Thus, there is no guarantee that the educational planning, of blended learning will not have an good impact on student learning outcomes. Planning must include the carrying capacity of resources in the form of supporting facilities and infrastructure including internet connections, educators, teaching staff and students themselves. So that all who will be involved in blended learning have already understood and can carry out well as their functions in online and offline learning.

The coordinating of blended learning that organized by head of school need to be improved and involve all teaches and staffs, also the should give a duty to a numbers of teachers who be coordinator in blended learning so each member has own duty to do well and reported to school principal. Coordinating proses is going to make implementation of blended learning more better.

The implementation of blended learning is largely determined by the ability and skills of the teachers, especially in organizing the implementation of offline or online learning. The blended learning in schools is quite varied which is carried out by educators according to the subjects being taught. This is the impact of educators' varied understanding of the blended learning that must be implemented that caused by school does not yet have a basic reference for online learning implementation for all educators of the school. For the implementation of blended learning requires standards that can be referred to by all educators so that it is similar to the blended learning implementation carried out by educators in this school. In addition, in preparing of implementation of the blended learning, there must also be a numbers of standards that must be written in the plan and must describe what the blended learning looks like. If viewed from the planning, it will be able to show learning that can meet national online learning standards. The implementation of evaluation and monitoring by the school on the implementation of blended learning has been carried out with the coordinator of the vice principal of curriculum, but it has not been maximized, it means that it has not been able to evaluate comprehensively due to limited resources and supporting capacity of infrastructure. In this implementation, it is only a request to report the educator related to the offline and online attendance list. The reporting has not shown full support because it is very dependent on educators and it is a little difficult to carry out evaluations that are too rigid because some educators are from other schools so they are very limited time in providing reports on the implementation of the blended.

Evaluation has also not been carried out using a kind of questionnaire to educators to find out the implementation and quality of the blended learning, so that there are still many weaknesses to control the implementation quality of the blended earning, however, educators can implement the blended learning according to the carrying capacity of the facilities owned by the school as well as educators personally and schools still appreciate what has been done by educators related to the implementation of blended learning during the covid-19 pandemic. From these results, the school will prepare more better for the future because blended learning is a program that must be carried out in the new normal and feels better than just online or offline learning. In addition, school support must be provided very well so that educators can do online learning as platforms that are standardized in accordance with those applied to secondary education units.

The problems faced at the school level are related to the existing infrastructure, including internet connections, number human resources for educators and educational staff which must be improved in understanding and using applications custom in blended learning. In addition, students must understand well the use of information technology that will be used in blended learning within the network and outside the network. If all of these problems can be solved, it is likely that the implementation of blended learning will be much better starting from good management in planning to evaluate.

3.2 Discussion

The planning of the learning mix for the school level has not fulfilled what should have been prepared at the planning stage, according to [4] planning should include what actions must be taken, Why should the action be taken, Where should the action be carried out, When should the action be carried out, Who will do the action, and How will the action be done. Thus, the planning carried out needs to be refined for the next time so that it can reflect what is to be achieved and what method. In addition, good planning contains things like. Good planning from the opinion of experts is: made by people who understand the organization, made by people who understand planning and accompanied by careful details [5] while according to [6] in general, several important steps need to be considered for good planning. Effective planning begins with complete and clear goals. Goals are a must for planning, if there are many goals, then the chosen goal is the one that makes it easier to achieve. Priority scale needs to be determined based on these considerations.

In the implementation of mixed learning, it is generally carried out by each member who has the authority related to their duties, however, the school should pay attention to the following things, the division of work that is planned to be completed by the members of the work group, the determination of work relations between them and the provision of an appropriate work environment [7] In addition to establishing a mechanism to coordinate work in a harmonious whole; Monitor and take adjustment steps to maintain and improve effectiveness [8] Basically, direction is always related to several things, including the establishment of communication between superiors and subordinates in directing work priorities, instilling motivation in subordinates that is oriented towards achieving work performance, and the occurrence of group dynamics that require the involvement of superiors to identify them.

The evaluation of the implementation of the learning mix carried out by schools still needs to be improved because it has not fulfilled what an organization should do, as [9] stated that supervision in general is "the process of observing the implementation of all organizational activities to ensure that all work being carried out goes according to plan". With a predetermined plan) in addition, according to [10] suggests that supervision is intended to ensure that organizational members carry out what is desired by collecting, analyzing, and evaluating information and using it to control the organization. So, this supervision is seen in terms of inputs, processes and outputs and even outcomes. Control or supervision is carried out with the process, from the beginning to the end. Therefore, control also includes monitoring and evaluation. This activity is very closely related to planning, because through control, the effectiveness of management can be measured [11, 12] In addition, it is necessary to comply with supervisory principles such as supervision must be objective based on facts obtained in the field. Facts which are events in the implementation of work activities. And Supervision must stem from the leadership's decision. Deviations, errors from the activities or work carried out will be seen from the policies set, and the leadership decisions listed in the goals that have been set.

The problems faced by schools are related to the carrying capacity of resources in general, so the school needs to re-analyze the problems in implementing mixed learning. How many things can be done, such as the teacher preparing several learning videos,

texts, photos, sounds, or images that match the curriculum content that has been down-loaded from the internet, then stored on a flash disk or folder on the computer. Teachers can use these learning resources in face-to-face learning in class. The method taken by this teacher includes the implementation of blended learning, but blended learning with an off-line model.

Other things need to pay attention to technology support and adequate internet con-nection so as to facilitate the implementation of blended learning in the learning process. In addition, teachers also need to consider the cost factor by taking advantage of free application offers on the internet, so there is no need to build complex information sys-tems themselves. In addition, before carrying out learning by applying Blended Learning, educators must first prepare all their learning needs, especially the use of technology platforms that will be used in learning that will be used without face-to-face meetings. Several platforms that can be used in learning with Blended Learning such as the Group Miling List [13].

4   Conclusion

The planing of blended learning need to be improved by ivoving all staffs and teachcers an syncronise with resources support of school, coordinating also more open to all stafaa adn teacher and gib = ving cduty in supprting blended learning, implementation of blended learning have not use daring platform and need improving teacher skills. Monitoring and evaluation need to be comprehensive teacher process, student and facilites support at school. Also problem faced are limited internet signal connection, students' hardware also self learning culture.

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