



## Blended Learning Management in Madrasah Tsanawiyah During Covid-19 Pandemic

**Abdullah Syahid Royyan\*, Supadi, Fakhrudin Arbah**

Education Management, Universitas Negeri Jakarta

\*Corresponding Author. Email: [abdullahsyahidr@gmail.com](mailto:abdullahsyahidr@gmail.com)

**Abstract:** This research aims to analyze the concept of blended learning management that has been applied to Madrasah Tsanawiyah during the Covid-19 Pandemic. The research method used was qualitative, using the CIPP model evaluation method (context, input, process, and product). The study was carried out at MTs Umdatur Rasikhien Jakarta. The purposive sampling technique was used in selecting the samples. Fifty people attended, including principals, teachers, students, and administrative staff. Data collection techniques used observation, interviews, and documents. Data analysis in this study went through data reduction, data presentation, discussion, and conclusion. The study results showed that MTs Umdatur Rasikhien had very good and stable blended learning management. It was proven that during the Covid-19 pandemic, schools strengthened management systems, especially in ICT operations and human resources. Technology management, foundation, school management support, awareness among the blended learning system members, and technological infrastructure readiness have been developed systematically. Even though the use of the learning management system at the junior high school level was less familiar, the school made the preparations so that teachers and teachers could use LMS properly and parents could support students studying at home. Student learning outcomes were also stable, and 40% of students experience increased achievement. So, school management must pay attention to the concept of strength possessed by the school and current needs in providing education in any situation.

### Article History

Received: 26-10-2022

Revised: 27-11-2022

Accepted: 14-12-2022

Published: 17-01-2023

### Key Words:

Blended Learning;  
Management;  
Secondary School;  
Covid-19.

**How to Cite:** Royyan, A., Supadi, S., & Arbah, F. (2023). Blended Learning Management in Madrasah Tsanawiyah During Covid-19 Pandemic. *Jurnal Paedagogy*, 10(1), 126-133.  
doi:<https://doi.org/10.33394/jp.v10i1.6504>



<https://doi.org/10.33394/jp.v10i1.6504>

This is an open-access article under the [CC-BY-SA License](https://creativecommons.org/licenses/by-sa/4.0/).



## Introduction

Changes in the process of implementing education caused by the spread of the Covid-19 virus pose many challenges. As one of the countries affected by the Covid-19 pandemic, Indonesia has taken various steps like most countries in the world. To control the spread of Covid-19, educational institutions in Indonesia have adopted the concept of online face-to-face learning. Online learning will be more sustainable, while teaching activities will become more hybrid if the challenges experienced during this pandemic are adequately explored and turned into opportunities (Adedoyin & Soykan, 2020). The development situation of the Covid-19 virus issued various policies. Blended learning is a part of implementing learning during the Covid-19 pandemic. Institutions that provide education from elementary to tertiary institutions change face-to-face learning activities (Sanoto & Sanoto, 2021). In anticipation of the spread of the Covid-19 virus, the Indonesian Ministry of Education and Culture decided to abolish the National Examination in 2020. This decision is an agreement between the President, the Indonesian Ministry of Education and Culture and the House of Representatives.

To respond to situations like this, the world of education utilizes a learning model appropriate during the Covid-19 pandemic using blended learning. Initially, blended learning



emerged as an answer to face-to-face and online learning weaknesses. Blended learning is best used during the transition to normal circumstances; this learning combines face-to-face learning with online learning. The study results showed that teachers reported moderate use of blended learning, so they were advised to combine conventional and online learning to prevent negative impacts from appearing during the Covid-19 pandemic (Alsarayreh, 2020).

Blended learning has also been used in secondary schools, such as Madrasah Tsanawiyah (MTs). One of them is MTs. Umdatur Rasikhien Jakarta has used technology, one of which is the madrasah e-learning application. The ministry of religion has launched e-learning applications in all madrasahs, but not all madrasahs utilize the technology created by The Ministry of Religious Affairs but MTs. Umdatur Rasikhien Jakarta confirmed that the madrasah e-learning application could guide students in teaching and learning activities during the co-19 pandemic. What MTs Umdatur Rasikhien did with the madrasah e-learning application is to provide learning materials and student attendance as supervision from the teacher. Besides that, madrasah e-learning is also used as evaluation material in taking student values. Through blended learning, students are also required to be active so that the interactions that occur during the learning process show a positive influence starting from the teaching and learning process, learning motivation, and student learning outcomes.

Blended learning has advantages in forming student independence (Kaur, 2013). In addition, blended learning reflects past, present, and future learning (Güzer & Caner, 2014; Graham, Henrie, & Gibbons, 2013). The application of blended learning can impact student outcomes regarding characteristics/background and design features (Kintu, Zhu, & Kagambe, 2017). In implementing blended learning, they face various challenges, and most are not well prepared. However, teachers are unsure of their competence in implementing BL (Zhao & Song, 2021). Thus, teachers can attract students' attention and interest through the full application of technology to implement BL (Hayati, Armansah, & Ismail, 2021; Comas-Quinn, 2011). Learning activities using BL can also take advantage of various digital applications such as social media (Syaiful Romadhon, Rahmah, & Wirani, 2019; Chan & Leung, 2016).

The problems that have been identified related to the use of blended learning or e-learning are the scope of students' interest in learning (Ramakrisnan, Yahya, Hasrol, & Aziz, 2012). The teacher must consider four things to carry out blended learning, namely (1) combining flexibility, (2) stimulating interaction, (3) facilitating the student learning process, and (4) encouraging an effective learning climate (Nasution, Surbakti, Zakaria, Wahyuningsih, & Daulay, 2021). The findings of the implementation conditions at MTs Umdatur Rasikhien Jakarta and previous research can illustrate that blended learning has long been used to provide education that combines face-to-face concepts with multimedia technology outside the classroom. However, this research has a different orientation from previous research because the study focuses on the analysis of blended learning management at the junior high school level. Incidentally, blended learning has yet to become familiar at the junior high school level. The study also uses the CIPP evaluation analysis model, which comprehensively touches on the aspects of context, input, process, and outcome or product.

Another reason for the urgency underlying this research is because of MTs. Umdatur Rasikhien is one of the private schools implementing e-learning applications to realize online learning during the co-19 pandemic. MTs. Umdatur Rasikhien has utilized all forms of digital applications, both those that have been prepared by the Ministry of Education or the Ministry of Religion, especially MTs. Umdatur Rasikhien is a privately managed madrasa with approximately 900 students and MTs. Umdatur Rasikhien is one of the private madrasahs with



the most students in East Jakarta. MTs. Umdatur Rasikhien was founded on July 17, 1984. MTs. Umdatur Rasikhien has succeeded in producing approximately 11,000 graduates. The achievements of MTs. Umdatur Rasikhien Jakarta, one of which is to win the defending champion in DKI Jakarta and in the social field to become the biggest donor in the activities of the Indonesian Red Cross. Then, in the scientific activities of MTs. Umdatur Rasikhien also contributed to the competition to make water rockets for the national level. Therefore, MTs Umdatur Rasikhien Jakarta should have mature school management. However, changing the learning situation to blended learning during the Covid-19 pandemic certainly has different challenges, and this condition also tests the maturity of school management that has been carried out so far. This research aims to analyze the concept of blended learning management applied to Madrasah Tsanawiyah During the Covid-19 Pandemic using the CIPP evaluation model. The results of this study are expected to impact changes in school management in providing education, especially for the concept of blended learning.

### Research Method

The qualitative research method used the CIPP model evaluation method (context, input, process, and product). Qualitative research was intended to interpret phenomena that occur in the field, and researchers are the key instruments (Creswell & Creswell, 2018). This type of research looks at something like a central phenomenon that needs to be explored and understood. So, this study interprets field data related to blended learning management conducted at MTs Umdatur Rasikhien Jakarta during the Covid-19 pandemic. The procedures were carried out by the CIPP evaluation model (L.Stufflebeam & L.S.Coryn, 2014). Context evaluation evaluated needs, problems, and opportunities as a basis for setting goals and priorities and assessing the significance of results. Input evaluation assessed alternative approaches to meeting learning needs as a tool for program planning and allocating resources. Process evaluation evaluated the implementation of plans to guide activities, then helps explain the results. Product evaluation identified desired and undesirable outcomes to help keep processes on track and determine effectiveness.

The research was conducted at MTs Umdatur Rasikhien Jakarta. The sample selection was carried out by purposive sampling technique. Fifty participants comprised school principals, teachers, students, and administrative staff. Data collection techniques were done using observation, interviews, and documents. Observations were made to observe the management process of implementing blended learning held by Madrasahs. Observation activities were carried out through teaching and learning activities by teachers and students. Interviews were conducted with teachers, principals, and administrative staff. Interviews were conducted on aspects of planning, organizing, implementing, and controlling the implementation of blended learning. Documents were taken from various regulations for implementing education during the Covid-19 pandemic, school policy documents, and the learning management system used by Madrasah. Data was taken during the 2021-2022 academic year period. Data analysis in this study went through data reduction, data presentation, discussion and conclusion (Miles, Huberman, & Saldaña, 2014). All stages were carried out together during the period of data collection and analysis.

### Results and Discussion

The results of interview data and observation are presented in the following table:

CIPP	Evaluation aspect	Evaluation Criteria
Context	1. Policy (Legal Legality)	1. The Joint Decree of the 3 Ministers in 2020 based



		on Number: 04/KB/2020, Number: 737 for the YEAR 2020, Number HK.01.08/Menkes/7093/2020, Number: 420-3987 for the Year 2020 states that the implementation of teaching and learning is carried out online, and parents must be directly involved in the learning process at home.
<b>Input:</b>	2. Purpose	2. Learning purposes are appropriate with the vision and mission.
	3. Program objectives	3. Preparing to do the online learning
	1. Human resources	1. Teachers and students in the school must know the learning management system to conduct online learning. Staff must know to operate the online management system.
	2. Facilities and infrastructure	2. 80% of school facilities and infrastructure technology have been ready to do the online learning
	3. Financing	3. 80% of budget allocations have been set which came from the school's operational budget.
<b>Process</b>	1. Planning Activities for the Implementation of blended learning	1. Schools are preparing human resources, especially teachers, to use a learning management system and material preparation
	2. Process Activities for Strengthening the blended learning	2. Setting up a school website that has a complete menu for teaching material needs, online class logins, school information or news, and so on
	3. The socialization process of blended learning	3. The socialization process is carried out through zoom meetings involving teachers and parents so that the socialization process for students is also easier. The school has also prepared an online implementation guide using a digital application that has been provided on the school's website.
	4. Monitoring and Evaluating the blended learning	4. Monitoring and evaluation of the implementation of blended learning are directly monitored by the school principal and deputy principal. The teacher also makes regular progress reports and there are notes on learning activities.
<b>Product</b>	The result of blended learning	Student learning outcomes, teacher teaching performance, achievement of learning objectives

While the result of the analysis document was taken from the students' results of learning, the website, and teachers' report of teaching. The following is the technology readiness from MTs Umdatur Rasikhien Jakarta that has prepared to implement blended learning;



Picture 1. Vision, mission, and objective of education in MTs



Input  
 ↓  
 Process



Picture 2. YouTube Channel



Picture 3. Announcement board



Picture 5. Menu login e-learning

Product



Picture 7. Raport digital



Picture 2. Electronic open resource



Picture 4. Menu download for all education activity



Picture 6. Articles Menu

This picture shows the readiness of the school to do blended learning. They prepared the technology needed to support the teaching and learning process during the Covid-19 pandemic. However, the school has prepared the website to support the educational process before the Covid-19 pandemic spread in Indonesia.

*"The number of students in our madrasahs in 2019-2020 was 891, in 2020-2021 there were 894 and in 2021-2022 there were 813 students, the number of students during the pandemic and not yet a pandemic has remained stable, but we found constraints that would have become routine for the system. If this madrasah learning process is not immediately made improvements, even if it is not very significant."* (Interview with the school principal)

*"We hope that this madrasa will continue to serve the community and be ready to face challenges in the future, especially in the provision of information and communication technology even though the Covid-19 pandemic has ended or has begun to decrease because technology is one of the indicators for the quality of education. So, schools must be prepared with current advances in technology and knowledge."* (Conclusion of interviews with vice principals for curriculum and teachers)

The results of interviews with teachers, school principals, and deputy principals emphasized that the condition of the Covid-19 pandemic certainly provided obstacles. In addition, the school made improvements and fulfilled teaching and learning needs, especially in



information and communication technology facilities. As the results of research from A show that Mobile Learning Readiness must be ensured in harmony with established technology integration measures (Christensen & Knezek, 2017).

While the results from the reports on the teaching activities of the teachers found that the obstacles to implementing blended learning were the internet network and the level of student motivation, teachers have to work hard to stimulate students' learning motivation. They must create teaching strategies that attract students because, during the pandemic, the students felt bored and bored with all the restrictions on outside activities. Educators must understand the concept of managing student learning at home (Komsiyah, 2022). Appropriate open and distance learning techniques must be selected so that no students are left behind and the teaching and learning process runs sustainably (Yamani, Alharthi, & Smirani, 2022). So, technology management, support from management, increasing awareness of students to use E-learning systems, and demanding high-level information technology from instructors, students, and universities are the most influential factors for E-learning during COVID-19 (Alqahtani & Rajkhan, 2020). Several studies state that blended learning has motivated students in learning, enabling students to be more creative, active, participatory, communicative, independent, and able to solve problems in learning, improving learning outcomes (Setiawan, 2019).

However, the findings in this study illustrate the excellent readiness of MTs Umdatur Rasikhien for changes in the implementation of teaching during the Covid-19 pandemic; this can be seen in technology management, foundation and school management support, awareness of school residents about the blended learning system and infrastructure readiness technology. Schools are also ready for digital transformation (Deja, Rak, & Bell, 2021; Christensen & Knezek, 2017; Matukhin & Zhitkova, 2015). So, the blended learning management carried out by MTs Umdatur Rasikhien is very good and systematic when considering the situation. Student learning outcomes also tend to be stable, and it has even been found that the average score in the 2021-2022 academic year of the 813 students has increased by 40%. It is essential to adequately prepare and support teachers and students in online teaching at institutional and national levels (Markovi , Pavlovi , & Mamutovi , 2021; Lebedeva, 2020).

## **Conclusion**

The research concluded that Umdatur Rasikhien MTs had excellent and stable blended learning management. It was proven that during the Covid-19 pandemic, schools strengthened management systems, especially in ICT operations and human resources. Technology management, foundation, school management support, awareness among school members of the blended learning system, and technological infrastructure readiness have been developed systematically. So, the only obstacle that arises is the results of teaching and learning, namely the internet network, which is unevenly distributed in every area where students live. Even though the use of the learning management system at the junior high school level is less familiar, the school made these preparations so that teachers and teachers can use LMS properly and parents support students studying at home. Student learning outcomes were also stable, and 40% of students experience increased achievement. So, school management must pay attention to the concept of strength possessed by the school and current needs in providing education in any situation.



## Recommendation

The research results recommended that the principal manage the educational process needs, which can start from the curriculum, and human resources, to learning facilities. Schools can continue to improve the educational process management and the quality of resources in terms of infrastructure and human resources because the challenges and demands for the quality of future graduates will be even higher. Principals and teachers can also pay attention to aspects of the competency needs of graduates that are relevant to developments in science, technology, and the demands of the business world. Thus, online learning activities can be carried out according to the level of need for the quality of human resources. Moreover, life changes continue to struggle rapidly, so schools must continue to include the development of local wisdom values or characters that can become a student's stronghold against globalization. In addition, the results of this study also recommend that teachers improve classroom management so that learning activities on the concept of blended learning can run well.

## References

- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive Learning Environments*, 1–13. <https://doi.org/10.1080/10494820.2020.1813180>
- Alqahtani, A. Y., & Rajkhan, A. A. (2020). E-learning critical success factors during the covid-19 pandemic: A comprehensive analysis of e-learning managerial perspectives. *Education Sciences*, 10(9), 1–16. <https://doi.org/10.3390/EDUCSCI10090216>
- Alsarayreh, R. (2020). Using blended learning during COVID-19. *Cypriot Journal of Educational Sciences*, 15(6), 1544–1556. <https://doi.org/10.18844/cjes.v15i6.5298>
- Chan, W. T. Y., & Leung, C. H. (2016). The Use of Social Media for Blended Learning in Tertiary Education. *Universal Journal of Educational Research*, 4(4), 771–778. <https://doi.org/10.13189/ujer.2016.040414>
- Christensen, R., & Knezek, G. (2017). Readiness for integrating mobile learning in the classroom: Challenges, preferences and possibilities. *Computers in Human Behavior*, 76, 112–121. <https://doi.org/10.1016/J.CHB.2017.07.014>
- Comas-Quinn, A. (2011). Learning to teach online or learning to become an online teacher: An exploration of teachers' experiences in a blended learning course. *ReCALL*, 23(3), 218–232. <https://doi.org/10.1017/S0958344011000152>
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches fifth edition*. New York: SAGE Publications Inc.
- Deja, M., Rak, D., & Bell, B. (2021). Digital transformation readiness: perspectives on academia and library outcomes in information literacy. *Journal of Academic Librarianship*, 47(5). <https://doi.org/10.1016/J.ACALIB.2021.102403>
- Graham, C. R., Henrie, C. R., & Gibbons, A. S. (2013). Developing models and theory for blended learning research. *Blended Learning: Research Perspectives*, 2.
- Güzer, B., & Caner, H. (2014). The Past, Present and Future of Blended Learning: An in Depth Analysis of Literature. *Procedia - Social and Behavioral Sciences*, 116, 4596–4603. <https://doi.org/10.1016/J.SBSPRO.2014.01.992>
- Hayati, S., Armansah, Y., & Ismail, S. F. A. B. (2021). Teachers Experiences on Blended Learning: a Case Study of a Group of Secondary School Teachers in Malaysia and Indonesia. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan*



- Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, 7(4), 767–777.  
<https://doi.org/10.33394/JK.V7I4.4102>
- Kaur, M. (2013). Blended learning-its challenges and future. *Procedia-Social and Behavioral Sciences*, 93, 612–617.
- Kintu, M. J., Zhu, C., & Kagambe, E. (2017). Blended learning effectiveness: the relationship between student characteristics, design features and outcomes. *International Journal of Educational Technology in Higher Education*, 14(1), 1–20.  
<https://doi.org/10.1186/S41239-017-0043-4/TABLES/6>
- Komsiyah, I. (2022). Students' E-Learning Management at Home During Covid-19 Pandemic. *AL-ISHLAH: Jurnal Pendidikan*, 14(1), 343–350.  
<https://doi.org/10.35445/ALISHLAH.V14I1.1965>
- L.Stufflebeam, D., & L.S.Coryn, C. (2014). *Evaluation Theory, Models, and Applications* (SecondEdit). United States of America: Jossey-Bass.
- Lebedeva, M. (2020). Teaching Language in the Digital Era: Readiness and Expectations of Future Teachers. *ARPHA Proceedings*, 3, 1405. <https://doi.org/10.3897/AP.2.E1405>
- Markovi, M., Pavlovi, D., & Mamutovi, A. (2021). Students' experiences and acceptance of emergency online learning due to COVID-19. *Australasian Journal of Educational Technology*, 37(5), 1–16. <https://doi.org/10.14742/AJET.7138>
- Matukhin, D., & Zhitkova, E. (2015). Implementing Blended Learning Technology in Higher Professional Education. *Procedia - Social and Behavioral Sciences*, 206, 183–188.  
<https://doi.org/10.1016/j.sbspro.2015.10.051>
- Miles, M., Huberman, A., & Saldaña, J. (2014). Sampling: Bounding the collection of data. In *Qualitative Data Analysis: A methods Sourcebook*. SAGE.
- Nasution, A. K. P., Surbakti, A. H., Zakaria, R., Wahyuningsih, S. K., & Daulay, L. A. (2021). Face to Face Learning vs Blended Learning vs Online Learning (Student Perception of Learning). *Journal of Physics: Conference Series*, 1783(1). IOP Publishing Ltd. <https://doi.org/10.1088/1742-6596/1783/1/012112>
- Ramakrisnan, P., Yahya, Y. B., Hasrol, M. N. H., & Aziz, A. A. (2012). Blended Learning: A Suitable Framework For E-Learning In Higher Education. *Procedia - Social and Behavioral Sciences*, 67, 513–526.
- Sanoto, H., & Sanoto, H. (2021). Online Learning Management in The Covid-19 Pandemic Era. *JETL (Journal of Education, Teaching and Learning)*, 6(1), 47–52.  
<https://doi.org/10.26737/jetl.v6i1.2358>
- Setiawan, A. (2019). Conceptual of Blended Learning as Islamic Education Study Program Learning Reform Action in Digital Era 4.0. *SYAMIL: Jurnal Pendidikan Agama Islam (Journal of Islamic Education)*, 7(2), 119–129.  
<https://doi.org/10.21093/SY.V7I2.1827>
- Syaiful Romadhon, M., Rahmah, A., & Wirani, Y. (2019). Blended learning system using social media for college student: A case of tahsin education. *Procedia Computer Science*, 161, 160–167. Elsevier B.V. <https://doi.org/10.1016/j.procs.2019.11.111>
- Yamani, H. A., Alharthi, A. D., & Smirani, L. K. (2022). Evaluation of Learning Management Systems. *International Journal of Emerging Technologies in Learning (IJET)*, 17(07), 125–144. <https://doi.org/10.3991/IJET.V17I07.28881>
- Zhao, S., & Song, J. (2021). What kind of support do teachers really need in a blended learning context? *Australasian Journal of Educational Technology*, 37(4), 116–129.  
<https://doi.org/10.14742/AJET.6592>