Implementation Of Islamic Education With Blended Learning Model In New Normal Era

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Abstract:

In the new normal era, educators seek to balance learners' safety and learning rights. However, because the quantity of learners in MIN 3 Banyuwangi is very much and they are required to comply with health protocols (primarily maintaining distance), the solution taken by MIN 3 Banyuwangi is implementing a blended learning model in teaching and learning activities (KBM). The focus of the problem in this study is the planning, implementation, and evaluation of Islamic education using the blended learning model. This study aims to determine the planning, implementation, and evaluation of learning using the combined learning model. Researchers use a descriptive qualitative approach to the type of case study. The data collection techniques use observation, interviews, and documentation. At the same time, the data analysis used is Miles, Huberman, and Saldana model data analysis consisting of data condensation, data display, and conclusion drawing/verification. Then, the validity of the data that researchers use is the source triangulation and triangulation techniques. This study obtained the following results: 1) MIN 3 Banyuwangi prepares learning scenarios and creates learning tools in planning activities. 2) in the implementation of learning, there are three activities: introduction, core, and closing. 3) as for learning evaluation, educators measure learners' learning outcomes from cognitive, affective, and psychomotor aspects through daily tasks, PTS, and PAS. In implementing PTS and PAS, MIN 3 Banyuwangi divided two groups. The upper class uses Computer-based Test mode, and the lower class uses paper and Pen mode. In addition, in the evaluation activities, the head of the madrasah has also reflected on the performance of educators by providing KBM journals and conducting socialization activities on "teacher performance assessment."

Keywords: Implementation, Blended Learning Model, New Normal.

Introduction

All countries, especially Indonesia, are currently experiencing the COVID-19 disaster, which impacts all levels of society, especially in the world of Education. Over time, human life overcoming the risk of this outbreak requires changes and a new order of life or a new normal. This means that humans must be able to coexist with Covid-19. This can be evidenced by government regulations to comply with health protocols, such as keeping your distance, wearing masks, and vaccinating.[1]

In the new normal era, the government realized the enthusiasm of educators and students to carry out KBM in the classroom. This is due to a sense of saturation to the fatigue felt by students, guardians of students, and educators due to policies to carry out learning online or in

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[1] Pusdiklat, "Surat Keputusan Bersama (SKB) Menteri Pendidikan dan Kebudayaan, Menteri Agama (Menag), Menteri Kesehatan (Menkes) dan Menteri dalam Negeri (Mendagri), Tentang Panduan penyelenggaraan Pembelajaran di Masa Pandemi Covid-19" Pusat Pendidikan dan Pelatihan Pegawai Kemendikbudristek, November 20, 2020, 3-5. Kementerian Pendidikan dan Kebudayaan » Republik Indonesia (kemdikbud.go.id)

networks (online) since the beginning of the pandemic. Seeing this condition, the government is reviewing the Learning Policy during the pandemic in the context of developing the pandemic and learning needs. Then, there are two principles for implementing education during the COVID-19 pandemic that are equally important and must be considered: 1) Health and safety are the top priorities in setting policies and implementing education. 2) Keep considering the growth, development, and rights of children during the COVID-19 pandemic. Thus, educators are expected to be able to consider and adjust the state of students and the fulfillment of their rights. This is relevant to the Qur'an Surat Al-Maidah (5) verse 35, as follows:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَابْتَغُوا إِلَيْهِ الْوَسِيلَةَ وَجَاهِدُوا فِي سبيله لَعَلَّكُمْ تُفْلِحُونَ ﴿ ٣٥ ﴾

"O ye who believe! Do your duty to Allah, seek the means of approach unto Him, and strive with might and main in his cause: that ye may prosper".[2]

This verse explains that implementing Islamic education requires a series of business or learning models that are appropriate to achieve the educational goals that have been determined. Because excellent and correct material will be less than optimally accepted by students without using a reasonable and proper learning model, the goodness of the material must also be supported by the integrity of the learning model used. According to the function of *Hadith*, namely *bayan taqrir* or clarify the contents of the Qur'an, the Hadith of the Prophet narrated by Bukhari also strengthens the contents of the Qur'an Surh Al-Maidah verse 35 as follows:

قَالَ كَانَ عَبْدُ اللهِ يُذَكِّرُنَا كُلَّ يوم خَمِيْس فَقَالَ لَهُ رَجُلٌ يا أَبَا عَبْدِ الرَّحْمَنِ أَنَّا نُحِبُّ حَدِيثَكَ ونشتهيه ولوددنا أَنَّكَ حَدَّثْتَنِ كُلَّ يوم . فَقَالَ ما يَمْنَعُنِي أَنْ أُحَدِّثَكُمْ أَلاَّ كَرَاهِيَةَ أَنْ أُمِلَّكُمْ. أَنَّ رَسُوْلَ اللهِ —صَلَى الله عَلِيه وسلم— كَانَ يَتَخَوَّلُنَ بِالْمَوْعِظَةِ فِي الأَيَّامِ كَرَاهِيَةِ السَّآمَةِ عَلِيْنَا (رواه البخارى)

"It is narrated that Abdullah Ibn Mas'ud used to teach the people every Thursday. Then someone told him, "O father of Abdurrahman, I prefer that you teach us daily." He replied, "I am not afraid of making you bored, and therefore, I show the time in advising you as the Prophet SAW showed the time in advising us for fear of making us bored." (Bukhari).[3]

Based on the above hadith, in conveying advice or science to the Companions of the Prophet, one should use a learning model and pay attention to the state of the companions; with it researchers try to explore the relevance of the learning model in the Hadith Bukhari history with the situation and conditions at this time. From the Hadith wisdom, researchers can find that an educator, in delivering a science, should be able to choose a flexible learning model and adjust the conditions or circumstances of the learners, especially in the new standard era, that the health of the learners and their learning rights must also be balanced.

By observing these two principles, a new policy was published in a joint decree of four ministers that learning can be done with limited PTM or a combination of online and offline education with a more flexible policy and a maximum capacity of 50% or equivalent to 18 participants. However, because the quantity of learners in MIN 3 Banyuwangi is very much, and each class consists of 29 to 35 learners, from the observations found by researchers, MIN 3 Banyuwangi has implemented a blended learning model.

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[2] Kemenag, Qur'an Kemenag, 2019. 403

[3] Rifatul Saidah, "Analisis Hadis Riwayat Al-Turmudzi Tentang Metode Pembelajaran" (Skripsi, Universitas Islam Negeri Walisongo Semarang, 2019), 54.

Previous researchers have done research related to applying the blended learning learning model. As well as research conducted by Windu Sasasi in 2021, with the title "Implementation of Blended Learning Models in PAI subject clusters in MI Darul Ulum Tinggarjaya Sidareja Cilacap." This study examines applying the blended learning model in PAI learning in Mi Darul Ulum Tinggarjaya Sidareja Cilacap.[4] Then, a survey conducted by Rizkika Dwi Meilinda in 2021, entitled "Blended Learning Analysis at SDN 2 Ngadirenggo, Pogalan District, Trenggalek Regency", Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education Sciences, University of Muhammadiyah Malang.[5] This study aims to describe and critically analyze the application of blended learning in SDN 2 Ngadirenggo. In addition, there is also a study conducted by Aditya Putra Bagus Eka Wijaya in 2021, with the title "Implementation of Blended Learning in thematic subjects theme 4 Sub-theme 2 Class 1 at SDI Bayanul Azhar Sumbergempol Tulungagung". This study aims to describe the application of teachers in Class 1 thematic learning using the blended learning model at SDI Bayanul Azhar Sumbergempol Tulungagung and related research approaches used; this study applies a qualitative descriptive type approach.[6]

This time, researchers focused on the implementation of a blended learning model in the new normal era in Madrasah Ibtidaiyah Negeri 3 Banyuwangi. In this section, the researchers presented some of the results of previous research to position the focus of the research. This study is significant because researchers want to dig deeper into learning activities related to planning, implementing, and evaluating learning using the blended learning model in MIN 3 Banyuwangi, which has many learners. Therefore, these three activities are essential in implementing KBM, especially in the new normal era, where students need more effective learning than learning that is carried out entirely online. Research findings related to the application of the blended learning model in MIN 3 this Banyuwangi expected to be used as an example of the implementation of effective learning models for madrasas that have the same quantity of students and can be used as additional references for readers and other researchers who have the same focus problems related to the application of learning in the new normal era.

Literature Review

1. Implementation Of Learning

According to Arinda Firdianti, the word implementation can be called application in the education world. This word is straightforward and commonly heard.[7] In addition, Rusydi Ananda explained that the implementation is the implementation of procedures and asset guarantees so that the implementation can be interpreted by operationalizing an action to achieve the goals and targets previously determined.[8]

The second word is learning. Learning is a collaborative process that occurs between educators and learners in KBM. In addition, Ahmad Susanto explained in his book that learning

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[4] Windu Sasasi, "Implementasi Model *Blended Learning* dalam Rumpun Mata Pelajaran PAI di MI Darul Ulum Tinggarjaya Sidareja Cilacap" (Skripsi, Institut Agama Islam Negeri Purwokerto, 2021), 42-43.

[5] Rizkika Dwi Meilinda, "Analisis Pembelajaran *Blended Learning* di SDN 2 Ngadirenggo Kecamatan Pogalan Kabupaten Trenggalek" (Skripsi, Universitas Muhammadiyah Malang, 2021), 18-19.

[6] Aditya Putra Bagus Eka Wijaya, "Implementasi Pembelajaran *Blended Learning* pada Mata Pelajaran Tematik Tema 4 Sub Tema 2 Kelas 1 di SDI Bayanul Azhar Sumbergempol Tulungagung" (Skripsi, Institus Agama Islam Negeri Tulungagung, 2021), 99-102.

[7] Arienda Firdiyanti, *ImpImentasi Managemen Berbasis SekoIah daIam Meningkatkan Prestasi Belajar Siswa,* (Yogjakarta: CV Gre Publishing, 2018), 19 .

[8] Rusydi Amanda, *Perencanaan Pembelajaran* (Medan: Lembaga Peduli Pengembangan Pendidikan Indonesa (LPPPI), 2019), 5. https://core.ac.uk/download/pdf/2280748 72. pdf

is an activity of educators in guiding students to get, change, or develop their attitude skills, ideals, knowledge, and appreciation.[9] Meanwhile, according to Ibrahim and Syaodih, learning is about conscious and planned activities related to how educators teach and learners learn.[10] So that learning, we can interpret how an educator helps students to be able to carry out KBM optimally.

Ibrahim and Syaodih explained that learning as a conscious and planned activity includes three things: planning, implementation, and evaluation.[11]

a. Planning

In education, good learning is learning packed with a plan. Because planning is a record prepared based on methods related to improving learners, this learning can be done successfully and competently while following community demand.[12] The most important thing in planning activities is to produce guidelines that make it easy and suitable on target. Educators usually do learning planning to prepare a plan for the implementation of learning, which consists of the following:[13]

1) Choose and develop ways of teaching
2) organize the syllabus by setting KD. Principles in developing the syllabus must be scientific, systematic, and flexible.[14]
3) Develop a learning implementation plan by choosing KI-KD. According to Rusydi Ananda's book "Learning Planning," the lesson plan is planned to supplement the regulation. Still, it is designed as an essential part of implementing KBM."[15]

Following the SE of the Education and Culture Office Number 15 of 2020, as a first step, educators must prepare a learning implementation plan following the circumstances and accessibility of learning; in addition, educators are also encouraged not to force curriculum completion and are encouraged to focus on life skills education.[16]

b. Implementation

The implementation phase is an essential element in the planning process. What does it mean to make a decision taken in planning if it needs to be implemented in actual activities?[17] Like the implementation stages in implementing other learning models, in implementing blended learning activities, there are three stages (syntax) in the implementation process: Introduction, core, and closing.[18]

1) Introduction

According to Mukni'ah, in the opening or introductory activities, educators must have alternatives to build a ready mental state. The trick is the ability to attract students' attention, create learning motivation, arrange guidelines, and arrange integration in KBM.[19] In the preliminary activities, educators usually teach some habituation activities such as

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[9] Susanto, *Teori Belajar dan Pembelajaran*, 20.

[10] R. Ibrahim dan Nana Syaodih S., *Perencanan Pengajaran* (Jakarta: Rineka Cipta, 2010), 50.

[11] Ibrahim dan Syaodih, 50.

[12] Ahmad Nurshobah, *Perencanan PembeIajaran MI/SD* (Pamekasan: Duta Media Publishing, 2019), 2.

[13] Nurshobah, 2.

[14] Faryda Jahya, *Perencanan PembeIajaran* (Medan: UIN SUMATERA UTARA, 2019), 89-90.

[15] Ananda, *Perencanaan Pembelajaran*, 20.

[16] Pusdiklat, "Surat Edaran Mendikbud Nomer 04 Tahun 2020 Tentang Pedoman Penyeleng-garaan Belajar Dari Rumah dalam Masa Darurat penyebaran Corona Virus Disease (Covid - 19)", Mei 18, 2020, 1.

[17] Ananda, *Perencanaan Pembelajaran*, 5.

[18] Mukni'ah, *Perencanaan Pembelajaran Sesuai Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Kurikulum 13 (K-13)* (Jember: Pustaka Pelajar dan IAIN Jember Press, 2016), 86.

[19] Mukni'ah, 86.

praying and so on. This follows the opinion of Errohmah and Wahyudi that habituation is a process of activities carried out repeatedly to form attitudes and behaviors of relatively sedentary learners. And the impact of efforts to preserve religious culture through praying and reading beautiful names before learning to instill the nature of husnudzon to God and provide students with the importance of the habituation activities. In addition, educators are also expected to form positive emotions before the KBM begins. This is in line with the opinion of Sugito et al.: "Ice breaking is a learning opening today that can make the classroom atmosphere more fun, but it does not mean educators and learners in the classroom just play and laugh, but in the classroom, they can feel enjoyed, not intimidated, and depressed while following the learning."[20]

2) Core

The core stage of KBM is crucial; at this stage, the attention of learners must remain focused, so educators are expected to present the material systematically according to the lesson plan that has been prepared.[21] In this stage, educators are expected to able to have the skills to explain (lecturing), skills to provide reinforcement (both verbal and non-verbal), skills to perform variations (on teaching styles, media, teaching materials, and so forth), questioning skills, guiding skills, and classroom management skills.[22]

3) Cover

According to Mukni'ah, closing activities are activities carried out by educators to end learning. Any action in closing such education is not a goal, but it is a technical way.[23] For example, closing with a conclusion, making a summary, holding a reflection, giving feedback, delivering a closing greeting, praying, consolidating the attention of students to arouse interest in learning, and so forth. The goal to be achieved from the closing activities of the essential education is to share a complete learning experience of all the material learned in the previous KBM.

c. Evaluation

The evaluation phase measures behavioral changes in which exercise has occurred in instruction members.[24] According to Mukni'ah, evaluation activities are carried out to find out the authority of students on the material that has been studied; for different reasons, it tends to end with a short response, asking to demonstrate specific abilities (according to the material examined), as well as working on written assignments that students must complete.[25] It is at this stage that the teacher can know the level of preparation of the member he is teaching in the Higher School program; if the learner is considered ready, then the training project can be carried out, and vice versa, assuming that the school member is considered (impartially) not prepared at this time, the teaching program should not be given in advance. In addition, evaluation is also a reflection activity to improve the upcoming KBM. This is in line with Mulyani's opinion that the benefits of reflection are beneficial for a learning activity both benefits for students and educators, among which are educators; reflection activities can be helpful as a review of a group or class that is useful to describe the situation and

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[20] Sugito, dkk, "Pengenalan Ice Breaking dalam Meningkatkan Semangar Belajar Siswa", *BIP: Jurnal Bahasa Indonesia Prima,* No. 2 (September, 2021), 4. https://doi.org/10. 34012/bip.v3i2.1717

[21] Mukni'ah, *Perencanaan Pembelajaran Sesuai...,* 86.

[22] Mukniah, *Perencanaan Pembelajaran Sesuai...,* 86.

[23] Mukni'ah, *Perencanaan Pembelajaran Sesuai...,* 87.

[24] ZainaI Arifin, *EvaIuasi Pembelajaran,* (Bandung: PT. REMAJA ROSDAKARYA, 2017), 17 .

[25] Mukni'ah, *Perencanaan Pembelajaran Sesuai...,* 8.

conditions of a course so that the potential of each individual and a group can be more visible. This can be to improve ongoing and tiered evaluation activities. As for learners, reflection activities can help them channel the expression of the learning process.[26]

In learning evaluation activities, educators must pay attention to each learner's age, level of thinking, and ability. Fatmaridha Sabani said, "The low-grade period of SD/MI (grade 1-3), approximately six or seven years old to 9 years old or ten years old. In particular, its characteristics are slow reaction time, imperfect muscle coordination, lack of concentration ability, minimal willingness to think, happy to imitate something he saw. At the same time, the high-class period of SD / MI (Grade 4-6) is about nine years or ten years to 12 years or 13 years. At the same time, the characteristics of elementary school children at a high level have little in common with low grades. However, the reaction time is faster, perfect muscle coordination, can concentrate attention, the ability to think more."[27]

2. Blended Learning

In his book Husamah, the learning model has a broader meaning than the system, strategy, or method.[28] The term indicates a model combining comprehensive and far-reaching ways of addressing teaching. Approaches, procedures, strategies, and techniques in learning can be an obligation or a learning model. In addition, learning models can serve as a significant method for correspondence between educators and learners, as well as helping to have options for achieving specific learning goals and not other learning goals.

Blended learning is etymologically derived from English, which consists of two syllables, especially the word blended, which means mixed, and education, which means knowledge, so blended learning can be interpreted by learning combinations or mixing KBM outside the network with network-based learning.[29]

Fatirul Walujo's book explains that applying the blended learning model in a *madrasah* must have a purpose. Among them:[30]

a. To help learners be more optimal in KBM.

b. Facilitate practical KBM.

c. Improve flexible scheduling for learners."

Implementation Of Blended Learning. In the 2020 Blended Learning Design Book by Ahmad Noor Fatirul and Djoko Adi Walujo, it is explained that for the performance of blended learning to run optimally in designing, you should pay attention to things as follows:[31] First, Educators should be more creative in choosing teaching materials, this is done to encourage the creation of a learning process that is fun, effective, efficient, and achieves learning goals.[32] Second, establish a blended learning plan that is used well to make it easy for educators and learners. Third, determine the online learning format, whether teaching materials will be presented in

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[26] Mulyani, "MENUNTUN KEBIASAAN MELAKUKAN REFLEKSI DALAM PROSES PEM-BELAJARAN", diakses 20 Desember 2022, https://ayoguruberbagi.kemdik bud.go.id/artikel/enuntun-kebiasaan-melakukan-refleksi-dalam-proses-pembelajaran/

[27] Fatmaridha Sabani, "Perkembangan Anak-anak Selama Masa sekolah Dasar (6-7 Tahun)", *Didaktika: Jurnal Kependidikan*, No. 2 (Mei, 2019): 93. https://jurnaldidaktika.Org/contents-/article/view/71

[28] Husamah, *Pembelajaran Bauran (Blended Lerning) Terampil Memadukan Keunggulan Pembe-lajaran Face To Face, E Learning, Offline Online dan Mobile Learning* (Jakarta: Prestasi Pustaka Jakarta, 2014), 67-68

[29] Husamah, 12.

[30] Ahmad Noer Fatirul dan Djoko Ady Walujo, *Desain Blended lerning 2020* (Surabya : Secopindo, 2020), 65.

[31] Fatirul dan Walujo, 65.

[32] Ananda, *Perencanaan Pembelajaran*, 238.

PDF, word, video, or others. Fourth, implement this learning consistently and well.[33] Fifth, determine the criteria in evaluating to support the ability of learners in the world of work, such as the ability to solve problems, writing skills, and the creativity of learners, sought a form of evaluation packaged in the form of authentic problems that are appropriate and growing in the field. According to Arifin, evaluation can be divided into four types: reflective, planning, process, and results.[34]

3. **New Normal**

In writing, Andrian Habibi explained that new habits are a better approach to life in carrying out activities during an unfinished coronavirus pandemic, and this aims to overcome life problems during the coronavirus pandemic.[35] In other words, in this new standard, humans must carry out activities as usual by being equipped with new orders and rules of life, such as always wearing masks everywhere, carrying hand sanitizers, washing hands often, not crowding, and so on. Entering a new order of life, the government, in implementing the new ordinary policy, must also consider several aspects of education, such as:

a. Learning System.

Paying attention to welfare conventions to prevent the spread of the Coronavirus is an absolute necessity. As with physical distancing, wear a cover and wash your hands consistently with a sanitizer. The implementation of distance keeping is done by limiting student seats. So, it impacts the limited space of the homeroom teacher or Madrasah office. If previously, one room could be filled with up to 50% of the number of students (or a maximum of 18 students in class).[36] So, it is necessary for a madrasah or school to formulate a daily shift model or another model that has been mutually agreed upon between the school and The Guardian of the students. The guardian of students also plays an essential role in guiding, motivating, and providing for the needs of their children in following the learning. Thus, intensive communication between educators and parents when accompanying their children to study amid a pandemic is essential.[37]

b. curriculum.

The existing material must be modified first to adjust the existing curriculum (emergency curriculum). It can be altered and innovated in the form of its curriculum structure, learning load, learning strategies, and learning models, among others. Educators can also choose only the essence of the subject matter.[38]

c. Competence Of Educators.

In applying learning in the new average era, educators must be competent and ready to implement the existing learning system with creativity, innovation, and fun. In addition, educators are also expected to establish good communication with the Guardians of students.[39] Therefore, students' guardians also have an essential role in guiding, motivating, and providing

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[33] Fatirul dan Walujo, *Desain Blended Learning...,* 55.

[34] Arifin, *Evaluasi Pembelajaran,* 34.

[35] Andriyan Habibi, "NormaI Baru Paska Covid‑19". *AdaIah : Buletin & Keadilan, Nomor 1*(16 November 2O2O): 198, https://doil.orgl/l10l.l15408l/ladalahl.lv4i1l.l15809 ,

[36] Pusdiklat, "Surat Keputusan Bersama (SKB) ...", 3.

[37] Sussi Dasmaryani, *Efektivitas Proses Pembelajaran di Masa Pandemi* (Sumatera Barat : Penerbit Insan Cendekia Mandiri ,2021), 100, (PDF) EFEKTIVITAS PROSES PEM BELAJARAN DI MASA PANDEMI | Hadion Wijoyo - Academia.edu

[38] KEMENAG RI, Kurikulum Darurat pada Madrasah" Kementerian Agama Republik lndonesia Direktrat Jendral Pendidikan Islam. Mei 21, 2020, 6-10.

[39] Kementerian Agama RI, "Keputusan Direktur Jenderal...", Mei 21, 2020, 11.

for the needs of their children in following home learning. However, considering that not all parents can carry out their roles due to limited abilities, schools need to conduct intensive communication, especially between educators and parents, to solve the problem of their limitations in assisting their children in learning in the new average era.[40]

d. School Infrastructure.

Changes in the learning system have required every institution to prepare a better learning infrastructure than before. Institutions still need to add infrastructure related to implementing health protocols, physical distancing, shift learning, and learning in networks from this existing infrastructure.[41]

Method

This study uses a descriptive qualitative methodology, an exploration technique that produces clear information as oral or composed information from individuals. The type of Applied Research is a case study. Because it investigates only the substance or "case" peculiarities of the period and the specific action, informants in this study were principals, curriculum coordinators, homeroom teachers, students, and Guardians of students MIN 3 Banyuwangi. The techniques used in this study are observation, interview, and documentation. The data analysis used by Miles, Huberman, and J. Saldana consists of data condensation, data display, and conclusion drawing/verification. Then, the validity of the data researchers use is determined by source and engineering triangulation.

Discussion/Results and Analysis

Based on the data that researchers have presented in the presentation of previous data and analysis, a discussion of the findings will be presented in a row and following the focus of the research, namely planning, implementation, and evaluation of learning using the blended learning model in the new Normal Era in Madrasah Ibtidaiyah Negeri 3 Banyuwangi.[42] This is confirmed by the theory of R. Ibrahim and Nana Syaodih, which states that learning activities are activities that are realized and planned. An activity that has been designed will involve three things: planning, implementation, and evaluation. Likewise with learning using the blended learning learning model in the new average era in Madrasah Ibtidaiyah Negeri 3 Banyuwangi

Learning planning using Blended Learning Model in the new Normal Era in Madrasah Ibtidaiyah Negeri 3 Banyuwangi

From the research results conducted by observation, interviews, and documentation, it can be underlined that the planning of learning using the blended learning model in MIN 3 Banyuwangi school year 2021/2022 has prepared two stages. Among them are 1) preparing learning scenarios and 2) making learning tools. Based on the discussion above, the data is relevant to what Achmad Noor Fatirul and Djoko Adi Walujo described in their book "Blended Learning Design."[43] According-ing to Fatirul and Walujo, learning with a blended learning model can be carried out optimally if there are activities to design or prepare the stages in advance in the planning process.

In the first phase of preparing learning scenarios, the madrasah has designed an emergency curriculum to carry out learning in the new average era and organized the distribution of online

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[40] Desmaryani, *Efektivitas Proses Pembelajaran ...*, 100.
[41] Pusdiklat, "Surat Keputusan Bersama (SKB) ...", 18-20.
[42] Ibrahim dan Syaodih, *Perencanaan Pengajaran*, 50.
[43] Fatirul dan Walujo, *Desain Blended Learning*, 65.

shifts for all learners. In the second stage, madrasah has made learning tools in the syllabus and lesson plan. This finding is relevant to Nursobah's theory. In his book entitled "Learning Planning MI / SD," emphasized that, in planning learning activities, educators usually develop a learning implementation plan consisting of:

1. Choose and develop ways of teaching.
2. Develop a syllabus by setting KD.
3. Develop a learning implementation plan with KI-KD.[44]

Implementation of learning using the Blended Learning model in the new Normal Era in Madrasah Ibtidaiyah Negeri 3 Banyuwangi

MIN 3 Banyuwangi, in the academic year 2021/2022, has implemented learning using a blended learning learning model. This learning model combines two learning models: in-network education (online) and out-of-network learning (offline). This is relevant to the theory of Husamah that etymologically blended knowledge comes from the English language, which consists of two syllables, namely the word combined and learning; blended has the meaning of a good mixture or combination, while education has the importance of a learning pattern so that the purpose of blended learning can be interpreted by learning that combines or mixes face-to-face learning (off-network or offline) with computer-based learning (in a network or online).[45]

As is the case with other learning implementation activities, in implementing learning activities with a blended learning model in MIN 3 Banyuwangi, there are three stages (syntax) in the implementation process: the preliminary stage, core, and closing. This is relevant to The Theory of Mukni'ah in that the implementation of learning has been divided into the introduction, body, and cover.[46]

1. **Preliminary Activities**

In the preliminary activities conducted by educators, 3 Banyuwangi, to support the readiness of students to follow KBM (both online and offline) is to make a habit of reading beautiful names and prayers before learning. Still, it also provides ice-breaking to instill positive emotions to be ready and eager to follow the learning.

This finding is supported by the Mukni'ah theory, which states that in the opening or introduction activities, educators must have alternatives to create a mentally ready condition, namely by attracting learners' attention, fostering learning motivation, making references, and making connections.[47] So, this preliminary stage is an activity where an educator needs to do some preparation required by the learners to support the implementation of optimal KBM. To keep students' readiness in following KBM (both online and offline), educators MIN 3 Banyuwangi usually start learning by doing positive habituation, such as reading beautiful names and prayers before learning. This finding is supported by Errohmah and Wahyudi, who say that habituation is a process of activities carried out repeatedly to form attitudes and behaviors of relatively sedentary learners. And the impact of efforts to preserve religious culture through praying and reading beautiful names before learning to instill the nature of *husnudzon* to God and provide students with the importance of the habituation activities.[48]

From the results of research in MIN 3 Banyuwangi, educators continue the activity by providing ice-breaking to all learners after the habit of reading beautiful names and reading prayers before learning. This activity is carried out to form positive emotions before the KBM begins. This study is corroborated by the results of research conducted by Sugito et al.:

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[44] Nursobah, *Perencanaan Pembelajaran MI/SD...*, 2.
[45] Husamah, *Pembelajaran Bauran (Blended Learning)...*, 12
[46] Mukni'ah, *Perencanaan Pembelajaran Sesuai...,* 86.
[47] Mukni'ah, 86.
[48] Errohmah dan Wahyudi, "Upaya Melestarikan Budaya ..", 164.

"Ice breaking is an opening for today's learning that can make the classroom atmosphere more fun, but it does not mean that educators and learners in the classroom just play and laugh, but in class, they can feel enjoyed, not intimidated, and depressed while participating in learning."[49]

2. **Core activities**

The core activity is an activity for educators to carry out KBM. The presentation in this KBM is carried out in two stages, namely through online and offline activities, which aim to serve learners in developing their characteristics. In core activities, educators always start learning activities with literacy first. In addition, in the core activities, educators also make variations on teaching materials and Learning media.

The findings of this study follow The Theory of Mukni'ah that in the core activities, educators are expected to be able to have classroom management skills, variation skills (on teaching styles, media, teaching materials, and so on), questioning skills, guiding skills, lecturing skills, and reinforcement skills (both verbal and non-verbal).[50]

3. **Closing Activities**

Related to the phenomenon that occurred during the observation activities conducted by the researchers, it was shown that before educators end learning, they ask learners to shift offline to collect assignments immediately. Educators remind learners to turn online to work and manage appointments on the same day directly (ends at 23:59). After completion, the educator invites students to conclude the subject matter learned. In addition, educators also urge students always to maintain their health and motivate them to always be in the spirit of learning. For online shifts, during virtual meetings via Zoom, they are also invited to share love stickers so that knowledge can end meaningfully. Finally, the study is closed by reading a prayer after studying.

This study's results align with the theory expressed by Mukni'ah that any activity carried out in closing the learning is not the goal, but it is a technical away. Teachers can use several methods or techniques to complete learning activities. For example, closing by concluding, making a summary, holding reflections, feedback, delivering closing greetings, praying, consolidating the attention of learners to arouse interest in learning, and so forth. The most important goal to be achieved from the closing activities of education is to provide a complete learning experience of all the material known in the previous learning activities."[51]

Evaluation of learning using Blended Learning Model in the new Normal Era in Madrasah Ibtidaiyah Negeri 3 Banyuwangi

Evaluation is one of the essential components and stages that educators must take to determine students' readiness levels and learning effectiveness. Based on the research results, MIN 3 Banyuwangi has done three activities in the evaluation of learning. Namely:

1. Assessing the Cognitive, Affective, and psychomotor aspects.
2. Dividing the two groups (lower and upper classes) in implementing PTS and PAS.
3. Reflecting on educators' performance while applying the blended learning model.[52]

Zainal Arifin's theory reinforces the researchers' findings that evaluation can be divided into four types, namely reflective, plan evaluation, process evaluation, and results evaluation. MIN 3

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[49] Sugito, dkk, "Pengenalan Ice Breaking…", 4.
[50] Mukni'ah, *Perencanaan Pembelajaran Sesuai…*, 86.
[51] Mukni'ah, 87.
[52] Arifin, *Evaluasi Pembelajaran*, 34.

Banyuwangi found that the evaluation used is the evaluation of processes and results. The evaluation process is often called the evaluation of curriculum implementation (emergency curriculum at MIN 3 Banyuwangi). This type of evaluation is more devoted to the curriculum dimension as an activity that affects it as well as educators, learners, environment, pre-facilities, conditions, and so forth. At the same time, the evaluation of results is usually called the assessment of learning outcomes. The scope of evaluation of learning outcomes is related to the domain of knowledge (cognitive), attitudes (affective), and skills (psychomotor).

MIN 3 Banyuwangi, in implementing learning evaluation with a blended learning model primarily at the time of the written test, is midterm assessment (PTS) and end of Semester assessment (PAS), has divided two groups. These two groups are drawn from the lower classes (1-3) and the upper classes (4-6). In the new average era, all activities are recommended to keep paying attention to health protocols to prevent the spread of the COVID-19 virus, including doing physical distancing activities, using masks, and routinely washing hands with soap and physical distancing, done by keeping the seating distance of students when PTS or PAS.

The implementation of PTS and PAS for the lower classes, namely first grade to third grade, is done offline using paper and Pen mode, commonly known as KP mode. This is done. The lower classes need special attention and assistance because only a few of the lower classes, especially Class 2, are fluent in reading and writing, so it is carried out offline for PTS and PAS. With this aim, educators can guide and assist students optimally following the specified time for the final assessment.

As for the upper classes, namely, classes four to six, carrying out PTS and PAS online or using Computer Test mode or CBT, assessment with CBT mode is applied in the upper class because the upper class already can read and write well. Still, it is also able to operate a computer or cellphone well. Therefore, it is more supportive for the upper class to carry out PTS and PAS online or use the computer-based Test mode, commonly known as CBT. This is in line with Fatmaridha Sabani's theory that: "the low-grade period of SD/MI (grade 1-3) is approximately six or seven years old until nine years old or ten years old. In particular, its characteristics are slow reaction time, imperfect muscle coordination, lack of concentration ability, minimal willingness to think, happy to imitate something he saw. At the same time, the high-class period of SD / MI (class 4-6) is about nine years or ten years to 12 years or 13 years. At the same time, the characteristics of elementary school children at a high level have little in common with low grades. However, the reaction time is faster, perfect muscle coordination, can concentrate attention, the ability to think more."[53]

In addition, the evaluation of learning activities with the blended learning model in MIN 3 Banyuwangi can not be separated by the policy of the head of the madrasah because the head of the madrasah has a vital role in improving the results of an educator evaluation of the learners. So Mohammad Haris Jamroni has a policy to reflect on the performance of educators. He provides a journal of learning activities in each class to be filled by educators who enter the course so that from here, the head of the madrasah can monitor and observe the performance of educators during the application of limited PTM or the application of the blended learning model. In addition, the head of the madrasah, with the educators, also conducted activities called "socialization of teacher performance assessment MIN 3 Banyuwangi." with this activity, the head of the madrasah and the board of teachers can reflect and with this activity can equip educators in improving performance

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[53] Sabani, "Perkembangan Anak-anak Selama…", 93.

when limited PTM or application of blended learning model in MIN 3 Banyuwangi. If there is less, with this activity, the institution can be more reflexive and immediately fix it. The results of these findings, relevant to Mulyani's theory, that "the benefits of reflection are beneficial for a learning activity, both benefits for students and teachers, including teachers, reflection activities can be useful as a review of a group or class that is useful to describe the situation and conditions of a class so that the potential of each individual and a group can be more visible. This can be to improve ongoing and tiered evaluation activities. Reflection activities can be useful for students to channel the expression of the learning process that takes place and is carried out. Whether the learning process is going well or not."[54] The findings above explain that MIN 3 Banyuwangi is already doing well in conducting an evaluation. Taking assessments conducted by classroom educators in MIN 3, Banyuwangi aims to get students learning outcomes. It can improve the quality of learning outcomes, and educators can also take action if, during learning activities, they have yet to achieve the expected results. In addition, the institution also reflects a better evaluation of learning for the future.

Conclusion

In connection with the research that has been conducted, conclusions can be drawn:

Before applying the blended learning learning model in the new normal era, MIN 3 Banyuwangi has prepared learning scenarios and created learning tools. In preparing the learning scenario, madrasah designed an emergency curriculum to carry out learning in the new normal era and organized the distribution of online and offline shifts for all students. While making learning tools, MIN 3 Banyuwangi has developed a syllabus and created lesson plans. In implementing KBM with mixed learning at Madrasah Ibtidaiyah Negeri 3 Banyuwangi academic year 2021/2022, there are 3 phases in the implementation cycle, namely introduction until closing. While in the evaluation stage of learning using the blended learning model in the new average era at Madrasah Ibtidaiyah Negeri 3, Banyuwangi academic year 2021/2022 has been implemented optimally. In evaluation activities, educators measure cognitive, affective, and psychomotor aspects by providing daily tasks implementing PTS and PAS. To comply with the primary health protocol of physical distancing, MIN 3 Banyuwangi divided two groups (lower and upper classes) in implementing PTS and PAS. The lower type (1-3) carries out PTS and PAS offline/paper and Pen mode (KP), while the upper class (4-6) carries out PTS and PAS online / CBT mode with Google form. In addition, in the evaluation of the application of the blended learning model, the head of the madrasah has done a reflection on the performance of educators with the Journal of Learning Activities also held a movement called "Socialization of teacher performance assessment MIN 3 Banyuwangi" followed by educators, this activity is carried out once a semester da-lam.

This learning is the right solution to be applied in the new average era. In addition to education, using this blended learning model is more effective than complete online learning, but this learning is also safe against the spread of the COVID-19 virus chain, which is still rampant.

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[54] Mulyani, "MENUNTUN KEBIASAAN MELAKUKAN...", diakses 20 Desember 2022.

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