

Blended Learning Strategy in the New Normal Era (TPACK Competency Study)

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ABSTRACT

This article discusses about Blended Learning Strategy in the New Normal Era using the TPACK Competency Study. The TPACK approach is an approach that was developed from the Pedagogy Content Knowledge (PCK) approach which integrates technology and learning. 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 avoid 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.

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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, 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 allows students to learn independently (Susanto, 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, & Rachbini, 2020). The occurrence of the Covid-19

pandemic has also taken the world of education by surprise. Because during the last decade there has never been a disease like COVID-19 that has made the government apply conditional rules for the learning process in schools. Several methods were tried to be developed to maintain the rhythm of learning both offline and online.

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 (Rosidi & Nurcahyo, 2020). This is a form of the government's caution in loosening post-pandemic rules. New normal is the government's realistic choice in an effort to strengthen national resilience.

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 (Kemdikbud, 2021). This step is important considering that education is a major need in shaping the nation's next generation. The Covid-19 pandemic has hampered the effectiveness of teaching and learning activities in schools.

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 (Suhartono, 2017). This concept is expected to be an effective solution for the learning process in schools in the midst of a new normal situation.

However, to apply blended learning concept learning in this new normal era, teacher strategies are also needed to prepare learn 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, 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, & Rozali, 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, Rozali, & Agustina, 2019).

The teacher's strategy in preparing blended learning in the new normal era also cannot be separated from the learning conditioning stages (Kumala, Levin, & Schrum, 2019) (Ilyandani, 2019). 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, et al., 2021) (Susanto, et al., 2020). 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. Learning during the Covid-19 pandemic also requires the 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).

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) (Fuller, et al., 2007) (Baharum, Sawai, & Rathakrishnan, 2006) (Pawar, 2009). 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) (Morgan & Kennewell, 2005).

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 5 M 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 (Kemdikbud, 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 (Nurhajati, Kencanawati, & Historyiningsih, 2020) (Kurniawati, 2020) (Radifan, 2020). This strategy is of course expected to be a motivation for teachers to continue to develop creative learning methods without violating the rules and reducing the essence of teaching and learning activities in schools. Therefore, face-to-face learning innovation needs to be elaborated with e-learning to produce a graduate profile that meets expectations.

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 is a library-research. library research is research carried out using literature, either in the form of books, notes, or reports on the results of previous research. as for this type of research is a qualitative-research that aims to understand the phenomenon of what is experienced by the research subject. The method used is descriptive method. The descriptive method is a research method on a problem by collecting data relevant to research (Moehnilabib, et al., 1997). After the data is collected, then the filtering process is carried

out and compiled into material in the study. This method was chosen to analyze and describe the results of the study in order to obtain data that is in accordance with the research, both substantially and essentially (Mustofa, 2020).

The technique used in this study is an observation technique by observing problems in the field during learning activities. The research process with this observation technique uses interview and observation guidelines and the results are described. This technique is considered capable of mapping case studies in the field to get precise and accurate results. This research was conducted at SDN Kapuk Muara 03 with the research subjects being teachers 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 on Jl. SMPN 122, RT.1/RW.3, Kapuk Muara, Kec. Penjarangan, North Jkt City, Special Capital Region of Jakarta 14460.

Results 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 (Caraivan, 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, Rofi, & Jatmikowati, 2021) (Wang, Huang, & Omar, 2021). 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 (Nielsen, 2009) (Zuriah & Rahmandani, 2021).

TPACK is an integration of knowledge and skills regarding material, and pedagogics that are combined in technological advances. Integration itself is a system that undergoes assimilation or merging so that it becomes a unified whole. In the integration of the TPACK approach, we collaborate by combining three main parts, namely technology, pedagogy, and knowledge of the material in learning. The TPACK approach describes a framework that introduces knowledge, teachers need to teach effectively with a technology framework. The TPACK approach was introduced by Mishra and Koehler in 2006 which is used as a frame of reference or teacher planning in combining technological aspects with activities of learning. The TPACK concept itself is based on the pedagogy content knowledge (PCK) model that was initiated by Shulman. The basic concept of TPACK prioritizes the interaction between technology, pedagogy, and knowledge of the material (Hanik, et al., 2022).

The interaction or relationship of the three concepts has the ability and attraction that can be applied to create active learning activities so that it is centered on students. This condition can be interpreted as a form of change in learning activities that initially only focused on educators or teachers then switched and focused on students. The teaching profession is a form of profession that is not arbitrary. Not only in charge of providing knowledge, but there is also a more complicated task, namely by creating a teacher as a guide for behavior that has noble character both in the community and in the educational environment (Hanik, et al., 2022).

According to Chai et al., TPACK is a framework for integrating technology into the learning process. In line with this explanation, Rahayu said that TPACK is the knowledge

needed to integrate technology into the learning process. The professionalism inherent in teachers requires mastery both theoretically and practically in organizing between technology, pedagogy and learning content. Based on the explanations described by several experts above, it can be concluded that TPACK is knowledge of how existing technology can be used to support the learning process (Fajero, et al., 2021).

The combination of materials, pedagogy and technology really needs to be used in this modern era. Early developments, in learning teachers are required to explore the field of subject matter and pedagogy. A teacher is required to have pedagogical knowledge, namely about material and knowledge about how to become a teacher and knowledge by producing a unit called pedagogical content knowledge (PCK). In some parts of the world, the combination of technology, pedagogy and materials in forming a learning tool based on TPACK as a creative solution developed in learning (Hanik, et al., 2022).

Seeing from the side of technological developments in this modern era, which is developing, it is required that teachers can use them to improve learning. In the technology skills that have increased, a teacher can have for learning, of course, he will develop the methods and results of the learning. Understanding of technology combined in teaching and learning methods will certainly develop educational degrees. The ability of a teacher not only improves pedagogical or content skills in teaching and learning, but ensures awareness of technology so that teaching and learning is in line with progress in this century (Hanik, et al., 2022).

Regarding Pedagogical Content Knowledge (PCK), which consists of content knowledge and pedagogical knowledge that a teacher must have, the government of the Republic of Indonesia has actually regulated this through PP. 74 of 2008. Knowledge of this content according to PP. 74 of 2008 is the professional competence of teachers, namely the ability of teachers to master knowledge in the fields of science, technology, arts and culture which at least includes mastery of subject matter broadly and deeply in accordance with the standard content of the education unit. programs, subjects, and subject groups. the subjects to be taught, concepts and methods of relevant disciplines, technology or arts that are conceptually overshadowing or coherent with the educational unit program, subject, subject group lessons to be taught (Rosyid).

While this Pedagogic Science according to PP No. 74 of 2008 is the teacher's pedagogic competence, namely the ability to manage student learning which at least includes understanding the insights or educational foundations, student understanding, curriculum/syllabus development, learning design, implementation of educative and dialogical learning, utilization of learning technology, learning evaluation. learning outcomes, and the development of students to actualize their various potentials. This shows that the government of the Republic of Indonesia is very serious in improving education in its country so that it can compete with other countries (Rosyid).

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 (Subia, et al., 2020) (Susilo, Kristen, & Sudrajat, 2020).

From a case 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. The results of the interviews obtained the opinion of the teachers that 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, 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). This becomes a very important attention for the smooth teaching and learning process. The involvement of parents in communicating with the school allows the school to get more input for improving the education system. In addition, the school opens space for parents to provide suggestions and criticisms for better learning.

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 (Edwards, 2021) (Feng, 2020) (Nisa, Nafiah, & Wilujeng, 2020).

This strategy is considered a new breakthrough to arouse students' motivation to think more broadly and look at things not only from one point of view. Students are given the freedom to develop their thinking actively and measured. Then students can also combine

traditional learning in the classroom with technology-based learning. This is expected to provide many benefits for students, so that the Covid-19 pandemic is not an obstacle to future success.

Conclusion

Based on the discussion above, 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 design learning strategies by adjusting the conditions in the new normal era like today. The learning process is also carried out with a focus on exploring students' potential that leads to the 4Cs profile by implementing project-focused learning and problem-based learning with the application of technology facilitated by teachers who continue to develop TPACK's ability to conduct quality learning. based learning and student success in achieving the profile 4C. This is able to alleviate problems regarding the learning process during the COVID-19 pandemic. Based on the conclusions that have been obtained from the results of this study, there are several suggestions regarding teacher strategies in managing blended learning in the new normal era. For SDN Kapuk Muara 03 teachers must continue to innovate in designing learning strategies in the new normal era, so that learning can run effectively and of course safe from Covid-19 transmission. 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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