

BUILDING A BRIDGE TO THE NEW NORMAL IN THE PROVINCE OF SOUTH KALIMANTAN, INDONESIA AND THE STATE OF CALIFORNIA, AMERICA

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Abstract

The existence of the COVID-19 pandemic definitely has an influence on many aspects of life, including schooling. Various efforts continue to be strengthened in the implementation of this educational process so that educational goals may still be met throughout the epidemic. The government continues to issue policies in responding to changing situations. Educational institutions must be able to provide innovations that are consistent with pandemic policies. In order to establish bridges to the new normal, this research identified and assess policies, methods, and models for implementing education in the post-COVID-19 era. This study is a case study in the province of South Kalimantan, Indonesian and the State of California in the United States. The literature review or study research approach was employed. The findings reveal that, despite a policy of allowing for limited face-to-face schooling, health protocols in Kalimantan were still strictly enforced. Meanwhile, in California, learning is performed entirely face-to-face, reducing social alienation, despite the fact that wearing a mask is still required. Blended learning was employed as an effective and efficient way to accomplish learning objectives.

Keywords: COVID-19 pandemic, Face-to-face Learning, Blended Learning

Abstrak

Adanya pandemi COVID-19 tentunya memberikan pengaruh pada banyak aspek kehidupan, termasuk sekolah. Berbagai upaya terus dikuatkan dalam pelaksanaan proses pendidikan ini agar tujuan pendidikan tetap dapat terpenuhi sepanjang masa wabah ini. Pemerintah terus mengeluarkan kebijakan dalam menanggapi situasi yang berubah. Lembaga pendidikan harus mampu memberikan inovasi yang sejalan dengan kebijakan pandemi. Dalam rangka menjembatani new normal, penelitian ini mengidentifikasi dan mengkaji kebijakan, metode, dan model penyelenggaraan pendidikan di era pasca-COVID-19. Penelitian ini merupakan studi kasus di provinsi Kalimantan Selatan, Indonesia dan Negara Bagian California di Amerika Serikat. Tinjauan literatur atau pendekatan penelitian studi digunakan. Temuan mengungkapkan bahwa, meskipun ada kebijakan yang mengizinkan sekolah tatap muka terbatas, protokol kesehatan di Kalimantan masih ditegakkan dengan ketat. Sementara itu, di California, pembelajaran dilakukan sepenuhnya dengan tatap muka, mengurangi keterasingan sosial, meskipun penggunaan masker tetap diperlukan. Blended learning digunakan sebagai cara yang efektif dan efisien untuk mencapai tujuan pembelajaran.

Kata kunci: Pandemi COVID-19, Pembelajaran Tatap Muka, Blended Learning

Introduction

The case regarding the COVID-19 pandemic has not yet been completed and its existence still haunts various countries, one of which is Indonesia. Since it was first announced to appear in Indonesia, the surge in positive patient cases has continued to occur and is increasing from time to time. Until now,

Indonesia has not truly been free from problems due to the COVID-19 pandemic. Corona Virus or COVID-19 March 2020 has been determined by World Health Organization (WHO) as an acute infectious disease and pneumonia caused by the SARS 2 virus or the corona virus (COVID-19) as a global pandemic. COVID-19 can also be

interpreted as a disease with a very fast transmission index¹.

Currently, some people in Indonesia have contracted COVID-19 and are showing symptoms that are quite diverse from one another mild symptoms, moderate symptoms, and severe symptoms.² Some patients are also asymptomatic and are able to recover without special treatment. According to WHO, each individual has a different response to COVID-19 infection. The most common symptoms are fever, dry cough, and fatigue³. Meanwhile, some patients who have been exposed to the corona virus also show symptoms such as discomfort and pain, sore throat, diarrhea, conjunctivitis or red eyes, headaches, loss of sense of taste or smell (anosmia), and the appearance of rashes on the skin or discoloration of the fingers. as well as toes. The mortality rate for COVID-19 cases is relatively high in Indonesia, namely 4.7% due to a combination of environmental components, infectious agents, and hosts.⁴

The presence of COVID-19, of course, has an impact on various sectors of life, one of which is in the field of education. In the field of education, the government issued an online learning policy as one of the right solutions to be able to achieve learning goals without involving direct contact with students⁵. The Ministry of Education and Culture of the Republic of

Indonesia established this learning from home policy through circular letter number 4 of 2020 which contains related to the implementation of education during the emergency period for the spread of COVID-19⁶. However, in its implementation, the policy causes various problems such as students who feel compelled to take part in learning, boredom, and boredom with online learning, demands for adequate facilities such as electronic equipment and sufficient data packages which often hamper the teaching and learning process. Online-based distance learning raises problems from the pedagogical, technological, and economic aspects. Not only that, this online learning model requires excessive adaptation so that many students do not understand the learning that is being carried out⁷.

In the field of education, the government then established a limited Face-to-Face Learning (PTM) policy so that students can achieve learning objectives optimally.⁸ This is because there are many problems that occur in online learning, so the government is starting to consider limited face-to-face meetings as a solution to achieve educational competence during the pandemic.⁹ For this reason, since September 2021, many schools have started to apply face-to-face learning on a limited basis by following the applicable rules. Both the local government, the central government, teachers, students, and parents support this policy because it has the same goal, namely that schools can be

¹ UNESCO, "Education in a Post Covid World: Ine Ideas for Public Action International Commission on the Futures of Education" (2020), <https://en.unesco.org/news/education-post-covid-world-nine-ideas-public-action>.

² Aam Gunawan et al., "Efektivitas Dan Pengalaman Pembelajaran Daring Di Fakultas Pertanian Universitas Islam Kalimantan Muhammad Arsyad Al Banjari Banjarmasin," *Jurnal Pengabdian Al-Iklas* 6, no. 2 (2020): 220–227.

³ Andri Anugrahana, "Hambatan, Solusi Dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar," *Scholaria: Jurnal Pendidikan dan Kebudayaan* 10, no. 3 (2020): 282–289.

⁴ Regina Satya Wiraharja, *Peranan Ilmu Kesehatan Masyarakat Dalam Penanggulangan Covid-19* (Yogyakarta: Penerbit Universitas Katolik Indonesia Atma Jaya, 2020).

⁵ Ferawaty Puspitorini, "Strategi Pembelajaran Di Perguruan Tinggi Pada Masa Pandemi Covid-19," *Jurnal Kajian Ilmiah* 1, no. 1 (2020): 99–106.

⁶ Ahmad Muzawir Saleh, "Problematika Kebijakan Pendidikan Di Tengah Pandemi Dan Dampaknya Terhadap Proses Pembelajaran Di Sekolah Dasar," *Jurnal Qiroah* 10, no. 2 (2020): 73–81.

⁷ Sri Yunita Simanjuntak and Kismartini, "Respon Pendidikan Dasar Terhadap Kebijakan Pembelajaran Jarak Jauh Selama Pandemi Covid-19 Di Jawa Tengah," *Jurnal Ilmiah Wabana Pendidikan* 6, no. 3 (2020): 308–316,

⁸ I Made Gami Sandi Untara, "Strategi Pengelolaan Prodi Filsafat Hindu Stahn MPU Kuturan Singaraja Dalam Meningkatkan Mutu Pembelajaran Draing Pasca Covid" 1, no. 2 (2020): 111–120.

⁹ Siti Faizatun Nissa and Akhmad Haryanto, "Implementasi Pembelajaran Tatap Muka Di Masa Pandemi Covid-19," *Jurnal IKA PGSD (Ikatan Alumni PGSD) UNARS* 8, no. 2 (2020): 402.

opened immediately. This is because, during the online learning period, the learning effectiveness of students is less than optimal. So that when this policy was implemented, many parents agreed to the implementation of PTM so that PTM could be implemented in Indonesian schools¹⁰.

In the scope of higher education, face-to-face learning activities have not been implemented due to the wide scope of coverage in higher education so this policy needs careful consideration. Therefore, universities in various regions such as Kalimantan implement an education system in the form of blended learning. Blended learning is a learning process that does not only occur in the classroom but also a learning process that is not bound by space and time¹¹. *Blended* learning is different from online learning or e-learning. Although both use internet technology, the *blended* learning method is a combination of conventional learning systems in the classroom with learning where there is a two-way process or *feedback* between educators and students so that learning outcomes are better.

The application of blended learning in the post-pandemic period turned out to be one of the learning systems that had been carried out by the United States such as in the California area even before the presence of the COVID-19 pandemic. Since 2011, various places of study in the United States have implemented a blended learning process. This learning process uses books and electronic media as learning resources. Students in California, United States are provided with laptop facilities that facilitate the learning process with active discussion¹². With this digital media, the learning process can be achieved maximally due to being able to adapt to the uniqueness and learning abilities of each student. Laptops used as learning media have also been specially designed

so that educators can control what students should open and not open. For this reason, during this pandemic, both students and educators in the country already have the skills to conduct online learning at home. Even during this pandemic, one of the regions in the United States, namely California, has implemented a face-to-face learning model based on a blended learning model.

The COVID-19 pandemic has changed education in America in lasting ways, and glimpses of the altered system are already emerging. The school district is developing a virtual permanent option in the hope that after the pandemic, some families will continue to use distance learning — even for elementary school children. Hundreds of colleges are, for the first time, accepting a class of freshmen without requiring a Scholastic Assessment Test (SAT) or American College Testing Program (ACT) score, potentially opening up admission to the most selective colleges for more low-income students. And thousands of educators across the country, from preschool to college, are finding new ways to spark students' creativity, leverage technology, and provide the services they need to succeed.

The pandemic has unleashed a wave of innovation in education that has accelerated change and propelled blue sky thinking across systems. Experts believe that post-Covid, most students will return to classrooms¹³. But for some who face challenges ranging from social anxiety to disproportionate levels of school discipline for black students, distance learning may be a good option. Same for families where parents like some aspects of homeschooling, but still want strong ties to the formal program¹⁴. As physical classrooms adopt cameras, students who frequently drop out of school due to chronic illness will have the option to stay connected

¹⁰ Agus Suprijono, "Kesiapan Dunia Pendidikan," *LAIN Parepare Nusantara Press* (2020): 20–22.

¹¹ Santi Isnaini, "Menata Strategi Pembelajaran Tinggi HUMAS Di Era Physical Distancing," *Communicatorsphere.Org* 1, no. 1 (2021): 39–46,

¹² Fauzan Romadlon, *Mendefinisikan Ulang Pola Pembelajaran Daring: Antara Sharing Knowledge Dan Transfer Etika, COVID-19 Dalam Ragam Tinjauan Perspektif*, 2020.

¹³ Syarifah Rohana, "Model Pembelajaran Daring Pasca Pandemi Covid-19," *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam* (2020): 192.

¹⁴ Mulyana et al., *Pembelajaran Jarak Jauh Era Covid-19*, Litbangdiklat Press, 2020, www.balitbangdiklat.kemendiknas.go.id.

better. Schools disrupted by blizzards or forest fires will experience setbacks¹⁵.

Based on this background, this research is then intended to find out more and analyze related policies, strategies, and models of education implementation in the post-COVID-19 era as an effort to build bridges to the new normal. The type of this research is a case study in the provinces of South Kalimantan, Indonesia, and California, one of the states in the United States.

Research Method

This study uses a qualitative approach, by applying a descriptive analysis design. The qualitative method emphasizes more on meaning and process¹⁶. This research method uses library research or literature reviews which means library research that utilizes sources such as journal articles, and books as sources of information to be analyzed. This study uses sources such as journal articles from various previous research results from 2018 to 2022.

The data analysis technique is carried out by presenting factual information in the form of data obtained from library research activities related to journals related to policies, strategies, and educational models in the post-COVID-19 pandemic era.

Finding and Discussion

Finding

During the pandemic, the government implements online learning or study at home. The application of the Study At Home policy creates several obstacles in the teaching and learning process, such as the following:

1. Limited Knowledge of Technology

Lack of understanding related to technology and information is a significant obstacle for teachers such as teachers or lecturers. This is because most of the educators are from the older generation so they are less technologically literate. Even though students are currently proficient in using technology, educators still have difficulty using technology, especially on platforms and applications that support online-based learning.¹⁷ This limitation often causes problems during the learning process such as when the share screen process does not appear, audio problems, as well as giving assignments and questions online.

2. Limited Facilities and Infrastucture

In carrying out online learning, both students and teachers must have facilities to support the learning process such as laptops, smartphones, and internet access. The obstacle that often occurs is that not all students and educators have adequate facilities¹⁸. Therefore, when the learning process is not supported by online learning facilities, it will have an impact on the teaching and learning process to provide knowledge.

3. Limitations of the Online Learning Experience

The online learning process requires rapid adaptation because neither students nor educators have the opportunity for training. This change in learning process policies also causes educators to not have the skills to convey knowledge online. This then has an impact on the material transfer process in conveying knowledge understanding to students, namely the occurrence of a learning process that is less effective.¹⁹

¹⁵ Rio Erwan Pratama and Sri Mulyati, "Pembelajaran Daring Dan Luring Pada Masa Pandemi Covid-19," *Gagasan Pendidikan Indonesia* 1, no. 2 (2020): 49.

¹⁶ Delipiter Lase, Amurisi Ndraha, and Gustav Gabriel Harefa, "Persepsi Orangtua Mahasiswa Sekolah Dasar Di Kota Gunungsitoli Terhadap Kebijakan Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19," *SUNDERMANN: Jurnal Ilmiah Teologi, Pendidikan, Sains, Humaniora dan Kebudayaan* 13, no. 2 (2020): 85–98.

¹⁷ Saleh, "Problematika Kebijakan Pendidikan Di Tengah Pandemi Dan Dampaknya Terhadap Proses Pembelajaran Di Sekolah Dasar."

¹⁸ Ibid.

¹⁹ Sulia Ningsih, "Persepsi Mahasiswa Terhadap Pembelajaran Daring Pada Masa Pandemi Covid-19," *JINOTEP (Jurnal Inovasi dan Teknologi Pembelajaran): Kajian dan Riset Dalam Teknologi Pembelajaran* 7, no. 2 (2020): 124–132.

Seeing these various obstacles and problems, the Indonesian government then implemented a new policy as a solution to the ineffective online learning policy taking into account the development of the COVID-19 case. This is because, in the online-based distance learning process, there are big obstacles, namely the limitations of supporting facilities, inadequate skills in carrying out learning, and the incompetence of educators in utilizing digital media.²⁰ In this online learning, there is also a negative value, namely the communication between educators and students is not optimal so it is difficult to recognize the character of students²¹.

The policy in question is Limited to Face-to-face Learning. Based on a joint decree between the Minister of Education, Culture, Research, and Technology, the Minister of Health, the Minister of Home Affairs, and the Minister of Religion, the Kalimantan region is given the opportunity to be able to carry out face-to-face learning (PTM) on a limited basis.²² This face-to-face learning was held simultaneously after the transmission of COVID-19 in the region tended to subside. The face-to-face learning policy in question is limited learning activities with a limited number of students and strict application of health protocols²³.

The policy principles issued by the government are prioritizing the safety of students, educators, education staff, educators, families, and the community, as well as considering student growth and development

and psychosocial conditions in an effort to fulfill educational services during the COVID-19 pandemic.²⁴ Both schools and universities are given the freedom to implement this policy by adjusting to the consideration of the COVID-19 case and the learning needs of students during the pandemic. In some areas in the orange and red zones, it is forbidden to carry out face-to-face learning and continue to apply online learning from home. However, for areas that are in the yellow and green zones, face-to-face learning is limited, although it is not mandatory. For this reason, in the Kalimantan region itself, several schools are known to have started implementing face-to-face learning accompanied by strict health protocols²⁵.

In this limited face-to-face learning activity, the number of students in each classroom is limited to a maximum of 18 students. As a result, the learning system that is applied cannot be full face-to-face learning because it has to take turns with other students²⁶. In other words, the policy can affect the methods used by educators in the teaching and learning process. Thus, the learning carried out is that educators can apply collaborative learning between face-to-face learning and online learning or blended learning²⁷.

In implementing the learning process in the world of education, there are many educational models that can be done. In Indonesia itself, the government strives to continue to prioritize the safety of all parties in

²⁰ Simanjuntak and Kismartini, "Respon Pendidikan Dasar Terhadap Kebijakan Pembelajaran Jarak Jauh Selama Pandemi Covid-19 Di Jawa Tengah."

²¹ Yanti Sri Rezeki and Universitas Tanjungpura, "Analisis Pelaksanaan Pendidikan Jarak Jauh Pada Pelajaran Bahasa Inggris Di Kalimantan Barat" 2 (2021): 373–381.

²² Nur Shabrina Reznani, Nurhayati Nurhayati, and Sungkowo Soetopo, "Pengembangan Bahan Ajar Mata Kuliah Menyimak Berbasis Kearifan Lokal," *Jurnal Pendidikan Bahasa dan Sastra* 21, no. 1 (2021): 79–94.

²³ Yulita Pujilestari, "Dampak Positif Pembelajaran Online Dalam Sistem Pendidikan Indonesia Pasca Pandemi Covid-19," *Adalah* 4, no. 1 (2020): 49–56,

²⁴ Nurti Abdul, Asep., Nurfarida, Rida & Budiyantri, "Model Analisis Kebijakan Pendidikan," *Jurnal Penelitian Ilmiah* 4, no. 2 (2020): 192–201.

²⁵ Budi Indrawati, "Tantangan Dan Peluang Pendidikan Tinggi Dalam Masa Dan Pasca Pandemi Covid-19," *Jurnal Kajian Ilmiah* 1, no. 1 (2020): 39–48.

²⁶ Afip Miftahul Basar, "Problematika Pembelajaran Jarak Jauh Pada Masa Pandemi Covid-19," *Edunesia: Jurnal Ilmiah Pendidikan* 2, no. 1 (2021): 208–218.

²⁷ Widi Utari, Vitta Yaumul Hikmawati, and Aden Arif Gaffar, "Blended Learning: Strategi Pembelajaran Alternatif Di Era New Normal," *Seminar Nasional Pendidikan, FKIP UNMA 2020 "Transformasi Pendidikan Sebagai Upaya Menwujudkan Sustainable Development Goals (SDCs) di Era Society 5.0"* (2020): 262–269.

the educational process so that the learning model used from one educational institution to another tends to differ according to the needs of students and the developmental conditions of COVID-19 cases in an area.²⁸ It is known that areas that have yellow or green zones are allowed to apply face-to-face learning, while in areas that are orange and red, they must continue to apply e-learning or distance, learning models. The following are the differences in learning models in the field of education.

Table 1. Learning Model (Hikmah hudzaifah (2020))

| Percentage of Teaching Materials Using the Web | Model | Description |
|--|-----------------|---|
| 0% | Traditional | Learning without utilizing online facilities and face-to-face learning |
| 1-29% | Web Facilitated | The use of the web in the learning process helps increase the mastery of teaching materials that are not fulfilled in the face-to-face process (providing additional material through web technology) and its use is more in the collection of assignments (assignments). |
| 30-79% | Blended | The learning process uses a combination of web-based and face-to-face teaching materials. The portion of online learning is bigger than face-to-face and in the learning |

| | | |
|------|--------------------|--|
| | | process, more interactions (discussion forums) are carried out. |
| 100% | Online/ e-learning | The entire learning process is online and there is no face-to-face learning. |

Of these various learning models, in this post-pandemic era, generally schools and universities use the blended learning model. Strategies to maximize learning objectives with the blended learning model will be described as follows: a) The mixed learning model is a combination of conventional learning systems with technology-based learning models; b) Maximizing student understanding with modules and teaching materials that can be accessed via the internet; c) Enables a two-way learning process with feedback for students and educators in the form of questions or suggestions and answers when conducting discussions in real-time; d) Provide assignments that are collected or done through an online platform that can be accessed by technology and utilizes an internet connection²⁹.

This educational model in the post-COVID-19 era uses a learning method adapted from the learning model of schools in the United States, namely the blended learning method.

Blended means a mixture or combination and learning means learning or training. So Blended Learning is a combination or combination of various online and offline learning (file sharing and face-to-face). (Graham et al, 2014). Online learning or training or also called distance learning where the facilitator and students can do learning outside the campus where the facilitator and students are not in one room or face to face. The facilitator provides

²⁸ Rasmuin and Saidatul Ilmi, "Strategi Implementasi Pendidikan Karakter Di Masa Pandemi Covid-19; Studi Kasus Di MAN 2 Banyuwangi," *Indonesian Journal of Islamic Education Studies (IJIES)* 4, no. 1 (2021): 17–36.

²⁹ Afroh Nailil Hikmah and Ibnu Chudzaifah, "Blended Learning: Solusi Model Pembelajaran Pasca Pandemi Covid-19," *Al-Fikr: Jurnal Pendidikan Islam* 6, no. 2 (2020): 83–94.

learning or training through online media that can be accessed via the internet³⁰.

The educational services that can be used in implementing the blended learning model are using applications such as Zoom, Webex, Google meets, Google Classroom, and other learning support applications.³¹

There are various compositions in the implementation of blended learning, some use a 50:50 percentage, meaning 50% online and 50% face-to-face. There are also those who use the percentage of 70:30, meaning 70% online and 30% face-to-face. Determination of the percentage is very dependent on the level of mastery of the expected skills, whether or not the availability of the tools and equipment needed and the level of initial mastery of the students. From the material side, there are material characteristics that 100% do not require offline or face-to-face such as material for proposal preparation, preparation of working papers, preparation of work plans, preparation of books, preparation of scientific papers, and others, all difficulties that may arise from these materials can be overcome by online conversation. On the other hand, there are materials in which the percentage of face-to-face meetings must be carried out, and the higher the percentage the better, such as: how to operate machinery and equipment, how to swim, and others. The main consideration in determining this composition is the provision of resources in accordance with the characteristics of the material so that it is attractive, effective, and efficient.

The principle of blended learning lies in communication between the facilitator and students through a combination of online and offline/face-to-face. According to Garrison and Faughan in Atsani (2020), the principles of blended learning are: (1) The use of thinking by combining online learning with face-to-face

³⁰ Muhammad Fauzi, "Strategi Pembelajaran Masa Pandemi COVID-19," *Jurnal Al-Ibrah* 2, no. 2 (2020): 120–145.

³¹ Purim Marbun, "Disain Pembelajaran Online Pada Era Dan Pasca Covid-19," *CSRID (Computer Science Research and Its Development Journal)* 12, no. 2 (2021): 129.

learning. (2) Rearrangement of learning design by involving students in the learning process. (3) Rearrange the previous pure way of learning by doing face-to-face³².

Bonk and Graham (2006) stated that blended learning should be viewed as a fundamental redesign of the teaching and learning model that have characteristics, such as instructional shifting from teacher-centered to student-centered which students become active and interactive learners, increased interaction between student and teacher, student and student, student and content, and student and outside resources, and integrated of formative and summative assessment mechanisms for students and teachers³³. Additionally, according to McCabe & Francis (2020), blended learning models typically have the following characteristics: instructions are delivered in different modes, more effective and efficient use of time, using multimedia to enhance teaching and learning, addressing specific learner needs, targeted instructional opportunities, and increased motivation and participation of the students.³⁴

Blended learning has certain characteristics as its main characteristics, including (1) a learning process that combines various learning models, learning styles, and the use of various information and communication technology-based learning media, (2) a combination of independent learning via online with face-to-face learning by facilitators with their students. and combines independent learning, (3) learning is supported by effective

³² Lalu Gede Muhammad Zainuddin Atsani, "Transformasi Media Pembelajaran Pada Masa Pandemi Covid-19 (Transformation of Learning Media during Covid-19 Pandemic)," *Al-Hikmah: Jurnal Studi Islam* 1, no. 1 (2020): 82–93, <http://ejournal.kopertais4.or.id/sasambo/index.php/alhikmah/article/view/3905>.

³³ Bonk C. and Graham C. (2006) *Handbook of Blended Learning*. Jossey-Bass Inc. U.S.A.

³⁴ McCabe, C. and Francis, Raymond W. (2020). *Effective Instruction in Blended Learning Environments*. In Asino, Tataleni I., *Learning in Digital Age*, Oklahoma State University. Retrieved on July 6, 2022, from <https://open.library.okstate.edu/learninginthedigitalage/chapter/effective-instruction-in-blended-learning-environments/>

learning from the method of delivery, learning methods, and learning styles, and (4) when it comes to students at school, in blended learning parents and teachers also have an important role in students' learning. Teachers are facilitators while parents are motivators in their children's learning³⁵.

Strengthening this learning can be done by maximizing the quality of face-to-face learning or video conferencing with discussions that involve the active roles of both parties. This blended learning model is often referred to as mixed learning which is a combination of face-to-face learning with online-based learning. The advantages of this learning model are:

- 1) The teaching and learning system can be a two-way process with positive feedback between educators and students.
- 2) The material in this learning can be accessed using e-learning and an online learning process can be carried out which can be accessed anywhere and anytime, but face-to-face learning is also carried out to realize an effective and efficient learning process.³⁶
- 3) Helping students to get information and knowledge without meeting face to face
- 4) Increase student curiosity for information due to more flexible learning
- 5) Students can adjust the pace of learning according to their respective abilities without fear of being left behind with other friends
- 6) The creativity of participants can develop but the role of education personnel is still needed³⁷.

Based on these advantages, it can be concluded that the blended learning model is the right choice to achieve learning objectives

effectively in the current new normal era.³⁸. *Blended* learning is done by integrating innovation with technology such as online learning but combining learning that uses interaction and participation according to conventional learning³⁹. Based on the above understanding, it can be concluded that blended learning is an educational model which aims to achieve learning objectives effectively and efficiently by combining face-to-face learning with technology-based or online learning.

In educational units in higher education, especially in universities in the Kalimantan region, this learning model is known to be quite well implemented. With blended learning, educators and students can provide feedback to each other in the form of questions and answers that take place in real-time with discussions that can run smoothly. With this, students can still obtain their knowledge to the fullest, both in online learning activities that are accessed remotely and in face-to-face learning held at universities with a limited number of students. These results are supported by a study conducted by PGSD FKIP lecturers at Pasundan University were when showing the results the average score was 66.70 for students before blended learning, while after being applied the students showed higher learning outcomes, namely 85.48.⁴⁰ From this, it can be seen that the blended learning model can achieve learning objectives better than the previous learning process.

The blended learning model is known to improve student learning outcomes compared to a fully conventional or fully online learning system. In a study conducted by Widyasari & Rafsanjani (2021), it was found that blended learning was able to encourage student motivation, which was followed by significantly increased learning outcomes. Even in a study conducted by Hengki & Aprizani (2021) blended learning can help students catch up with

³⁵ Yong Zhao and Jim Watterston, "The Changes We Need: Education Post COVID-19," *Journal of Educational Change* 22, no. 1 (2021): 3–12, <https://doi.org/10.1007/s10833-021-09417-3>.

³⁶ Isnaini, "Menata Strategi Pembelajaran Tinggi HUMAS Di Era Physical Distancing."

³⁷ Utari, Hikmawati, and Gaffar, "Blended Learning : Strategi Pembelajaran Alternatif Di Era New Normal."

³⁸ Ibid.

³⁹ Hikmah and Chudzaifah, "Blended Learning: Solusi Model Pembelajaran Pasca Pandemi Covid-19."

⁴⁰ Ibid.

material⁴¹. With this learning model, the learning system is not only centered on the teacher but also able to develop student creativity so as to create a more effective learning process⁴². The use of technology and various media can also increase student interest in carrying out learning because it is more varied and not boring⁴³. However, this success rate also varies in each discipline. Not only that, the success of blended learning is also influenced by the design of instructions related to the use of technological tools, then learning facilities that accommodate student interaction, and the arrangement of materials that can improve student understanding.⁴⁴

The concept of developing a blended learning education model is known to be able to provide a solution to the development of an educational model in the post-pandemic new normal era. The application of blended learning is applied with an approach so that various educational institutions can start implementing face-to-face schools, both on a limited basis and as a whole⁴⁵.

Discussion

In a study, it was found that the classroom is not a hotbed of infection that is the source of the COVID-19 virus, so several countries have begun to enforce face-to-face learning with strict health protocols. In the United States alone nearly 44% of US school districts have started full face-to-face learning and 31% are using distance learning. Meanwhile, the rest apply a mixed

learning model with some students starting to learn at school while some of them take virtual lessons.

One area that has fully implemented face-to-face schools in California, which has issued regulations related to learning in schools. Even under these rules, students who are exposed to the COVID-19 virus are allowed to take part in learning but with some conditions. Both teachers and students are also allowed to have close social contact. Although the rules implemented are quite extreme, this is welcomed by the people of California who are currently more freely close together without having to maintain a distance even though masks are still mandatory items that must always be worn.

Policies and learning models based on blended learning between the regions of California and Kalimantan show differences. The differences between the two will be described in the following table.

A. Education Policy

1. California, USA

The California area has allowed face-to-face teaching and learning activities with several policies, namely reducing the need to maintain a physical distance but still requiring the use of masks. Wearing a mask is the best way to promote safety and hands-on learning, by reducing the need for physical distancing⁴⁶. Then another rule is to allow students who are exposed to the COVID-19 virus to continue learning on the condition that the student is asymptomatic, uses a mask in the room, undergoes tests twice a week, and is prohibited from participating in extracurricular activities or sports⁴⁷.

⁴⁶ Suzanne B. Goldberg, "Education in a Pandemic: The Disparate Impacts of COVID-19 on America's Students," *Office for Civil Rights* (2021): 1–61, <https://www2.ed.gov/about/offices/list/ocr/docs/race394.html>;

⁴⁷ California Department of Education. (2022). Coronavirus Response and School Reopening Guidance, Retrieved on July 7, 2022, from <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp> and <https://schools.covid19.ca.gov/>

⁴¹ Yudha Hengki, Ratna & Aprizani, "Blended Learning: Membangu Mahasiswa SMAN 1 Alalak Kabupayan BBarito Kuala Mengejar Keteringgalan Materi," *Jurnal Pengabdian Al-Iklas* 7 (2014): 131–138.

⁴² L A Widayari and M A Rafsanjani, "Apakah Penerapan Blended Learning Dapat Meningkatkan Motivasi Dan Hasil Belajar Mahasiswa Dalam Pembelajaran Jarak Jauh?," *Edukatif: Jurnal Ilmu ...* 3, no. 3 (2021): 854–864,

⁴³ Hikmah and Chudzaiifah, "Blended Learning: Solusi Model Pembelajaran Pasca Pandemi Covid-19."

⁴⁴ Widya Sari, Andi Muhammad Rifki, and Mila Karmila, "Pembelajaran Jarak Jauh Pada Masa Darurat Covid 19," *Jurnal MAPPESONA*, no. 1 (2020): 12.

⁴⁵ Milya Sari, "Analisis Model-Model Blended Learning Di Lembaga Pendidikan," *Jurnal Penelitian Bidang IPA dan Pendidikan IPA* 5, no. 2 (2019): 835–847.

2. South Kalimantan Indonesia

The South Kalimantan region is a safe zone for face-to-face learning, although it is not yet mandatory. The rules that must be adhered to in the Face-to-face Learning process are that schools or universities must provide complete facilities and sanitation, limit the number of students in one class, must maintain distance, and always use masks both indoors and outdoors. Schools must also ensure that every student and teacher must be in good health, or if they are suffering from other illnesses must be in a controlled condition; all school residents do not have COVID-19 symptoms, including those in the same household as school residents

B. Education Strategy

1. California, USA

It is important to note that California State has highlighted the importance of paying attention to the social-emotional well-being of students, families, and staff. Health and safety become the most and first priority of the educational system in California. Blended learning models and looping structures become the options for continuing instructional programs. Furthermore, they support their students by providing continuity relationships and learning plan advice, communication and community engagement, and schools' transportation services⁴⁸.

Achieve learning goals outside the home to maintain mental health in students with effective learning models so that they can increase student understanding such as intense interactions

between students and educators. Besides, the state has imposed expanded learning partners for after-school and summer programs.

2. South Kalimantan, Indonesia

Achieving learning objectives by prioritizing student safety and adapting to student needs is carried out with limited online or offline learning methods.

C. Education Model

1. California, USA

The learning model uses face-to-face learning in full where students carry out the teaching and learning process for five working day⁴⁹. While in tertiary institutions, it is known that as many as 25% carry out full lecture semesters, 21% carry out mixed programs, while the rest are still conducting online lectures⁵⁰.

2. South Kalimantan, Indonesia

The learning model used is face-to-face learning with a limited number of students who are closely monitored and have strict health protocols. Several schools and colleges also apply the blended learning education model to achieve learning objectives effectively and efficiently.

In this blended learning, there are several learning design models that can be used during the pandemic in order to achieve optimal learning objectives. First, doing project-based learning. Project-Based Learning (Project-Based Learning = PjBL) is a learning method that uses projects/activities as media. Students do exploration, assessment, interpretation, synthesis, and information to produce various forms of learning outcomes. Project-based learning or project-based

⁴⁸ California Department of Education. (2021). *Strong Together (A Guidebook for the Safe Reopening of California Public Schools)*. Department of Education, State of California. Retrieved on July 5, 2022 from <https://www.cde.ca.gov/ls/he/hn/documents/strongertog ether.pdf>

⁴⁹ Oes Van der Graaf et al., "Education and Youth in Post-COVID-19 Europe – Crisis Effects and Policy Recommendations," *Request for CULT Committee*, no. May (2021): 1–128.

⁵⁰ Bonk C. and Graham C. (2006) *Handbook of Blended Learning*. Jossey-Bass Inc. U.S.A.

learning is a student-centered learning model to conduct an in-depth investigation of a topic. Students constructively carry out deepening learning with a research-based approach to problems and questions that are weighty, real, and relevant. The advantage of this learning model is that it can increase student activity and innovation so that they can produce their own products. This project-based learning pattern will shape the maturity and independence of students in learning. With this project, students will practice being responsible for the tasks that have been assigned⁵¹.

Second, the online learning model is based on information and communication technology. This learning can be applied to students who cannot participate in face-to-face learning so that they can participate in *real-time* learning. With this technology-based learning, students can also keep their distance (*physical distancing*) and can do learning from home⁵². In the mixed system, this learning model is very helpful for students who do not have the opportunity to enter higher education areas, such as students who are exposed to the COVID-19 virus so that they can still get good learning.⁵³

The third is the research-based learning model. Research-based learning (PBR) is a teaching system that is authentic problem solving with the point of view of problem formulation, problem-solving, and communicating the benefits of research results. This is believed to be able to improve the quality of learning. This type of learning model can be carried out both independently and in groups which aim to find new facts at the focus of the

research to be studied. This learning model can improve students' thinking skills in responding to a problem and identifying a research topic. Thus, students can develop insight, understand concepts, and data processing, and conclude the findings obtained in the study⁵⁴.

Conclusion

To build bridges in the new normal, policies, strategies and educational models are applied to achieve learning goals optimally in the post-pandemic era. The policies implemented are distance learning in areas of Indonesia that still have a high potential risk of COVID-19 transmission and face-to-face learning is limited to areas with minimal risk. The strategy used is to maximize learning outcomes and improve learning outcomes by prioritizing the safety of all parties. While the educational model used is blended learning as the most appropriate solution. In Kalimantan and California, both apply blended learning with face-to-face learning. The difference between the two is that California has abolished social distancing rules by requiring the use of masks and allowing exposed students to attend lessons, while in Kalimantan, face-to-face learning is still limited to students who must be completely healthy.

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⁵¹ Marbun, "Disain Pembelajaran Online Pada Era Dan Pasca Covid-19."

⁵² Ibid.

⁵³ G T Winandi, "Perencanaan Pendidikan Pada Masa Pasca Pandemi Covid-19," *Prosiding Seminar Nasional Pascasarjana ...* (2020),

⁵⁴ Marbun, "Disain Pembelajaran Online Pada Era Dan Pasca Covid-19."

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