The strategies of blended learning in new normal era at Kuala Lumpur Indonesian School

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Abstract
During the COVID-19 pandemic, teachers are now very much required to choose appropriate and correct learning strategies so that the process can be maximum. Kuala Lumpur Indonesian School (SIKL) applies Blended Learning strategies for the new normal era. This study aims to discuss learning strategies, implementation of learning strategies, analysis of learning strategies in the Kuala Lumpur Indonesian School (SIKL) based on Blended Learning with the TPACK (Technological, Pedagogical, Content knowledge) approach in the new normal era. This research uses descriptive qualitative research and content analysis techniques. The collection techniques used are the opinion (interview), analysis, and documentation. The data analysis technique is carried out using the data collection stages, data analysis, and conclusions. The results of study 1) The education strategy at Kuala Lumpur Indonesian Schools is written on the syllabus and lesson plans (lesson planning design) made by the Kuala Lumpur Indonesian School teacher unit (SIKL). 2) Implementing the Blended learning strategy of the Kuala Lumpur Indonesian School (SIKL) in the New Normal era in one class is divided into 2, namely: the first is implemented at home through web / online-based technology. The second is learning processes are carried out face-to-face.

Keywords: Learning strategies, *Blended learning*, New Normal Era, SIKL

INTRODUCTION

Education is the learning of skills to develop the potential of students actively. The learning process of a teacher as an evaluator in the classroom and students as subjects involved in the learning process, if students and

teachers do not actively participate in the learning process, the learning outcomes will be less than optimal. But during the Covid-19 pandemic, the world was disrupted due to the impact of the pandemic. The Covid-19 pandemic harmed the social aspects of society (Kiran, 2020; Ling & Ho, 2020; Saladino, Algeri, & Auriemma, 2020). Covid is a disease that originated in Wuhan (China). This disease can spread rapidly throughout the world (Di Gennaro et al., 2020; Djalante et al., 2020; Torales, O'Higgins, Castaldelli-Maia, & Ventriglio, 2020). Social distancing is maintaining distance and away from groups in huge numbers. The impact of the covid-19 caused all activities to be restricted and diverted from home.

Especially in education, all school and college activities are carried out at home through recommended applications from each academic unit (Almonacid-Fierro, Vargas-Vitoria, De Carvalho, & Fierro, 2021; Hermawan, 2021; Suryaman et al., 2020). One of the schools affected by the existence of Covid-19 is the Indonesian School in Kuala Lumpur. The Kuala Lumpur Indonesian School (SIKL) is part of the Indonesian overseas school (SILN) provided by the Indonesian government to Indonesian citizens living and working abroad, especially in Malaysia. Kuala Lumpur Indonesian School is one of the largest international schools in 11 countries in the world. SIKL is located at No. 1 tunnel Tun Ismail 50480, Kuala Lumpur, Malaysia, established on 10 July 1969.

Kuala Lumpur Indonesian School (SIKL) implements a living curriculum, namely education today and future reality, that is aligned with the needs of students because students who live in Kuala Lumpur are different from students in Indonesia. During the Covid-19 pandemic, the

learning process at SIKL was divided into 2, namely direct learning at school and online learning at home. Living curriculum during the Covid-19 pandemic students learn at home then use Information Technology (IT) in everyday life.

Dr. Encik Abdul Hajar, M.M. as the principal at SIKL said that students and teachers were classified into two categories, namely high risk (students or teachers who have a small home and must use public transportation to go to school) and low risk (students or teachers. who has a private vehicle to go to school). The learning process is held as usual for the low-risk category but still by the Kuala Lumpur health protocol. In contrast, for the high-risk category, they still get educational services but online.

To achieve a learning goal, a comfortable and good learning strategy is needed during the learning process. In addition, the learning strategy, which is the beginning of a learning process, must be changed and adapted to current conditions. The learning strategy is preparing lesson content, delivering lessons, and managing learning activities using various learning sources to create an optimal learning process. The learning strategy used in SIKL is Blended Learning. Blended learning combines face-to-face learning and online learning (Derbel, 2017; Kintu, Zhu, & Kagambe, 2017; Lisa, Kristian, Curtis, & Charles, 2020). Blended learning is implemented while still paying attention to health protocols.

Based on the explanation above, this article will discuss the New Normal Era of Blended Learning Strategy in Kuala Lumpur Indonesian Schools. This study aimed to determine the learning strategies of the new normal-era elementary school in SIKL.

METHODS

In this study, the authors used a qualitative descriptive method and emphasized gathering facts (online interviews). In addition, researchers also used the interview method with SIKL via email and zoom meetings and the data presented during the virtual Field Work Lecture (KKL) on Thursday, 27 August 2020. The qualitative method can make it easier for researchers to describe learning strategies in the new normal at the Kuala Lumpur Indonesian School (SIKL). The strategy used by the Kuala Lumpur Indonesian School (SIKL), namely Blended learning, is applied while still paying attention to health protocols. Data were collected from August to September 2020. The subject of this study was the learning strategy of the Kuala Lumpur Indonesian School (SIKL) in the new normal era.

RESULTS AND DISCUSSION

1. Definition of Blended Learning Learning Strategy

The term strategy comes from Latin, namely strategy, which has a meaning as art designed and used to achieve certain goals. Strategy is a person's action or effort to achieve success and success in achieving the desired goals. For example, in one class, the teacher is a person who acts as a leader in the class. The teacher in the class certainly wants success and success in teaching (Abdul Majid, 2017). In this case, the teacher will implement a strategy to achieve the teacher's desired goals. Generally, a teacher expects maximum results from the learning process he leads. Therefore a teacher needs a strategy to achieve the results expected by the teacher (Rambe, 2018). At the same time, learning is a

process or someone's effort so that students carry out learning activities. Learning is the effort of a person (learners) in making changes to himself for the better (Sunhaji, 2014). From the definition above, it can be concluded that the learning strategy is a person's effort to design or plan action so that students want to carry out learning activities that make students make changes to themselves for the better. The Types of Learning Strategies, among others: first based on the message management process (deductive and inductive strategies), second based on consideration of the message manager (expository and heuristic strategies), third based on consideration of teacher and student interactions (face-to-face strategy and learning through media).

Learning is a multi-dimensional ability through various inputs and different learning sources. Efforts to increase it are carried out. In this context, it can be understood that there is a shift in the main trend of learning, from teacher-centered to student-centered (Abdul Majid, 2017). The various learning approaches seem to be moving towards a point that can combine the best elements from various learning approaches. This point is what is called hybrid learning, mixed learning, or blended learning. At this point, it seems that mixed learning is not only a method that characteristically combines two things, namely learning and training, but it is also a fashionable learning trend. Distance learning, commonly called online learning, is learning in which teachers or lecturers can carry out teaching and learning activities outside of school or outside the campus. Even though teachers and students are not in one room, they can still carry out teaching and learning activities

without face-to-face interaction between the two parties. For example, when teachers do online learning activities, the teacher can provide explanations or assignments to students, and the material sources can be accessed from the internet (Arsyad, 2014). The blended learning approach substantially combines a "mixed approach" consisting of online-based learning, face-to-face learning, and paper-based learning. Regarding this "tripartite relationship," various learning approaches serve as a supporter a face-to-face learning approach. Theoretically, hybrid or blended learning aims to provide opportunities for educators and students to make learning more independent and useful. Blended learning is a learning model that combines or combines face-to-face learning activities directly with distance learning or e-learning. Blended learning is a new concept in the learning process where this model combines classroom learning with outside / outside school online (Wardani, Toenlioe, & Wedi, 2018). More than that, this approach is intended to create sustainable learning. Continuous learning is intended so that the learning process can be carried out following the conditions and situations. That way, the learning climate can be done anywhere, anytime. The quality improvement and quantity development of the educational movement aimed at mixed learning can be seen from two dimensions: the horizontal and vertical. In the horizontal dimension, this learning tries to widen the scope of instruments that can facilitate learning to realize the best combination. This combination is expected to have implications for the quality of education delivery (Cahyadi, Tarbiyah, Keguruan, & Banjarmasin, 2017).

Blended learning is a solution to some of the weaknesses of the online and offline learning process. In this model, the advantages and disadvantages of offline and online learning can complement each other. For example, online learning has media equipped with a control device to access learning material. In contrast, offline learning has media with no controller from the user not freely accessing learning material. In online media, students must be connected to an internet network to access the material. Students do not need to search for an internet network in offline learning because usually, media used to explain offline learning is CD or books. So online and offline learning can complement each other (Abdullah, 2018). The four concepts of blended learning, namely: a) Blended learning Combining or combining various web-based technology modes such as streaming video, audio, or virtual classes directly to achieve learning objectives. b) Blended learning combines pedagogical approaches such as cognitivism, constructivism, behaviorism to create a maximum learning process with or without using technology. c) Blended learning combines many forms of learning technology, for example, CD-ROMs, videotapes, films, etc. d) Blended learning combines learning technology with work task orders to create a good impact on learning (Sari, 2020).

The characteristics of Blended Learning, namely:

1. Learning there must be a variety of various ways of delivery that are carried out in learning.
2. Delivery is supported by combining delivery and teaching styles.
3. Teachers as facilitators and parents as supporters (Usman, 2019)

The following are the general objectives of blended learning:

a. To assist students in developing at a time of learning following the learning styles of students.

b. So that teachers and students get realistic, practical opportunities in the learning process so that students can learn independently and be useful.

c. They increased scheduling flexibility for students. The learning process can occur flexibly and is not limited by space and time, when face-to-face learning involves as much as possible the interaction of students in the learning process and when online learning, students can seek knowledge that is not limited to space and time by using the internet.

d. Overcoming learning problems is solved in a variety of methods so that students do not get bored

In addition to the objectives of blended learning, there are benefits of blended learning, namely:

1) The learning process occurs face-to-face but can be done online by utilizing the internet to increase the learning process time. The learning process is not limited by time, such as during the face-to-face learning process.

2) Speed up and make it easier for teachers to communicate with students

3) Helping motivate students to be more active in the learning process, teachers can directly involve students in learning independently. Because with online learning, students can learn independently,

looking for knowledge on the internet but still under teacher supervision.

4) The ease of learning increases to become satisfied with learning (Istiningsih & Hasbullah, 2015).

Aglint Learning states that blended learning has five keys in its development, namely:

a) *Live Event*

Direct learning in the same place and time (classroom) or a different place but simultaneously, namely through (virtual classroom).

b) *Self-paced learning*

Combining independent learning (self-paced learning) with conventional learning (face-to-face) allows students to learn without limitation of time and space.

c) *Collaboration*

Collaborating teachers and students with teachers and students from other schools or campuses. It is intended that there is a construction of skills and knowledge to interact socially to solve good problems. Thus, the blended learning model designer must plan appropriate and good forms of collaboration between students and between teachers and other schools.

d) *Assessment*

The learning process requires a way to measure learning success with the test and non-test assessments. Besides that, the teacher must consider assessment online and offline, making it easier for students to take the learning outcome assessment test.

e) *Performance Support Materials*

When combining face-to-face classroom learning with online (virtual) learning, make sure that we don't forget this part because it is very important for us to ensure the readiness of resources to support the blended learning model. We must first consider digital teaching materials, whether these learning materials can be accessed by students both offline and online. For example, when learning online, make sure that the system application has been installed properly, is easily accessible, etc. (Handoko & Waskito, 2018).

The components contained in Blended learning in general are:

1. Newspaper e-learning

Newspaper e-learning is a series of learning that uses a wide range of technology. E-learning is also defined as any learning and teaching that uses various electronic circuits (LAN, WAN, and the internet) to convey learning material. The following are three basic criteria for e-learning:

a. *E-learning/*network means e-learning can retrieve, distribute, store, repair quickly, and share information or learning materials. Rosenberg said that this criterion becomes an absolute requirement because the network is considered very important in e-learning. Without e-learning, a learning network cannot be implemented.

b. *E-*learning uses computer technology to send learning materials using internet technology standards

2. *E-Learning* can be a learning solution for traditional learning problems that do not reach a broad range of learning. Therefore e-learning focuses on the broadest view of learning.

3. Face to face learning

   Face-to-face learning is usually used in the learning process. Face-to-face learning is the teacher and students in one room or face to face in the learning process. In this case, the teacher uses methods, namely:

   a. The lecture method is the most frequently used and the most practical because the teacher only conveys learning through speaking or lecturing in front of the class.

   b. The assignment method, the learning method, has given the task or to be done by students, trains the independence and responsibility of students.

   c. Question and answer method, a method that produces interactions between students and teachers both in small groups. The teacher gives questions, and then students will answer questions from the teacher and vice versa.

   d. The tutorial method, the tutorial method, is a method guided by step-by-step or instructions to students so that the learning process will make understanding easier and understandable to students (Widara, 2020).

   The advantages of Blended learning are that (1) we can save costs and also time in the learning process (2) then in the learning process it becomes more effective and efficient (3) students can easily access the

material and freely study the learning material independent (4) students are not limited by time and place in learning learning material (5) students can also take advantage of material available on the internet that is not provided by the teacher and then discuss the material with the teacher concerned (6) for the teacher (teacher) they can also save energy so that the teacher does not spend a lot of energy teaching because it can be done online (7) The teacher can also use the internet to get enrichment material for students to be blendedThis learning results can be maximized because the reach of material and training for students is wider (8) Not only that, this blended learning model is felt to have a strong appeal to students as well so that it arouses students enthusiasm for learning.

Learning *blended learning* is a learning process that combines or blends face to face learning with the help of technology with advantages, namely: students interact directly with the content of learning, students can meet on online sites or virtual classes using YouTube, Web, classrooms via video and audio and virtual lab (Lalima & Lata Dangwal, 2017).

The drawbacks are: (1) if the facilities and infrastructure are not available and do not support the blended learning model, it won't be easy to apply to students (2) the facilities owned by students are not evenly distributed. For example, not all students have a mobile phone (HP) (3)) internet access (signal) is not evenly distributed in each place for students, and so on.

2. **Implementation of the New Normal Era of Blended Learning Learning Strategy at the Kuala Lumpur Indonesian School**

During the Covid-19 pandemic, educators must be able to adjust to the current situation. Teachers must be demanded that their students be creative and innovative in learning. In teaching and learning activities, the main factor in these activities is the learning strategy used by educators. Educators must need good and appropriate learning strategies for students during this covid-19 pandemic. Kuala Lumpur Indonesian School applies a Blended Learning-based strategy in the new normal era. This learning model focuses not only on face-to-face learning activities in the classroom but also on web-based / online technology in carrying out the learning process. Blended Learning-based strategy is a learning process designed by adding face-to-face learning with online learning to simplify and optimize student learning outcomes. The learning process in the new normal era in overseas Indonesian schools (SIKL) has taken place in schools using a learning strategy, namely blended learning, while still paying attention to the health protocol from the Malaysian government.

The learning process in the new normal era at Indonesian Overseas Schools (SIKL) has been taking place in schools using a blended learning-based learning strategy while still paying attention to the health protocol from the Malaysian government. The teaching and learning process at SIKL can be divided into learning from school and learning from home. Learning in schools is currently taking place according to the direction of the Malaysian government and applying applicable rules, one of which

is social distancing to keep students from making too much physical contact with other students. Around 40-50 students in SIKL elementary school are divided into two groups: group A and group B. In SIKL using google classroom and email as the online learning platform. Students can access the quizzes, do the exercises, and submit bills for their assignments. While in school, the teacher implements TPACK, which combines face-to-face activities and information media. In all lessons, the textbook is no longer oriented. For example, we can hold a video conference with other students at the Tokyo Indonesian School and have virtual discussions in learning Indonesian.

SIKL uses the TPACK method (Technological, Pedagogical, Content knowledge), a series of works in designing new learning. The planning of new learning is combined with three main aspects: technology, pedagogy, and content knowledge. So the teacher must master technology and then use it as a supporting media in learning activities. This blended learning strategy does not focus on face-to-face activities in class or face to face. Still, it uses web-based technology (online learning) to assist teaching and learning activities. Sekolah Indonesia Kuala Lumpur Malaysia (SIKL) during the Covid 19 pandemic used a blended learning strategy, which means that SIKL combines web-based learning (online learning) and face-to-face learning in teaching and learning activities.

SIKL divides its students into one class into two groups: the high-risk group (students whose homes are far away and do not have private transportation when leaving for school) and low risk (students who have

private transportation when leaving for school). This division is carried out to maintain students not to make physical contact with other people and reduce the spread of covid -19. Students learn online or at home in the high-risk group, while in the low-risk group, students are allowed to study at school but still apply the applicable health protocol. The lesson plans used by all Indonesian Kuala Lumpur school teachers are digital. Each parent of the students gets a rubric for their child's learning activities so that each student's guardian can monitor student's progress in teaching and learning activities. SIKL has used a blended learning strategy before the Covid-19 pandemic, so when this pandemic occurred, SIKL felt ready and continued to develop this strategy for the better.

The following is implementing the blended learning strategy at the Kuala Lumpur Indonesian School:

a. Planning

SIKL uses digital lesson plans so that during this pandemic, it is very helpful in the continuity of the learning process. in this pandemic era, SIKL optimizes the use of IT. SIKL uses a "child-friendly" learning concept where the teacher mixes and matches learning synchronous and asynchronous. So that student who studies at home and school can enjoy the learning process and become meaningful learning.

Teachers at SIKL become teachers for digital media. Almost all teachers can use digital media, so students who study at home can still enjoy the learning process with learning media made by the teacher during this pandemic. SIKL has a superior program called

blueprint/lesson guidance, where a teacher prepares strategic methods and materials a week before the learning process occurs. So parents of students studying from home online and students studying offline get a recap of what students have learned.

b. Implementation

The SIKL learning process in schools continues to apply health protocols established by the Kuala Lumpur government, one of which is social distancing. The implementation of the learning process is still carried out as usual. The Kuala Lumpur Indonesian School (SIKL) in one SD level class contains about 40 students. In one class divided into two groups, these two groups are divided into the High Risk and Low-Risk categories. The Low-Risk category is students who have private transportation not to use public transportation and minimize physical contact with other people in public places. Students who fall into this category learn offline, namely, studying at school. Meanwhile, the High-Risk category is students who do not have private transportation, so students must study online or study at home. SIKL students included in the high-risk category are studying at home, SIKL teachers still assist students, one of which is that SIKL has prepared synchronous and asynchronous programs.

Synchronous learning programs are usually carried out at a certain period where students simultaneously carry out learning activities, such as quizzes and discussions on application services. In contrast, an asynchronous learning program allows students to study

and carry out learning activities at the same time. For example, students can read messages or respond to discussions in forums. This synchronous and asynchronous program uses the Google classroom platform or similar applications, so even though students cannot come to school, they can still get learning material.

SIKL optimizes IT (information technology) during this pandemic, even though offline learning teachers still equip children with responsibility and character. Even though the child is not confronted with the teacher directly, the teacher still assists students. One of the programs is the parent report feedback rubric. So when students study with their parents, parents will report to the teacher what the student has achieved.

CONCLUSION

In the new normal era, the strategy used by SIKL was the blended learning model. Blended learning is a learning method that combines face-to-face learning and online learning, which aims to improve student learning outcomes. The learning process in the new normal era face-to-face at SIKL continues as usual by still using the health protocol from the Malaysian government. Meanwhile, SIKL uses digital media to support the learning process optimally for the online learning process.

The implementation of the blended learning strategy in SIKL is SIKL using digital lesson plans. During the pandemic, it is very helpful in the continuity of the learning process. During a pandemic, SIKL optimizes the use of IT (information technology). Teachers at SIKL become teachers for

digital media, meaning that students who learn from home can still learn using learning media made by the teacher during the new normal period. SIKL has a superior blueprint/lesson guidance program where a teacher prepares strategic methods and materials a week before the learning process occurs. The learning process carried out face-to-face still applies the health protocol established by the Malaysian government. One SD level class in SIKL contains about 40 students, in one class divided into two parts or two groups. This group is divided based on the high-risk and low-risk categories. The learning process is carried out online using the google classroom platform while still assisting students.

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