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## Analysis of the Effectiveness of Blended-Based Classroom Management During the Covid-19 Pandemic

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**Abstract:** The policy of adapting new habits during the COVID-19 pandemic in yellow and green zone schools became the basis for blended learning practices at SDIT Al-Fatih Cigombong, which became a pilot school in the Bogor Regency area. This study aims to analyze the effectiveness of blended-based classroom management at SDIT Al-Fatih. This study uses a qualitative approach with a qualitative descriptive method. The data were collected through interview, observation, documentation, and literature study. The data analysis method used descriptive analysis techniques. Research findings show that blended-based classroom management at SDIT Al-Fatih during the COVID-19 pandemic was declared quite effective. It indicated from some aspects: teacher's ability to manage learning, utilize learning media optimally, positive response of students to learning activities, learning objectives can be achieved, quantity of student assignments, giving fair rewards and grades to students, periodic assessments, classical minimum completeness criteria (KKM) achievement, actively involving students, attracting students' interest and attention, active communication between teachers and parents regarding information related to student and school learning, having facilities and infrastructure to support the teaching and learning process. Furthermore, implementing blended-based learning considered effective in maximizing learning activities during the Covid-19 pandemic.

### PRELIMINARY

Coronavirus disease (Covid-19)

started an epidemic in December 2019 in

Wuhan City, Hubei Province, China

(BBC, 2020). The virus spread very



quickly throughout the world, so that on March 11, 2020, the World Health Organization (WHO) declared Covid-19 a global pandemic outbreak (Technology, 2020). The virus infection began to spread in Indonesia after the first confirmed case of Covid-19 infected two Indonesian citizens from Depok at the end of February 2020 (Beritasatu, 2020). The government also urges the public to carry out social distancing and maintain physical distance (physical distancing), wear masks and always wash their hands in anticipation of the spread (Putri et al., 2021).

The impact caused by Covid-19 affects various sectors of life, including the education sector. The most significant effect of Covid-19 felt by the world of education in Indonesia is an online learning policy (on the network) to replace traditional face-to-face learning. This policy is an implementation of the Circular of the Minister of Education and Culture Number 3 of 2020 concerning the prevention of Covid-19 in education units, and Circular Letter Number 4 of 2020 concerning the implementation of education policies during the

emergency period of the spread of Covid-19 (Hanifah et al., 2020). The performance of education policies <sup>11</sup> during the Covid-19 pandemic is that all learning is carried out online or better known as learning from home (BDR). The principle of learning from home (BDR) <sup>8</sup> is that students can access learning materials and resources without time and place restrictions. This learning from home (BDR) activity is expected to support the distance learning process and facilitate disseminating material to students (Kurniasari et al., 2020).

<sup>6</sup> The online learning system is carried out through a personal computer (PC) or laptop connected to an internet network. Teachers can do learning together simultaneously using groups on social media such as Whatsapp, Telegram, Instagram, Zoom, or other teaching media (Sofyana & Rozaq, 2019). However, online learning in its management has begun to be complained of by the education sector, educators, students, and parents. Therefore, schools are advised to balance online and offline learning, a blended learning concept that combines

online and offline systems (Wardani et al., 2018). The right combination of blended learning will facilitate the development of students' knowledge in online systems and strengthen skills in offline systems (Nurhadi, 2020).

The opening of schools in the green and yellow zones of Covid-19 can be carried out starting from elementary to high school levels, referring to the Four Ministerial Decree signed on August 7, 2020. Furthermore, the practice of offline learning must implement strict health protocols and has been approved by the local government, school principals, school committees, and parents of students (Puspita, 2020). Finally, 170 schools in Bogor Regency were allowed to hold face-to-face learning trials by the Decree of the Head of the Bogor Regency Office Number 421/85-Disdik concerning the determination of education units at the elementary, junior high school and high school levels. The pilots/models allowed face-to-face learning (PTM) limited during the Covid-19 pandemic in Bogor Regency (Bogorkita, 2021).

SDIT Al-Fatih Cigombong is one of the schools appointed to conduct limited face-to-face learning trials in the

Bogor Regency starting March 15, 2021. In blended-learning, teachers must carry out practical learning activities closely related to classroom management. Classroom management is an activity or all efforts, and regulatory actions carried out by educators or teachers to foster, organize, and maximize class resources in teaching and learning activities to create learning conditions. They can solve problems so that learning runs smoothly (Purnomo, 2017). As the spearhead of education actors, teachers have a strategic position and directly influence the learning process. The quality of the learning process and outcome is ultimately determined by the quality of the meetings between teachers and students. Teachers' empirical and rational knowledge and their various skills will be passed on and become a tool for developing students' scientific attitudes (Evertson & Emmer, 2011). Blended-learning model was quite a new concept trying to be adaptable for new normal situation in the school. And the assumption that it would come up as the best solution for engaging some problems of education in the post-pandemic situation was also

remain as question. Thus the study for analyzing the effectiveness of blended-based learning is highly needed.

Based on the current conditions and a study of several theories above (Wardani et al., 2018; Hanifah et al., 2020; Nurhadi, 2020), the purpose of this study is to analyze the effectiveness of blended learning-based classroom management during the Covid-19 pandemic in grade IV SDIT Al-Fatih Cigombong, Bogor Regency.

#### METHOD

This research was conducted at SDIT Al-Fatih, which is located at Jl. Kp. Muara RT.02 RW.05 No.8 Ciburuy Village, Cigombong District, Bogor Regency, in class IV during the applied blended-based learning model in the school. SDIT Al-Fatih uses varied learning media during online learning. During the trial period for face-to-face learning, SDIT Al-Fatih was made a PTM pilot school and was reviewed directly by the regent of Bogor. The type of research used is descriptive qualitative. Researchers conducted research studies on blended-based classroom management during the Covid-19 pandemic in actual conditions through translation <sup>9</sup> in the form of

words. The essence of qualitative research is to emphasize the efforts of a researcher in studying the nature and phenomena that occur in their overall complexity (Sutama, 2016). The method used in data analysis in this study is the descriptive analysis method. The data obtained is poured in the form of words, then described to provide absolute clarity.

The data was collected through interviews and direct observations, <sup>14</sup> documentation, and literature study with the help of print media and internet media, and field notes. The interview technique was using the structured interview, while the observation was done through direct non-participant observation. The documentation used to get the data of school profile, facilities, and the natural situation of blended-based learning implemented in the school. Moreover, literature study was used to get supported theories related to study from article publications in national or international journals, proceedings and other related sources.

Class criteria in the study were classes that regularly use the three

online learning media every week (Zoom, YouTube, Quizizz) and participants in each lesson range from 75-100% participants.

### DISCUSSION RESULT

Classroom management combines educational resources to be centralized for the benefit of class learning so that optimal learning outcomes can be achieved (Wiyani, 2013). Classroom management is needed because from day to day, even from time to time, the behavior and actions of students are constantly changing. Today students can study well and calmly, but tomorrow is not necessarily. Yesterday there was a healthy competition in the group. On the other hand, in the future, the competition may not be beneficial. Classes are always dynamic in the form of behavior, actions, attitudes, mental and emotional learners (Evertson & Emmer, 2011). Classroom management is essential in the implementation of learning, where a safe, comfortable and conducive school environment can influence students in absorbing the material taught by the teacher (Mulyasidhi & Haq, 2021). Class management also significantly affects students in terms of academics,

behavior, emotions, and motivation (Korpershoek et al., 2016).

SDIT Al-Fatih Cigombong has conducted online learning since March 16, 2020. Online learning is carried out using various supporting media, including Zoom, YouTube, WhatsApp Messenger, Quizizz, Google Forms, Gnomes, and other similar media. In addition, limited face-to-face learning (offline) at SDIT Al-Fatih Cigombong has been conducted since March 15, 2021. Offline learning is conducted in schools face-to-face with a limited number of students. It pays attention to the Covid-19 health protocol by government directives, such as maintaining social distance, washing hands, wearing masks, and maintaining a physical space.

Teachers play an important role in virtual learning, starting from planning, organizing, implementing, and evaluating, in increasing learning effectiveness during the pandemic (Saifulloh & Darwis, 2020). The point of online learning is influenced by the teacher's ability to carry out management activities. Teachers carry at least three managements in online education: time management,



classroom management, and learning management (Widodo, 2020). In addition, there needs to be cooperation between related elements, such as students, teachers, parents, school principals, and adequate facilities and infrastructure to support the effectiveness of learning (Wibowo, 2013).

<sup>12</sup> The blended-based learning during the Covid-19 pandemic in elementary schools need the role of the teachers in managing main aspects of classroom management effectively. The teachers should mind the following: 1) implementation of learning; 2) implementation of the assessment; 3) interaction between teachers and students; 4) communication between teachers and parents, and 5) learning facilities.

#### a. Learning Implementation

Learning online and offline during the Covid-19 pandemic requires teachers to streamline a relatively shorter learning time, optimize learning, and achieve learning objectives. <sup>7</sup> Teachers also need to adapt quickly and improve abilities and skills to package knowledge to increase

student motivation. Online learning activities at SDIT Al-Fatih are mainly carried out via Zoom, YouTube, and WhatsApp Messenger.

Online learning via Zoom takes approximately 90 minutes. The teaching includes the delivery of material by the teacher and discussion/question and answer activities attended by 85% of students from a total of 60 students of class IV SDIT Al-Fatih Cigombong. Learning through Zoom certainly has advantages and disadvantages that teachers and students feel, especially in terms of the intensity of the interaction between the two. The benefits of learning through Zoom include that it is easier for students to communicate with the teacher because they can ask questions directly to the teacher to more readily understand the material presented. Meanwhile, the lack of learning through Zoom is in the implementation learning that is deemed less effective because of the large number of participants and signal instability that makes it difficult for students to learn to condition.

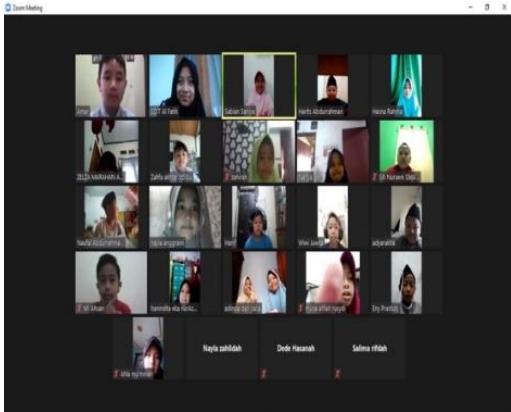


Figure 1 Learning via Zoom

In addition to using Zoom, online learning at SDIT Al-Fatih also uses learning videos made by teachers and uploaded to the SDIT Al-Fatih Youtube Channel. The maximum length of the uploaded learning video is 10-15 minutes. The teachers needed time flexibility to minimize the possibility of students feeling bored and stopping watching the video before the presentation ended. Just like learning through Zoom, learning through YouTube also has advantages and disadvantages. The benefits of learning using videos may drive the teacher to be creative and improve technical skills, such as editing learning videos with various engaging media such as music and pictures that match the material taught. Online learning that uses digital media at the primary and secondary education levels is more inclined to change the image of education because

teachers are required to innovate more creatively in preparing learning materials. Thus felt to be mandatory to increase the interest in learning students who are incidentally still unfamiliar with online learning methods (Lestari & Gunawan, 2020). In addition, the advantages of video in learning are also expressed by Uno & Lamatenggo (2011), which states that learning videos have several advantages, namely videos. It can manipulate time and space; teachers can invite students to travel anywhere, even though classrooms limit them. Videos can also display objects that are too small, too large, dangerous, or even cannot be visited by students. The ability of video media can also be relied on in the field of study that learns motor skills and trains activity skills.

The disadvantage of using learning videos is that some students get bored quickly and don't listen to the video until it's finished; some even don't listen at all. In addition, signal stability also affects the quality of the video. Finally, students who do not have a good internet connection will find it challenging to understand learning because the videos they watch are unclear or intermittent.





Figure 2 Learners watch learning videos through the YouTube channel

WhatsApp Messenger is used as a medium to convey information to parents of students related to lesson schedules, collection of assignments, and other information related to the online learning process and student administration. In addition, WhatsApp Messenger is also used by teachers to make video calls with students associated with memorizing short letters while students carry out online learning.

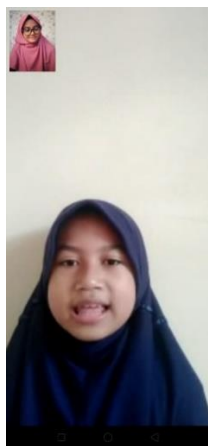


Figure 3 Learners do Al-Qur'an memorizing via WhatsApp video call

The advantage of using WhatsApp Messenger in online learning is that both teachers and students can easily access it because all teachers and fourth-grade students of SDIT Al-Fatih already have the application on their respective smartphones. Meanwhile, internet connection problems are still an obstacle in its use.

Offline learning at SDIT Al-Fatih Cigombong is held twice a week. Teachers provide face-to-face learning in class, always paying attention to <sup>13</sup> health protocols, such as washing hands, wearing masks, and maintaining a physical distance. In addition, students who take part in offline learning are based on the permission given by their parents and the health conditions of the students themselves. Students who do not get parental consent or sick students are not required to take offline learning but can choose online learning options that their respective homerooms will condition. Before entering the classroom, students must wash their hands and check body temperature to ensure that each student is in good health and ready to do offline learning at school.



Figure 4 Students checking body temperature before entering the classroom

Offline learning is divided into two sessions: the first session at 08.00-09.30 WIB and the second session at 09.30-11.00 WIB or for 90 minutes, which includes the delivery of material by the teacher and discussion/question and answer activities.

#### **b. Assessment Implementation**

In addition to teaching and learning activities, assessment or evaluation is also essential in the learning process. Evaluations are carried out periodically following the school's educational calendar, such as daily assessments, test weeks, mid-semester assessments, end-of-semester assessments, and year-end assessments. In addition, daily online evaluations are carried out via Quizizz and WhatsApp Messenger.

Assessment through Quizizz is carried out by the teacher making

several questions regarding the delivered material; then, students will be given a link to fill in the question. Meanwhile, the teacher's assessment through WhatsApp Messenger asks students to do some practice questions in the package book. Finally, the students' parents will send the assignment photos via WhatsApp Messenger to the teacher concerned.

Assessment activities using Quizizz motivated students to learn because students can see the leaderboard according to their scores. However, access to an examination, which is limited in time, becomes an obstacle for students who do not have a stable internet connection and causes them not to access the page, thus skipping the assignments given that day. There is quite a lot of material presented to students in the online learning process, considering that teachers must maximize the limited learning time. Likewise, with the assignments given, which aim to hone students' abilities, and understanding of the material studied, sometimes students complain about assignments that feel too many so that they feel burdened and have difficulty in completing these tasks.

Therefore, teachers are required to make online learning activities lighter, creative, and engaging by giving appropriate assignments and giving students an understanding that assignments are one way <sup>15</sup> to make it easier for them to understand the material that has been delivered.

<sup>10</sup> Online assessments for test week, mid-semester assessments, end-of-semester assessments, and year-end assessments were carried out through Google Forms and Gnomeo. First, the teacher makes a test question on the Google Forms page; then, students will get a link to fill in the questions according to the specified hour. Gnomeo is a site that provides e-learning facilities based on an LMS (Learning Management System), where teachers can create and check questions and enter students into the online learning room using the username and password given to each learners.

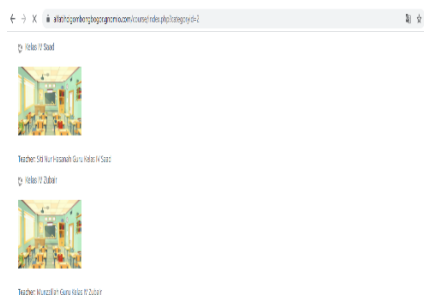


Figure 5 The front page of the Gnomeo online study room  
Class IV SDIT Al-Fatih Cigombong

Offline assessment or evaluation carried out in schools with questions made by the teacher, then printed out and distributed to each student. Offline checks are considered more objective because most students can work on these questions honestly and independently.

### c. Teacher Interaction with Students

The highest level of interaction between teachers and students online is through Zoom, where students can interact directly with the teacher while learning at the same time so that they can freely ask the teacher about the learning material presented. However, some students are more comfortable asking the teacher online via the chat column on the Zoom application. Students can write questions in the chat column; then, the teacher will answer the questions directly—Ni (2013), which states that online learning itself can reduce the presence of students. Still, on the other hand, it can also increase the effectiveness of learning for students who tend to be quiet during face-to-face learning directly. Because these students will feel a different atmosphere when knowing

online, it reduces students' level of nervousness. However, internet access and signal stability are the problems that most teachers and students complain about over the years of learning via zoom.

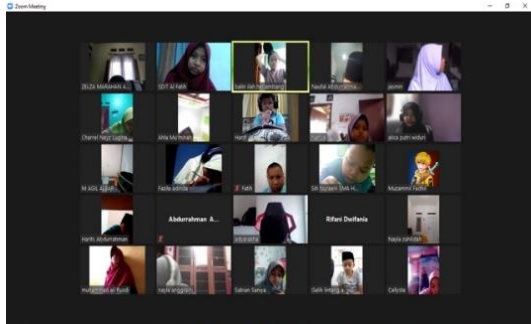


Figure 6 Discussion activities between teachers and students via Zoom

Teachers believe that offline learning has more impact on students because two-way interactions between teachers and students can run optimally without any obstacles in offline learning. So that learning materials can be appropriately delivered, especially with the application of physical distancing where one class is only filled with 15 students. Such condition makes it easier for the teacher to pay attention and control the students during the learning process. The fourth-grade students of SDIT Al-Fatih felt the same thing. In addition, most students prefer to take lessons offline at school because they can focus more on receiving learning materials provided by the

teacher without being constrained by signals or inadequate internet access in their homes.



Figure 7. Delivery of learning materials offline in class IV Saad

#### d. Good Communication between Teachers and Parents

Parents play an essential role in online learning, where parents need to guide, assist, and motivate students in the online learning process at home. In line with Wajdi's (2021) opinion, which states that online learning requires the active role of parents in accompanying their children to learn. Because if you don't get support from parents, the teaching will be in vain. This opinion is in line with the statement of Mutik et al. (2020), which states that parents have an essential role in the online learning process, namely as facilitators, motivators, companions, and prominent teachers. In addition, parents play an active role in supervising

students' use of gadgets or devices. The fourth-grade teacher of SDIT Al-Fatih carries out communication with parents on an ongoing basis through class groups created on the WhatsApp Messenger application. The group's functions include conveying information related to learning schedules and technicalities, collecting assignments, and other information related to the learning process – online and offline, as well as student administration. The lesson schedule is distributed to parents through the WhatsApp group a day before the lesson, including a schedule for the next week.

<b>Senin : Hafalan Doa</b>
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<b>Selasa : Hafalan Hadist</b>
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<b>B Sunda</b>
<b>Kamis : B Inggris</b>
<b>B arab</b>
<b>Jum'at : Pai</b>
<b>Tematik</b>

Figure 8 Class IV Schedule for the first week of March 2021

In addition, the class teacher also redistributed daily schedules and learning techniques and motivation to students in the WhatsApp group in the morning to remind parents so that

parents can prepare students for learning well.



Figure 9 The teacher provides motivation and a daily activity schedule through the WhatsApp group.

Communication between teachers and parents of students through groups on the WhatsApp Messenger application was also carried out for offline learning. The teacher conveys information about the schedule and technical education, licensing, readiness, and health conditions of students through the group.

### e. Learning Facilities

The facilities and infrastructure used during online learning include adequate devices for learning, such as computers, laptops, or smartphones, internet access in the residences of teachers and students, and online learning support applications. All teachers and students of SDIT Al-Fatih Cigombong have adequate tools to conduct online learning. Internet access



is a problem that often arises when the online learning process is carried out because unstable signals affect the quality of video and audio when learning via Zoom or YouTube, causing some students to miss the material delivered by the teacher. Applications used for online learning at SDIT Al-Fatih Cigombong are Zoom, YouTube, WhatsApp Messenger, Quizizz.

Meanwhile, the facilities and infrastructure for offline learning at SDIT Al-Fatih Cigombong emphasize more on the facilities provided by the school to support the implementation of limited face-to-face learning activities. These included places to wash hands, soap, hand sanitizers, masks, face shields, and tools of the body temperature gauge.



Figure 10. Students wash their hands before entering the class room.

In addition, clean and sterile classrooms and seating arrangements must be considered in the implementation of offline learning.



Figure 11 Seating arrangements for class IV Saad students

## CONCLUSION

Based on the online and offline classroom management research findings carried out in class IV, SDIT Al-Fatih is quite effective. The results of this study refer to the research objectives, namely knowing the effectiveness of blended-based classroom management at SDIT Al-Fatih covering five management domains, namely (1) learning implementation; (2) the implementation of the assessment; (3) the interaction of teachers with students; (4) good communication with parents; and (5) learning facilities. The practice of blended learning is quite effective because it can hone the ability and knowledge of teachers to be more



creative. Preparing materials, creating exciting and varied learning media, conducting objective online and offline assessments, and ensuring two-way interactions between teachers and students run well. In this case, learning through Zoom is considered quite good in replacing face-to-face learning (offline) with a note that both teachers and students have a stable internet connection. In addition, cooperation between related elements such as the school and parents/guardians of students is very decisive in the success of learning activities. Teachers must build good communication with parents/guardians of students so that learning activities and student development in blended learning can occur well. Cooperation between related elements such as the school and parents/guardians of students is very decisive in the success of learning activities. Teachers must build good communication with parents/guardians of students so that learning activities and student development in blended learning can occur well. Cooperation between related elements such as the school and

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