



THE HYBRID LEARNING MODEL; A TEACHER STRATEGIES IN LEARNING MANAGEMENT DURING PANDEMIC

Fathor Rosi¹(✉), Abdurrahman², Winda Wahyuni³

¹ Sekolah Tinggi Agama Islam Nurul Huda Situbondo, East Java, Indonesia

^{2,3} Universitas Nurul Jadid Probolinggo, East Java, Indonesia

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(✉)Correspondence to:

fathorrosy1991stainh@gmail.com

Abstract: The purpose of this study is to explain the Hybrid learning, learning management model during the Covid 19 Pandemic Period at Nurul Jadid University with a focus on management, learning planning, and evaluation of Hybrid learning itself. The research approach used is qualitative research. The research method uses descriptive and quantitative methods. Data collection techniques using observation, deepening, and documentation techniques. Data analysis through data reduction, data presentation, and verification. Checking the validity of the data using the methods of credibility, conformability, transferability, and dependability. As a result, Nurul Jadid University has a shift system, a week of studying offline and at school. The weakness is that students are less active in delivering responses in WhatsApp groups, and the practice of copy-pasting daring assignments among students is increasingly widespread. Implications show that Hybrid learning requires the agility of students and lecturers so that learning can take place optimally.

INTRODUCTION

The pandemic that has hit almost all parts of the world has dramatically impacted humans. This impact does not only occur in the economic sector marked by the number of people who have lost their livelihoods. However, the epidemic also impacted the education sector (Kholifuddin, 2021). Like other affected sectors, education also feels and forces educational institutions to make improvements and transformations (Mundiri et al., 2021). The change that should have been carried out since the era of the industrial revolution 4.0 seems to have found its momentum with the emergence of the COVID-19 pandemic outbreak. The transformation that should have appeared in the industrial revolution era was marked by the digitalization of science and IoT (internet of things) in educational governance that educational institutions have not widely carried out. However, several educational institutions have made innovations since the pandemic because they are pressed by circumstances, run over, or

compromise changes. The changes that educational institutions mostly make during the pandemic are learning that is not done face-to-face but online.

Online learning uses technology and internet network in the learning process. In this process, lecturers can use the help of applications such as WhatsApp and zoom (Aji et al., 2020). Online learning is learning that is held through the web network. Each course/lesson provides material in the form of video recordings or slideshows, with tasks to do within a time limit, predetermined artistry, and various scoring systems. Online learning is a new place for students to hone their skills. However, not all online learning is carried out optimally. Many problems must be faced in online learning, especially in students' understanding of using the internet. In addition to the internet, data packages are a problem in the hybrid learning process, so school principals must carry out a management reform policy in learning to implement hybrid learning effectively. The renewal of learning management leads to the achievement of learning objectives effectively and efficiently. Online learning management is a new thing that many educational institutions have not done. However, online learning management is one sector that can help the learning process (Mundiri & Sholehah, 2020).

Online learning management is not much different from traditional learning management. It's just that online learning management uses mobile technology assistance (Fauzi et al., n.d.2020) while learning management itself is a learning process carried out in two parts, those are an effective and efficient learning process. Thus online learning management is a teaching and learning process carried out using mobile technology and internet networks, which involve teachers and students in the learning process so that they can carry out effective and efficient learning (Yanti Sri Danarwati, 2020). Not only that, learning management online is a form of the ability of a teacher/lecturer to manage to know so that the teacher is the main component in learning management. Teachers must be able to plan and execute each student's evaluation in the online learning process (Yanti Sri Danarwati, 2020). In this case, the teacher is the key to ongoing learning management. So the teacher needs to master every plan that will be carried out in the learning process.

Lecturers are the primary sector in the learning process (Taufik, 2021). Thus lecturers need to have updated learning strategies. Learning strategy is a strategy that lecturers will carry out in the learning process. This strategy allows lecturers to choose the material to be taught to students. In online learning, the main task of the lecturer in the learning process is to manage the class so that learning events occur even though it is carried out in remote mode (Fauzi, 2020). However, it is more important for lecturers to foster student interest in learning. In promoting student interest in education, lecturers need strategies to condition students to be interested in learning even though they are online, ensure students are taking part in learning, and activate how to make learning that can trigger the ability to think, interact, communicate, and reflect (Setiono & Handayani et al., 2020). not only from an interest in students, a problem in the hybrid learning process. However, in implementation, students and lecturers

face many challenges, especially in technology (Fojtik, 2018). Due to the unpreparedness of schools and human resources for online teaching, students from some remote areas in Indonesia or students living in mountains or small villages cannot continue their activities because they do not have an internet connection (Mundiri, 2021). Efforts to understand course content are also an important issue. Students feel that community scarcity, technical problems, and difficulties understanding teacher instructions are common barriers to distance learning. Indonesian students are also not well prepared for e-learning competencies. There is a low level of readiness among the students regarding the Learning Management System. Thus it can be concluded that the learning strategy is a process carried out by two parties that can increase student interest in learning and understanding a lesson.

In research, Saefuddin Zuhri (2020) said that with the diversity of the current system, management must have many better innovations. Hybrid learning is an innovation; hybrid learning uses bold and engaging learning methods. Where in the aggressive learning process, computer and internet technology are needed, while face-to-face learning is like what has been done by schools in general (Suhairi & Jumara, 2021). Hybrid learning is an excellent choice to increase effectiveness, efficiency, and attractiveness. Hybrid learning makes it easier for students to produce more learning from various sources and get flashbacks from the teacher quickly. Arifin (2020) stated that even in different places, hybrid learning could be implemented and interact with students. Good, with questions and answers and flashbacks by educators and students.

From the explanation above, we can conclude that lecturers must have good learning and innovation strategies to create conducive, effective and efficient learning. Especially during the current pandemic, lecturers need innovations to maximize the knowledge that will be applied during the pandemic. Where the application of learning during a pandemic that is carried out at Nurul Jadid University uses a hybrid learning method, this sudden hybrid learning is not impossible to face various obstacles. Lecturers or students may experience learning difficulties. Teachers or lecturers are expected to choose and use appropriate learning strategies to minimize learning difficulties that may be shared or faced by students/students (Nikmah, 2020).

The difference between this research and previous studies lies in educational institutions that apply Hybrid Learning. In this study, the institution that applies Hybrid Learning is Nurul Jadid University which is under the auspices of the Islamic boarding school foundation. In fact, in general, Islamic boarding schools reduce the use of technology such as the internet for students. However, Nurul Jadid University dares to implement Hybrid Learning with organized management.

This study aims to determine the management or strategies used by lecturers at Nurul Jadid University in hybrid learning during a pandemic where the learning is a new form of learning, and lecturers need a new system for how the learning process will be carried out. Because hybrid learning is learning with two types, namely online and offline, lecturers have challenges in managing

these two types of learning. Especially online learning, online learning is a new challenge for lecturers, where lecturers must ensure that their students use electronic devices and access the applications therein. In online learning, lecturers also need to optimize human resources in the learning process to adapt, especially in online learning, wherein the online learning process; most students do not focus on the learning that is carried out due to a lack of human resources and inadequate internet facilities in some remote areas.

RESEARCH METHOD

The research conducted in this study used descriptive analysis and a qualitative approach. In the qualitative approach, the single case method is used. At the same time, this type of research is a case study. This research was conducted at Nurul Jadid University. The data sources used are primary data and secondary data. Preliminary data were obtained from interviews with lecturers and students at Nurul Jadid University. Meanwhile, secondary data uses journal reading sources and scientific works, data collection techniques using observation techniques, interviews, and documentation. Data analysis uses the process of data reduction, data presentation, and conclusions and verification.

RESULT AND DISCUSSION

The study results indicate that each lecturer's learning process uses almost the same method, only using different applications from the implementation process carried out by each study program. There are three main points in implementing hybrid learning: planning, implementation, and evaluation.

Planning

Learning planning includes the arrangement of teachers (educators), students, and administrative staff, methods, materials, and procedures, elements of learning tools that must be organized systematically and systemically (Maliki & Erwinsyah 2020). Distance Learning Policy Procedures (PJJ), both offline and online, or Learning From School (BDR) through face-to-face guidelines, such as curriculum and others, must be made. Nurul Jadid University's curriculum is compiled by a team that has been formed, namely the Education Unit Quality Assurance Team (TPMSP), to allow the adjustment of educational programs to the needs and potentials that exist around the school. While handling and preventing Covid-19, the Nurul Jadid University curriculum is structured to continue to realize the school's vision by accommodating the existing potential to improve school quality, both in academic and non-academic aspects (according to the eye and mission).

Government policies carry out the learning strategy during the transition period and the new normal, namely through BDR/or PJJ learning activities (online and offline), by simplifying the learning plan into three aspects, namely the learning objectives of learning activities and assessment. In the strategy prepared to achieve hybrid learning targets, lecturers combine web-based technology such as virtual classrooms, independent instruction, collaborative

activities, video streaming, audio, text, and use of various pedagogical approaches, as well as utilize all forms of instructional technology such as videos or applications by combining technology with the task of creating an optimal and harmonious learning effect. But when conditions return to normal as before Covid-19, learning will be adjusted to new demands and policies, namely face-to-face and others.

During the transition period to New Normal, the arrangement of the learning load at Nurul Jadid University was adjusted to existing policies, especially regarding study guidelines during the pandemic. In addition to the curriculum, learning planning is seen in preparing the syllabus and lesson plans (RPP). The syllabus and lesson plans are operational plans for learning activities designed by each supporting lecturer to be used as a basis for learning activities. The syllabus and lesson plans show that the lecturers have planned to learn well; this is based on the contents of the syllabus and lesson plans, which already contain competency standards, core competencies, indicators, learning objectives, learning materials, learning methods, steps for learning activities, resources learning, to assessments that will be carried out during the pandemic and strengthened by what is in the online learning booklets, it is said that systematic learning design needs to be carried out to produce learning implementation plans along with learning tools, such as research instruments and learning objects that are effective and efficient.

Implementation

In the smooth implementation of learning during the pandemic, Nurul Jadid University applies several things such as strategies and tactics in learning, learning methods and techniques, and learning procedures.

a) Online learning strategies

The learning strategy carried out is by government policies during the transition period and the new normal, namely through BDR/or PJJ (online and offline) learning activities, namely the Hybrid Learning learning model. Hybrid learning is known as learning that combines one or more strategies. The strategy used in the learning process here has several aspects.

Assignment-based learning strategy (Recitation) This learning strategy takes the form of assignments to students, such as resume assignments or making a synopsis of several lecture reference books. This strategy is considered to make it easier for lecturers to ensure that their students want to read and look for lecture references related to the discussed topic. Based on the author's observations of 5 lecturers who applied this learning strategy after interviews, the lecturers chose this strategy because this assignment did not require face-to-face meetings with students, which had been an obstacle. In addition, this assignment may not have to be done in groups but can be done individually.

The assignments given by lecturers include individual paper assignments, resume assignments, assignments to read and understand

lecture material, assignments in the form of essay test questions, and multiple choice. This form of work does not entirely replace the class seminar learning system that has been applied to face-to-face learning, but at least the lecturers hope that the assignment can represent the role of teachers who cannot hold student meetings.

Project-based Learning Strategy Project-based learning strategies are also an alternative strategy for learning at Nurul Jadid University. Learning strategies are applied to improve students' abilities to integrate their conceptual understanding. This learning strategy is usually carried out at Nurul Jadid University before and after the epidemic outbreak. It's just that when there has been a pandemic, this learning strategy is carried out using the remote method and in an online system. Project-based learning strategies at Nurul Jadid University are usually used at the end of lectures and do not become routine tasks but become assignments per semester. And this learning strategy is not given for material that is part content but is applied to complex material.

As the authors observe, the types of assignments for this strategy are assignments for making learning media, writing journal articles, making handbooks, and so on. This strategy is usually assigned at the beginning of the lecture and asked to be collected at the end of the semester. The long duration of the collection of assignments indicates that the project assignments require a long time and process and usually cannot even be done by individuals but must be done in the form of groups.

Project-based learning is indeed in the aspect of competence, increasing the competence of students' knowledge, attitudes, and skills. The process of understanding and then pouring it into writing will increase students' cognitive competence. The philosophy of patience, thoroughness, and discipline in doing project-based tasks will increase their attitude or attitude competence. Meanwhile, looking for references, applying trials, and similar activities improve the psychomotor abilities of students. Namely, reading and writing. There are two models used at Nurul Jadid University, literacy in the form of reviews and literacy in the form of production. As the author observed, literacy in the form of a review is displayed in the Critical Book review (CBR) activity, Critical Journal Review (CJR). CBR activities are carried out in the form of reviewing lecture reference books. In this case, it is usually determined by the respective lecturers, and similarly, CJR is carried out in the form of reviewing journals relevant to lecture material. Both CBR and CJR are usually carried out with a time limit until the middle of the lecture, not including routine tasks that are typically done daily but within the specified time limit.

Online seminars (online discussion and question and answer) Seminars are usually conducted by presenting papers in front of the class and showing the lecturer and other students. However, the seminar was

conducted amid this pandemic, as described below. (1) students are instructed to write papers according to the steps and conditions that have been set, (2) the completed paper is then shared with lecturers and friends through the WhatsApp group that has been created previously (3) Students then automatically each upload a video presentation on youtube (4) shares the link with friends by sharing the link to the WhatsApp group, (5) or the 4th step can be replaced by making video calls with friends using the zoom application, google meet and others, (5) students and lecturers then provide input and comments on written works that students have made.

What the researchers observed was that there was no significant difference in the implementation model, and it could be said that there was no change. It's just that the changes, in this case, presentations, discussions, and questions and answers, are done online. In this case, indeed, all students can do it. Some students cannot do it due to network problems and internet packet constraints.

b) Offline learning strategies

Implementing offline learning and assessment activities at Nurul Jadid University during the pandemic adjusted to pandemic conditions so that learning is based on PJJ, Online, and Offline, namely semester shifts; for example, in one semester, there are 14 meal meetings, seven learning days are conducted online and the other seven days are offline. And it is done crosswise. If the first week is done online, the second week is done offline, and so on until the end of the semester. And adjusted if the condition has recovered/Normal, a regular effective study schedule can be applied. This is also corroborated by the results of an interview with one of the FAI lecturers as follows:

"Yes, it is like learning that is carried out online will later be divided into two study groups for a week. For example, if this week's accounting management lecture is conducted online, the following week will be conducted offline, and so on until the end of the semester."

Structured (KMTT) as shown in the table below:

Table 1. Nurul Jadid University Learning Activities During the Covid-19 Pandemic

Activity	Offline/Online
Face-to-face for Subject	Offline/Online
Structured Assignments	Offline/Online
Unstructured Independent Activities	Online

From the explanation above, it can be said that the percentage of offline and online learning concepts at Nurul Jadid University is 50% face-

to-face and 50% online. Still, the application's effectiveness in face-to-face learning takes 45% and online 80% of the total implementation of knowledge. Learning online is considered not to reach 50% because some teachers want assignments made during online learning not to be sent entirely online but through offline meetings. This means that Nurul Jadid University has implemented Hybrid Learning based on Smith and Kurthen's BL taxonomy which requires online learning to reach 45%.

Furthermore, at Nurul Jadid University, regarding the learning load when conditions have been declared normal, the learning load is determined based on the use of the education program management system currently in effect in schools, namely using the package system.

c) **Learning Method**

In the interaction of teaching and learning activities, there is communication between the sender of the message and the recipient of the message, as well as the material of the news conveyed. Norton revealed that the teacher gives messages as learning materials to students or students who receive the message. Communication in learning can be unidirectional, interactive, or there are dynamic transactions between the sender and recipient of the message (Suhairi dan Jumara Santi, 2021).

The learning communication process must be continued in offline, online, and mixed learning (both). For the "hybrid learning" learning model, it is believed that students are independent through this learning and are responsible for their education. The hybrid learning atmosphere will "force" students to learn actively. Students will independently seek information and learning materials, take the initiative to take action, and learn independently (Solong, 2021).

Nurul Jadid University In implementing offline learning, the learning methods used are the same as everyday learning, such as lectures, discussions, project-based learning, etc. In online learning, various online media platforms are used to support its implementation. In using the hybrid learning model to combine online and offline knowledge, it is necessary to have learning innovations to facilitate learning with the integrated model.

Learning innovation is an effort that aims to coordinate the development of science and technology in the learning process, as well as solve various problems in the learning process. The internet can indeed be used in the learning process because it has many unique characteristics, namely (1) as one of the interpersonal and mass media that allows one-to-one and one-to-many communication, and (2) it's interactive nature. (3) Allows synchronous or asynchronous communication so that learning is realized without knowing time and place (Hapsari & Fatimah, 2021).

Therefore, in the current new standard, the learning process can run effectively; we can learn through electronic media and internet networks through synchronous and asynchronous learning. The chart is explained as follows:

Hybrid Learning Management Model during the Covid-19 Pandemic

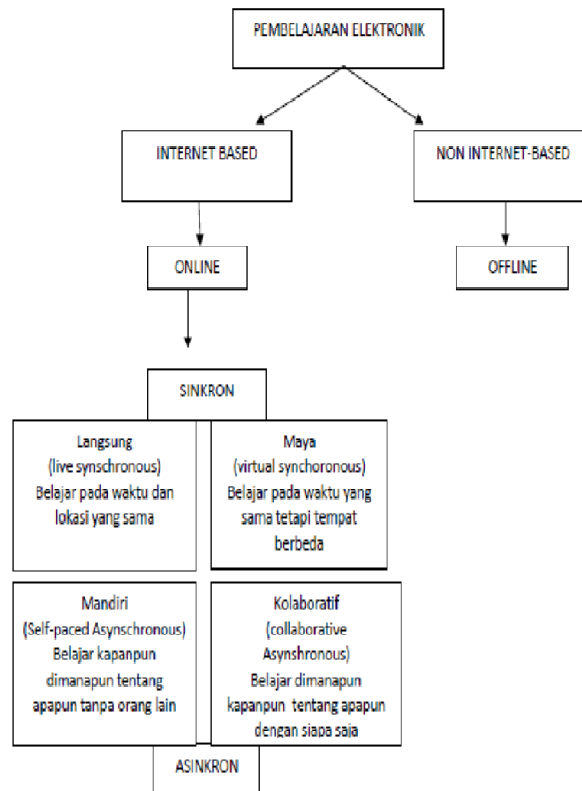


Figure 1. Synchronous and Asynchronous Learning

From the picture above, it can be explained that learning done using technology has the first four critical points; direct synchronization (SL) is a learning process that requires educators and students to meet at the same time and place. Educational activities are lectures, discussions, and practice in the field, such as face-to-face learning. Secondly, Synchronous Maya (SM) involves educators and students in teaching and learning; they follow the same knowledge but in different positions. Learning activities in virtual synchronization can be done using synchronization technology, for example, in video conferences, Google meetings, zoom, audio conferences, or web-based seminars (web seminars). Third, Independent Asynchronous (AM), the process of online teaching activities is carried out separately. Students can learn anytime and anywhere according to the speed of their ability to capture them. Independent learning activities that are not synchronous include watching, reading, listening, practicing, and imitating using digital material that is by the theme or learning material. Independent learning activities are not synchronous, especially online learning, although offline learning is also. Finally, Asynchronous Collaborative. This is a

collaborative learning process (together) among class members or other resources. Collaborative Asynchronous Learning Activities include participating in discussions through online discussion forums, online mailing lists, independent assignments, and online groups, and publishing the results of independent studies or groups for journals, blogs, wikis, etc. Combining learning under the new normal is currently an effective learning method. In principle, hybrid learning combines face-to-face and online learning using various platforms. For example, learning management systems commonly used are institutional e-learning portals in addition to using Google Classroom and many video conferencing applications, including Google Meet and Zoom. In addition, WhatsApp groups are used to conduct online learning processes (Suhairi dan Jumara Santi, 2021).

The use of WhatsApp groups to support communication in learning includes using information and communication technology (ICT) for education. In everyday life, using ICT is very easy in the learning process. It also provides convenience and good opportunities to achieve learning goals (Solong, 2021).

At Nurul Jadid University, the application of Hybrid Learning, especially in optimizing the internet, is more about Asynchronous implementation; there has never been a synchronous pattern or combination. The leading online mode platform in the Blended Learning method used by Nurul Jadid University is the Whatsapp Group-based Hybrid Learning Method. This Whatsapp group is a must for teachers in implementing the Hybrid Learning learning model during the covid-19 pandemic; for other methods such as messenger, google classroom is freed for teachers to choose different modes as additional options for learning methods other than WhatsApp groups according to their respective operational capabilities teachers and students for which they are responsible.

The Hybrid Learning method using WhatsApp groups is carried out at Nurul Jadid University in several stages. First, the teacher creates a class/subject group on WhatsApp and invites representatives from each class in a generation of students. Then, each representative asks and adds all their classmates to join the group. Therefore, all students in the class have joined the WhatsApp group class/subject. After combining the content, the teacher will explain the purpose of using WhatsApp groups in the topics taught. Enable students to understand and use it according to their learning objectives, and always maintain language ethics and transmit information. Each connected student can help and inform friends who have not been in contact with the WhatsApp group to understand the exchanges that occur in the WhatsApp group and friends who have signal problems and do not have a device. In addition, the teacher sends the syllabus, lesson plans, and materials before the face-to-face meeting. Students access all materials and information related to learning through

WhatsApp groups. In addition, students can also send replies and questions and discuss with other classmates or classes.

Evaluation of Learning Outcomes

According to Ralph Tyler, evaluation is a process that determines the extent to which educational goals can be achieved. Evaluation of learning outcomes is based on using evaluation tools by a person or group to make decisions about specific criteria for the results of an activity or series of actions (learning outcomes). In a planned, regular and sustainable manner, things with good or bad results will make decisions based on specific criteria by considering the process, price, value, or value of student learning outcomes. This expression means, namely: For students, it is necessary to know that they have successfully followed the teacher's curriculum; Teachers can understand the level of student learning success, the accuracy of teaching materials and methods used; For schools, it is possible to know student learning outcomes, by looking at the conditions of learning made by the school, the suitability of the courses used, and whether the school meets the standards.

The learning assessment conducted at Nurul Jadid University consists of several assessment forms. The first assessment, daily (pH), is carried out at the end of each KD. Secondly, the Mid-Semester assessment (PTS) is carried out every quarter. Third, the final semester assessment (PAS) is carried out at the end of each semester. And finally, a year-end assessment (PAT) is carried out at the end of each school year.

Offline learning assessment is seen from the results of observations and assignment scores or test scores. The indicator is reached if it is above the average, while the online evaluation is based on words, cognitive values, and attitudes.

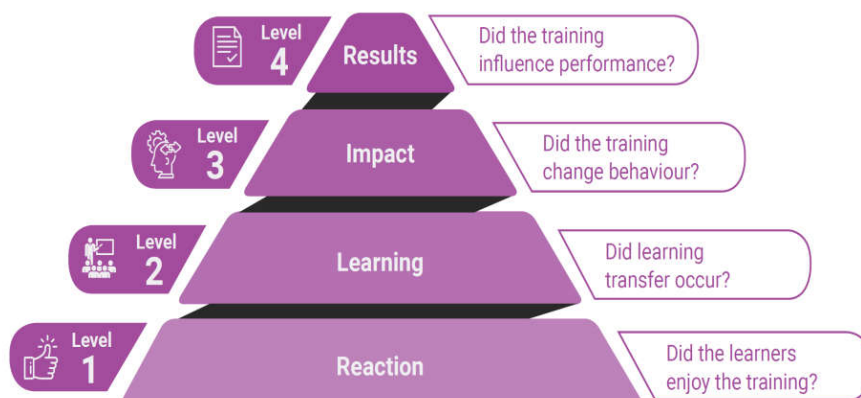


Figure 2. Assessment in Hybrid learning

CONCLUSION

Learning management during the Covid-19 Pandemic Based on hybrid learning at Nurul Jadid University includes management, learning model planning, and learning evaluation. Nurul Jadid University compiled a unique

curriculum adapted to the Covid-19 pandemic through a Hybrid Learning-based learning model using google meet, zoom, WhatsApp, telegram, etc. Therefore, the learning will run smoothly with learning-based education and make it easier for teachers and students to learn with limited meetings during the pandemic; hybrid learning can also be used during regular times. Implications show that Hybrid learning requires the agility of students and lecturers so that learning can take place optimally. However, in this study, there is room for other researchers who want to study a similar topic, namely analyzing the factors that support and hinder the implementation of hybrid learning.

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