



Implementation of Hybrid Learning to Maintain the Quality of Learning in Fostered MTs During the Covid-19 Pandemic

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ABSTRACT

During the Covid-19 pandemic, the education sector was also greatly affected, because in order to stop the spread of this corona all students and teachers studied from home, which was suddenly carried out without any preparation at all. The unpreparedness of all elements in education is a big obstacle, changing the way of teaching and learning from face to face or offline (outside the network) to online (in the network) requires readiness from all elements, starting from the government, madrasas, teachers, students and parents. The government relaxed the education assessment system according to emergencies as long as learning can continue without having to be burdened with achieving competence. Many teachers teach by utilizing existing technology. The purpose of this study is to describe the implementation of the implementation of learning strategies through the collaboration of WAG (Whatsapp Group) and Offline during the Covid-19 pandemic emergency. This research is divided into two stages, each stage has different characteristics from one another. From data collection, data analysis, and discussion results, it is known that the implementation of learning strategies through WAG (Whatsapp Group) collaboration and offline was carried out to maintain the quality of the teaching and learning process during the Covid-19 Pandemic at MTs assisted by Malang Regency. The implementation of Cycle I focused on the necessary administrative preparations while the implementation of Cycle II focused on formulating decrees on the administration of learning activities, circulars for meetings with parents/guardians of students to socialize the WAG (Whatsapp Group) and offline collaboration models.

Keywords: *Coaching, Hybrid Learning, Learning During*

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INTRODUCTION

From the Chinese city of Wuhan, the deadly virus spread to almost all countries in the world (Chan dkk., 2020). The countries with the most deaths and infections from the virus known as corona are Italy, Spain, Iran, America, and many more (Tang dkk., 2020). The speed of contagion and the difficulty of detecting this contagion so that it quickly

attacks humans, as a result of which the victims fell only in a period of two weeks since it first occurred on December 31, 2019.

In the field of education there is also a huge impact (Daniel, 2020), because in order to stop the spread of this corona, all students and teachers are studying from home (Khan dkk., 2020), which was suddenly done without any preparation at all. The unpreparedness of all elements in education is a big obstacle, changing the way of teaching and learning from face-to-face or offline (off-line) to online (on-line) requires the readiness of all elements (COVIDSurg Collaborative, 2020), starting from the government, madrasah, teachers, students and parents (Ali dkk., 2019). The government relaxed the education assessment system to adapt to the emergency situation as long as learning can continue without having to be burdened with the achievement of competence, So many teachers use from by taking advantage of the available technology.

From the results of the survey and analysis carried out by the author through the monitoring and evaluation of Distance Learning in several Tsanawiyah Madrasahs built in Malang Regency (Abdallah dkk., 2019), several main factors that become obstacles in the implementation of learning using technology were obtained (Johnson dkk., 2019). These factors include the mastery of technology, the limitations of infrastructure, internet networks, and financing.

The first week in March when distance learning was implemented for the first time there was a very common problem found, namely the mastery of technology on the part of the madrasa, teachers, students and parents (J. Xu, 2019). Android communication tools or mobile devices, or smart phones that are already in general use are only used for entertainment purposes (American Diabetes Association, 2020), whereas when distance learning is carried out like during this pandemic, it is the ability to master technology that is most important what and how to take advantage of the various facilities owned by the android. At the same time, everyone is busy learning, finding out how to use the application, or what application, so that it can facilitate meeting through the technology tool in the implementation of learning, and student monitoring.

Infrastructure difficulties arise after distance learning is implemented (Thacker dkk., 2019). Online learning must have adequate facilities, many have telephones but do not support the internet or the necessary applications so that both madrasahs (Qureshi dkk., 2022), teachers and students need facilities and infrastructure that really support. In reality, it is very difficult to meet basic needs in such a situation.

The need for an internet network, many madrasahs, teachers and students find it difficult to get a stable internet network and some are still not reached by the network (Liu dkk., 2019). The geographical location where teachers and students live is in a position where it is difficult to get an internet network (Gabriela dkk., 2022). Although there is a signal, it is often unstable so that it becomes an obstacle that cannot be separated from the online mode of learning that is chosen by many madrasahs.

Funding is also very attached to all of these constraints (Anoum dkk., 2022). In the procurement of infrastructure facilities, financing is the main thing, the quota that is a primary need burdens the family's financing (Keshav dkk., 2022). Many teachers, parents

are not ready with the addition of new fees for the procurement of quotas (Dewi S dkk., 2022), thus hindering the smooth implementation of distance learning. Online learning is not really a new thing, since before many teachers have also used the method by using online (Hikmah dkk., 2022). But the problem lies in the sudden increase in costs and the condition of no business, so this corona really has a very negative influence on the world of education.

Based on the results of observation (Demina dkk., 2022), the actual conditions at Tsanawiyah Madrasah in Malang Regency in the 2020/2021 Academic Year, have obstacles in maintaining the quality of the teaching and learning process in the era of the Covid-19 Pandemic (Anoum dkk., 2022). This ultimately affects the decline in student learning performance.

Problems like this will continue to occur if not addressed immediately (Firman dkk., 2022). This situation can be overcome by applying learning strategies that can create a pleasant atmosphere in the teaching and learning process so that it can eliminate the feeling of saturation and boredom when learning is going on (Ilham dkk., 2022). One of the alternative solutions is the application of learning strategies through the collaboration of WAG (Whatsapp Group) and online. Whatsapp is a messaging application for smartphones, where we can do o

RESEARCH METHODOLOGY

This research uses a qualitative descriptive approach, namely research that is oriented towards constructivism or interpretive understanding that aims to explain reality scientifically, the data analysis is in the form of detailed and systematic, logical sentences (Hartini dkk., 2022). The type of research used in this study is in the form of Madrasah Action Research (PTM) which aims to provide an overview of a particular symptom/community (Nopiana dkk., 2022). With this research, researchers will obtain data directly on the object under study, namely to describe the implementation of the implementation of learning strategies through WAG (Whatsapp Group) collaboration and offline during the Covid-19 pandemic emergency.

In accordance with the type of research chosen, namely action research, this research uses the action research model from Kemmis and Taggart, which is a spiral from one cycle to the next (Bhat dkk., 2019). Each cycle includes planning (planning), action (action), observation (observation), and reflection (reflection). The steps in the next cycle are revised planning, action, observation and reflection. Before entering Cycle I, a preliminary action was taken in the form of problem identification. After doing one cycle, they still found new problems, so the researchers carried out the planning, implementation and observation steps again in the second cycle. The cycle ends when the learning problem has been completely resolved. An overview of the learning steps is presented in Figure 1.

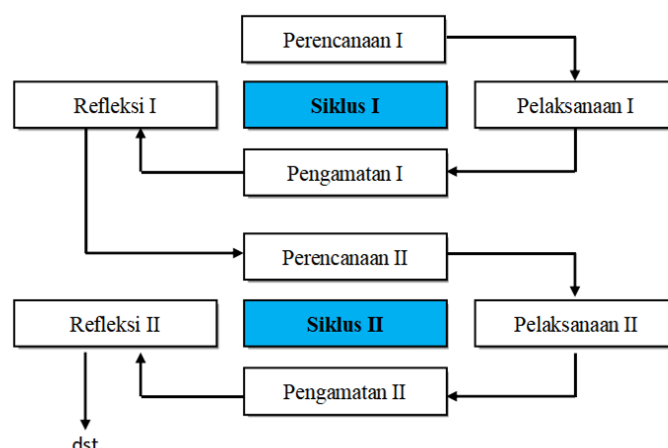


Figure 1. PTS Cycle According to Kemmis and Mc. Taggart

In principle, there are several types of instruments used in action research. These instruments are observation sheets, field notes, attitude questionnaire sheets, interviews, written tests, and documentation (Dianovi dkk., 2022). In this study the instruments used included observation, field notes, and documentation.

RESULT AND DISCUSSION

At the initial stage, the Madrasah Supervisor through the Madrasah Head gathers a council of teachers to discuss the plan for the implementation of learning strategies through WAG (Whatsapp Group) collaboration and offline in the 2020/2021 Academic Year (Gordon dkk., 2019). Then the Madrasah Superintendent through the Head of the Madrasah provided insight regarding the administration required to carry out WAG (Whatsapp Group) and Luring collaboration (M. Xu dkk., 2019), among them in the form of: activity journal model/teacher performance report, student work evaluation model, student cognitive evaluation model, RPP model (Learning Implementation Plan) covid-19 pandemic era edition (Fan dkk., 2019). Then the Madrasah Superintendent divides the teachers into 10 groups, so the number of each group is 5 to 6 people.

At the core level, the Madrasah Supervisor through the Head of the Madrasah gives instructions to the teacher council to prepare the learning administration as delivered by the head of the madrasah (Etuknwa dkk., 2019), then the teachers together make a special learning administration plan in the covid-19 era and reflect together with the head of the madrasah.

At the end of the cycle, the Madrasah Supervisor through the Head of the Madrasah gives instructions to each teacher individually to prepare the learning administration as learned in today's meeting to be shown to the head of the madrasah at the next meeting (Cycle II). Indicators of cycle I success are presented in Table 1.

Table 1. Indicators of Cycle I Success

No.	Jenis Tagihan Kegiatan	Ketercapaian yang Diraih oleh Masing-Masing Kelompok									
		K1	K2	K3	K4	K5	K6	K7	K8	K9	K10
1	Model jurnal kegiatan/laporan kinerja guru	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2	Model penilaian hasil karya siswa	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3	Model penilaian kognitif siswa	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4	Model RPP (Rencana Pelaksanaan Pembelajaran) edisi era pandemi covid-19	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

In the early stages of cycle II, the Madrasah Supervisor through the Madrasah Head gave instructions to each teacher to show the results of the learning administration preparations that had been made (Gabriela dkk., 2022), then the teacher conveyed the obstacles encountered in preparing learning administration, the Madrasah Supervisor through the Madrasah Head provided input.

At the core stage, the Madrasa Superintendent through the Head of Madrasah provides a stimulus to the teacher council to jointly formulate a Decree on the administration of learning activities (Petelewicz dkk., 2021), a circular letter for meetings with parents/guardians of students to socialize the WAG (Whatsapp Group) and Offline collaboration model (Abel-Berei dkk., 2021), a statement from the person parents regarding approval of policies regarding learning activities made by the madrasah, as well as rules of conduct for related parties (parents and students) during learning activities by applying these 2 models.

The head of the madrasa closes the activity by making a written and official decision regarding the implementation of learning strategies through the collaboration of WAG (Whatsapp Group) and Offline to maintain the quality of the teaching and learning process during the Covid-19 Pandemic (Rahmah dkk., 2022). Indicators of the success of cycle I are presented in Table 2.

Table 2. Indicators of Cycle II Success

No.	Jenis Tagihan Kegiatan	Tercapai		Keterangan
		Ya	Tidak	
1.	SK bentuk administrasi kegiatan pembelajaran	✓		Dewan guru menyetujui
2.	Surat edaran untuk rapat dengan orang tua/wali murid guna mensosialisasikan model kolaborasi WAG (<i>Whatsapp Group</i>) dan Luring	✓		Rencana sosialisasi dilaksanakan pada masing-masing kelas dengan jadwal tertentu
3.	Surat pernyataan orang tua mengenai persetujuan atas kebijakan mengenai kegiatan pembelajaran yang dibuat oleh pihak madrasah	✓		Guru kelas menggandakan form surat pernyataan orang tua untuk diisi oleh seluruh orang tua siswa

No.	Jenis Tagihan Kegiatan	Tercapai		Keterangan
		Ya	Tidak	
4.	Tata tertib pihak-pihak terkait (orang tua dan siswa) saat kegiatan pembelajaran dengan menerapkan model kolaborasi WAG (<i>Whatsapp Group</i>) dan Luring	✓		Guru memberikan masukan

CONCLUSION

From data collection, data analysis, and discussion results, it can be concluded that the application of learning strategies through WAG (*Whatsapp Group*) collaboration and offline is to maintain the quality of the teaching and learning process during the Covid-19 Pandemic at Madrasah Tsanawiyah assisted by Malang in the 2020/2021 Academic Year planned jointly by the principal of the madrasah and the teacher's council which is divided into two activity cycles. Implementation of Cycle I focused on administrative preparations needed to carry out WAG (*Whatsapp Group*) collaboration and offline, including in the form of activity journal models/teacher performance reports, models for assessing student work, models for cognitive assessment of students, models of RPP (*Learning Implementation Plans*) Covid-19 pandemic era edition. Implementation of Cycle II focused on formulating decisions on the administration of learning activities, circulars for meetings with parents/guardians of students to socialize the WAG (*Whatsapp Group*) collaboration model and offline, parents' statements regarding approval of policies regarding learning activities made by parties madrasahs, as well as rules of conduct for

related parties (parents and students) during learning activities by applying these two models.

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