BLENDED LEARNING AND IMPROVING QUALITY OF LEARNING (POST PANDEMIC IMPLEMENTATION IN MAN 1 SRAGEN, CENTRAL JAVA)

Triana Rosalina
STAI An Najah Indonesia Mandiri Sidoarjo
trianasuprayoga@gmail.com

Winsa Susanti
STAI An Najah Indonesia Mandiri Sidoarjo
winda01susanti@gmail.com

Abstract
This study aims to provide an overview and analyze blended learning-based learning to improve the quality of learning at MAN 1 Sragen after the pandemic by using a qualitative-case study as paradigm. This is because blended learning is a form of learning innovation that combines several activities to make learning more flexible and efficient. Research data was collected through interviews, observations and documents which were then analyzed narratively through a process of data condensation, data presentation and conclusions. Interviews were conducted with the principal, vice principal of curriculum, teachers and students. The research results show that the implementation of blended learning-based learning at MAN 1 Sragen goes through four main processes, namely planning, organizing, implementing and evaluating. At the planning level, the school prepares curriculum guidelines that accommodate blended learning. In the organizing process, the school arranges human resources along with the main tasks and functions that must be carried out referring to the indicators of success to be achieved. In the learning evaluation process, the school carries out routine quantitative and qualitative reviews. The quality of blended learning-based learning is carried out by paying attention to three quality processes, namely input, output and outcome. Apart from that, blended learning based learning at MAN 1 Sragen also refers to several principles such as conformity with community needs, interest from school components in the integration of technology in learning, implementation of effectiveness and efficiency and implementation of productive learning that is able to produce good learning. quality. Blended learning-based learning makes the learning process more active, increases student independence and is able to strengthen students' learning experiences.

Keyword: *Blended Learning, Implementation, Learning quality, Post pandemic*

INTRODUCTION

Nowdays development influences human lifestyles on work, socialization and education[1] especially in this 21st century. Technology and information is growing fast, and the existence of the internet has become a very important source of learning.[2]

The paradigm of 21st century learning requires optimizing the abilities of educators and students in critical and innovative thinking skills, literate in information technology and able to collaborate with various elements of life. This is inseparable from the term 21st century as an era filled with the

---

[1] Irinna Aulia Nafrin and Hudaidah Hudaidah, 'Perkembangan Pendidikan Indonesia Di Masa Pandemi COVID-19', *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 2 (2021): 458.
[2] Nurlina Nasution, Nizwardi Jalinus, and Syahril Syahril, *Buku Model Blended Learning* (Pekanbaru: Unilak Press, 2019), 2.

characteristics of cutting-edge science accompanied by rapidly accelerating research and technology.[3] Thanks to the help of technology, education has accelerated and become flexible and open in its application. Anyone, regardless of age, gender or previous learning experience, can access knowledge from anywhere thanks to increasingly sophisticated information and communication technology. The education system adapts to changes occurring in the environment through a wireless network system, making social interactions smoother and various human activities easier.[4] Dynamic change brings a commitment to improving the quality of education, one of which is the learning process. A quality learning process begins with good planning supported by the development of strategies that are able to create an interaction process between students, educators, learning resources in an appropriate learning environment.[5]

Madrasah Aliyah Negeri (MAN) 1 Sragen as one of the formal educational institutions under the Ministry of Religion consistently plays an active role in achieving national education goals. MAN 1 Sragen responds quickly to every change in education policy in Indonesia. This is because madrasas are the main actors in implementing policy strategies that have been determined by the government or by the madrasas themselves. Madrasas become cultural transformers in responding to changes and cultural dynamics of society and the nation.[6]

As one of the oldest and best schools in the Sragen area and surrounding areas, MAN 1 Sragen is known to be active in implementing innovation in learning. One of them is the implementation of blended learning-based learning which was implemented when the Covid-19 pandemic hit the world, especially Indonesia in 2020. MAN 1 Sragen at that time was immediately ready to modify learning which was previously classical face-to-face to online learning by referring to the provisions of the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia No. 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of COVID. These changing learning conditions indirectly accustom teachers to using online media in teaching.[7]

MAN 1 Sragen's aim chose blended learning as an alternative learning during the Covid-19 pandemic for reducing the rate of Covid-19 transmission firstly. The existence of these obstacles does not dampen the school's efforts to improve services to students. The obstacles faced are used as material for improvement so that MAN 1 Sragen becomes more progressive in implementing information technology in the learning that is applied and is proven to produce good results. MAN 1 Sragen apart from improving supporting facilities, also designs learning that is adapted to existing situations and conditions through an appropriate curriculum. The hope is that with the help of technology through blended learning-based learning, the student learning process will be more optimal so that an increase in the quality of learning at MAN 1 Sragen can be achieved.[8]

As conditions of Covid pandemic become conducive and gradually lead to endemic[9] conditions and face-to-face meetings in schools have been permitted by the government while still observing health protocols. But MAN 1 Sragen is still implementing blended learning. MAN 1 Sragen interprets it as a form of challenge to become more innovative in preparing better learning dynamics. Apart from being perceived as an effective method, especially in the application of using online media for the process of recording evaluations of students' daily activities, delivering teaching materials or other

---

[3] Triana Rosalina Noor and Era Monita, 'Efisiensi Alokasi Dana Bantuan Operasional Sekolah (BOS) Pada Masa Pandemi Covid-19', *Jurnal Dinamika Manajemen Pendidikan* 6, no. 1 (2021): 51.

[4] Dyah Puspitarini, 'Blended Learning Sebagai Model Pembelajaran Abad 21', *Ideguru: Jurnal Karya Ilmiah Guru* 7, no. 1 (2022): 1.

[5] Abdul Majid, *Perencanaan Pembelajaran* (Bandung: PT.Remaja Rosdakarya, 2013), 111.

[6] Syafaruddin Syafaruddin, Asrul Asrul, and Mesiono Mesiono, *Inovasi Pendidikan : Suatu Analisis Terhadap Kebijakan Baru Pendidikan* (Medan: Perdana Publishing, 2015), 10.

[7] Ibu Windrati (Kepala MAN 1 Kab. Sragen), *wawancara,* 29 Juni 2022

[8] Mr. Agus Triwidodo (Wakil Kepala MAN 1 Kab. Sragen Bag. Kurikulum), *interview,* June 30th 2022

[9] Siti Nadia Tarmizi, 'Indonesia Bersiap Menuju Endemi', last modified 2022, https://sehatnegeriku.kemkes.go.id/.

learning support activities. For MAN 1 Sragen, blended learning is a big breakthrough as a form of flexibility for the rapid changes and developments in technology and information. Post-pandemic, teachers have more ability to explore learning to the maximum, providing lessons according to the minimum completeness that will be achieved through experience in providing learning using online and offline methods or both methods.[10]

Blended learning is learning using mixed methods. This means a learning process that combines face-to-face learning strategies and online learning. Even though it is said to be combined learning, it does not affect students' enthusiasm and learning achievement in the process and dynamics.[11] This is because learning becomes more interesting in certain subjects and is more attractive so it is not boring for students.[12] Blended learning has become a trend in the education and learning process, both in schools and universities.[13] Not only as an alternative learning during the Covid-19 pandemic, but as a technology-based learning strategy.[14]

It is a fact in the field that technological developments are a component that cannot be separated in this century. Through the existence of blended learning, it is hoped that it will bring changes in the mindset of educators and society. Educators and the public need to have an open mind that using technological media will lead to an improvement in the quality of students.[15] This is because a technology-based learning model will be something interesting and will encourage the world of education to become more progressive.[16]

Blended learning as a form of updating learning will be one solution to solving problems in responding to shifts in human lifestyles, including in the education sector.[17] The application of technology which makes the space for life unlimited due to the application of technology in real life will be the reason that blended learning is important to be integrated into conventional learning so that it can become a unified whole.[18]

Several previous studies related to blended learning, such as research conducted by Ajizah and Prastowo, explained that the application of blended learning is very useful and has a positive impact on the learning process which may be constrained by situation and time.[19] Even though there is a real positive impact, the involvement of several parties, such as the activeness and

---

[10] Ibu Windrati (Kepala MAN 1 Kab. Sragen), *wawancara,* 29 Juni 2022

[11] Izuddin Syarif, 'Pengaruh Model Blended Learning Terhadap Motivasi Dan Prestasi Belajar Siswa SMK', *Jurnal pendidikan vokasi* 2, no. 2 (2012): 247.

[12] Yulia Fatmianeri, Erry Hidayanto, and Hery Susanto, 'Pengembangan Modul Elektronik Berbasis Differentiated Instruction Untuk Pembelajaran Blended Learning', *JIPM (Jurnal Ilmiah Pendidikan Matematika)* 10, no. 1 (2021): 50.

[13] Sy Rohana and Andi Syahputra, 'Model Pembelajaran Blended Learning Pasca New Normal COVID-19', *AT-TA'DIB: Jurnal Ilmiah Prodi. Pendidikan Agama Islam* 13, no. 1 (2021): 50.

[14] Nur Lailatul Mufidah and Jun Surjanti, 'Efektivitas Model Pembelajaran Blended Learning Dalam Meningkatkan Kemandirian Dan Hasil Belajar Peserta Didik Pada Masa Pandemi Covid-19', *Ekuitas: Jurnal Pendidikan Ekonomi* 9, no. 1 (2021): 187.

[15] Lanlan Muhria et al., 'Penguatan Literasi Digital Melalui Penerapan Model Blended Learning Dalam Pembelajaran Bahasa Inggris', in *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, vol. 5 (Semarang, 2022), 606.

[16] Fatmianeri, Hidayanto, and Susanto, 'Pengembangan Modul Elektronik Berbasis Differentiated Instruction Untuk Pembelajaran Blended Learning', 50.

[17] Silvi Nur Afifah et al., 'Pembelajaran IPS Berbasis Blended Learning Sebagai Upaya Memenuhi Tantangan Abad 21', *Jurnal Basicedu* 6, no. 3 (2022): 4289.

[18] Retna Maskur Dwiputro, Hasbi Indra, and A Rahmat Rosyadi, 'Model Pembelajaran Blended Learning Pada Mata Pelajaran Pendidikan Agama Islam', *Rayah Al-Islam* 5, no. 02 (2021): 247.

[19] Rif'atul Ajizah and Andi Prastowo, 'Peran Pembelajaran Blended Learning Melalui Whatsapp Pada Anak Madrasah Ibtidaiyah Normal Islam Rakha Di Masa Pandemi Covid-19', *MODELING: Jurnal Program Studi PGMI* 9, no. 1 (2022): 143.

communication of teachers[20] and parents, is important to pay attention to. This is because the control function for successful learning is not only in educational institutions but also the role of the family environment.[21] Another obstacle is that educational institutions are not yet fully ready for the concept of blended learning as an alternative for future learning because the supporting facilities are not yet optimal so that the implementation of learning tends to be minimal.[22]

Based on a series of previous research, the picture regarding the implementation of blended learning at MAN 1 Sragen becomes interesting to explore more deeply. MAN 1 Sragen, as an educational institution, previously had never implemented blended learning in the learning process, but was able to quickly adopt updates in educational technology and continues to apply them systematically to this day. Therefore, researchers are trying to explore how blended learning-based learning is implemented to improve the quality of learning, especially after the Covid 19 pandemic. This is considering that the rapidly changing environmental situation and conditions will have an impact on the educational process as a whole.

METHOD

This research used qualitative-case studies as the research approach. Through this approach, researchers interpret the phenomenon of implementing blended learning from a certain perspective in the form of a narrative[23] that blended learning is a form of learning innovation that combines several activities that make learning more flexible and efficient. The research location is at Madrasah Aliyah Negeri 1 Sragen Regency, which is located at Jalan Irian No. 5, Nglorog Village, Sragen District, Sragen Regency. The reason for choosing MAN 1 Sragen as the research location is that apart from being one of the oldest and best schools in the Sragen area and its surroundings, MAN 1 Sragen is known to the public as a madrasah that is active in implementing innovation in learning.

The data collection used interviews, observations and documentation held by the school.[24] The informants for this research were six people consisting of the Head of the Madrasah, Deputy Head of the Madrasah for Curriculum, two teachers and two students who were selected purposively.[25] The technique for checking the validity by triangulating sources, namely checking the consistency between the interview data, observations and documentation obtained. In the next stage, an analysis of the field data that has been obtained is carried out and given meaning and interpreted through technical analysis from Miles and Huberman which begins with the process of condensation, presentation and drawing conclusions on the data that has been obtained.[26]

RESULT AND DISCUSSION

---

[20] Ayu Puspitasari and Triana Rosalina Noor, 'Optimalisasi Manajemen Pembelajaran Daring Dalam Meningkatkan Adversity Quotient (AQ) Siswa Selama Pandemi Covid-19', *Jurnal Elkatarie: Jurnal Ilmu Pendidikan Dan Sosial* 3, no. 2 (2020): 639.

[21] Kania Mukarromah, 'Analisis Perhatian Orang Tua Peserta Didik Sekolah Dasar Dalam Pelaksanaan Blended Learning Di Masa Pandemi Covid-19', *Jurnal basicedu* 6, no. 2 (2022): 1584.

[22] Annisa Nurussholihah and Kusmajid Abdullah, 'Strategi Pembentukan Karakter Disiplin Dan Bertangguung Jawab Melalui Penerapan Model Pembelajaran Blended Learning', *Jurnal Cakrawala Pendas* 8, no. 4 (2022): 971.

[23] Robert C. Bogdan and Sari Knopp Biklen, *Qualitative Research For Education: An Introduction To Theories and Methods* (USA: Pearson, 2007), 5.

[24] John W Cresswell, *Penelitian Kualitatif Dan Desain Riset : Memilih Diantara Lima Pendekatan* (Yogyakarta: Pustaka Pelajar, 2015). 135

[25] Bogdan and Biklen, *Qualitative Research For Education: An Introduction To Theories and Methods*, 72–73.

[26] Matthew B Miles, A Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook Third Edition* (USA: Sage Publications, 2014). 34

Management is a series of activities including planning, organizing, implementing, supervising, evaluating and controlling.[27] On the other hand, management is also described as a systematic concept related to planning, implementation and evaluation functions.[28] Through these functions, researchers will interpret and interpret blended learning-based learning implemented by MAN 1 Sragen in order to improve the quality of learning.

Planning

Deputy Head of MAN 1 formed a curriculum development team to prepare curriculum guidelines that would accommodate face-to-face learning and any learning that uses digital device support before blended learning implementation. The team consists of four people chaired by the Deputy Head of the Madrasah for Curriculum and a council of teachers, namely Mr. Agus Triwidodo, S.Pd and consisting of Sunarjo, S.Pd, Wasisi Suharto S.Si, and Suryono Budi, S.Pd.[29]

The determination of a curriculum that accommodates blended learning-based learning was prepared based on the conditions of the Covid pandemic, so that after a post-pandemic like this the curriculum underwent several adjustments. However, this does not affect the enthusiasm for collaboration between learning and technology. The school adheres to the principle of flexibility in the curriculum, because it is guided by the belief that a good curriculum is a curriculum that suits the needs and conditions existing in the madrasah environment both in terms of human resources, facilities and infrastructure as well as the cultural and social conditions of the surrounding community.[30]

At the planning level, the curriculum design that is prepared cannot be separated from the foundation of the madrasah's vision and mission, namely the creation of cheerful, independent and religious students. Through optimizing the utilization of the potential possessed by madrasas such as the ability to access technology for students and teachers, smooth internet access, and infrastructure owned by madrasas and teachers such as computer laboratories, laptops, wireless fidelity (WiFi) networks and others in order to increase the potential and quality of madrasas both academically and non-academicly.[31]

During transition of Pandemic, the strategy implemented at MAN 1 Sragen was to implement online learning by combining offline or face-to-face learning, this was done in accordance with local government policies to reduce the spread of the virus. In post-pandemic conditions like now, MAN 1 Sragen continues to use technology in the ongoing learning process. The application of blended learning that is initially implemented is stated in writing in the syllabus and teacher's Learning Implementation Plan (RPP) which is required to be prepared before the learning process takes place. RPP which contains learning objectives, time allocation, media to be used, learning resources, steps for learning activities and assessments that are adapted to the situation and conditions of both students and teachers, especially in the form of activities that involve external parties such as mid-semester activities that invite figures. from outside to provide best practices regarding the implementation of material taught by the teacher council in the classroom.[32]

Apart from that, teachers first formulate clear and measurable indicators so that the implementation of blended learning can run effectively, one of which is that students' understanding of the material taught by students can also be achieved, whether in face-to-face sessions or during the online process.[33]

---

[27] Ismail Solihin, *Pengantar Manajemen* (Jakarta: Erlangga, 2012), 12.
[28] Sondang P. Siagian, *Fungsi-Fungsi Manajerial* (Jakarta: CV. Bumi Aksara, 2007), 60.
[29] Mr.Agus Triwidodo (Vice of MAN 1 Kab. Sragen), *interview,* June 30th 2022
[30] Mr Suryono (Teacher of MAN 1 Kab. Sragen), *interview,* June 30th 2022
[31] Mrs. Windrati (Headmaster of MAN 1 Kab. Sragen), *interview,* June 29th 2022
[32] Mr.Agus Triwidodo (Vice of MAN 1 Kab. Sragen), *interview,* June 30th 2022
[33] Mrs. Windrati (Headmaster of MAN 1 Kab. Sragen), *interview,* June 29th 2022

The curriculum provided by schools is basically the basis for society's value system to prepare students as members of society to be able to behave and live in an orderly society pattern. [34] Students will reflect the curriculum through their perceptions and behavior in daily life as a result of learning at school. This shows that curriculum planning is important as a guideline for previously agreed education policies. A well-planned curriculum will provide opportunities for students to acquire skills, knowledge and good attitudes that can make a positive contribution to society. [35]

Organization

Organizing is the second function of organizational management. Organizing is defined as the activity of gathering and arranging all the resources needed for a plan to be realized. [36]

Regarding the organizing process carried out by MAN 1 Sragen, it ensures that all human resources carry out their duties and functions according to the established organizational structure. The Head of MAN 1 Sragen ensures that each party that supports improving the quality of learning must match their expertise so that failures and errors in implementation in the field can be minimized. Preparing an organizational structure in accordance with the goals, resources and environment of the organization. [37] The division of the main tasks and functions of each resource is not only at the level of education implementers, namely from the level of the madrasa head to the field coordinator, but also involves the role of the madrasa committee. The hope is that there will be collaboration from various parties in realizing quality education and learning at MAN 1 Sragen. [38]

In order to achieve the organizational goals of educational institutions, organizing and placing resources in a group that can work together is important. Placing resource relationships in the obligations, rights and responsibilities of each will create a system that is interconnected in unity. [39] Achieving this synergy cannot be separated from the role of leadership figures in empowering existing resources so that management functions lead to a more systemic and collective system. [40]

Implementation

Implementation is a process of applying ideas, concepts, policies or innovations in the form of practical actions, the results of which will bring about changes in knowledge, skills, values and attitudes. [41]

Regarding the implementation of blended learning, MAN 1 Sragen has started implementing it from September 2021 until now. Over time, the implementation of blended learning at MAN 1 Sragen has become more progressive because preparations have become more mature compared to the beginning of the Covid pandemic. These preparations include several learning principles and policies that each teacher must pay attention to. [42] This is related to the need for teachers to ensure regarding learning design. This means that the learning design described in the syllabus or curriculum that applies blended learning principles must still refer to the structure of learning objectives. [43] Apart from

---

[34] Triana Rosalina Noor and Khoirun Nisa'il Fitriyah, 'Strategi Pengembangan Kurikulum 2013 Pendidikan Agama Islam Berbasis Multikultural', *Palapa* 9, no. 1 (2021): 81.

[35] Nanang Fattah, *Sistem Penjaminan Mutu Pendidikan* (Bandung: PT. Remaja Rosdakarya, 2013), 85.

[36] George R Terry and Leslie W Rue, *Dasar-Dasar Manajemen* (Jakarta: PT. Bumi Aksara, 2009), 82.

[37] Paruhuman Tampubolon, "*Pengorganisasian dan Kepemimpinan Kajian Terhadap Fungsi-Fungsi Manajemen Organisasi dalam upaya untuk Mencapai Tujuan Organisasi",* Jurnal Stindo Profesional Volume IV Nomor 3 Tahun 2018, hlm. 22

[38] Mrs. Windrati (Headmaster of MAN 1 Kab. Sragen), *interview,* June 29th 2022

[39] A Rusdiana, *Pengembangan Organisasi Lembaga Pendidikan* (Bandung: CV. Pustaka Setia, 2016), 68.

[40] Baharuddin Baharuddin, *Pengembangan Lembaga Pendidikan Islam : Menuju Pengelolaan Profesional & Kompetitif* (Malang: UIN Maliki Press, 2012), 69.

[41] Dinn Wahyudin, *Manajemen Kurikulum* (Bandung: PT. Remaja Rosdakarya, 2014), 26.

[42] Mrs. Windrati (Headmaster of MAN 1 Kab. Sragen), *interview,* June 29th 2022

[43] Mr.Agus Triwidodo (Vice of MAN 1 Kab. Sragen), *interview,* June 30th 2022

that, teachers are expected to be able to optimize the use of print and electronic media without forgetting to provide students with opportunities related to multimedia literacy. [44]

One of the main platforms for implementing blended learning at MAN 1 Sragen is by using the WhatsApp group. The WhatsApp group is an obligation for every subject teacher during the Covid 19 pandemic or post-pandemic like now. The blended learning learning method through the WhatsApp group goes through several stages, the first stage is that the teacher creates a subject group on WhatsApp, then the teacher will invite one of the students to be a representative to invite and add other students to join the subject group. After that, the teacher sends material to enrich the learning material based on what has been learned in class, such as learning videos, sample questions, website references supporting the material and so on. Teachers also interact with students in two directions outside the classroom if there is a discussion of material that some students need. Apart from that, the school also often provides discussion activities with experts to provide enlightenment to students. [45]

Apart from using WhatsApp, other digital platforms such as using the Zoom meeting application or Google Meet are also implemented. It's just that it is not carried out every day as during the previous pandemic, but rather academic activities supporting learning such as inviting native speakers for English language learning or best practices for enrichment activities and so on. Its use is adjusted to the level of urgency of learning needs, internet network and data packages that students have.[46]

Good implementation of a plan is when all personnel support each other. This can be seen from the appearance of behavior that can be regulated, shaped or changed according to the goals set.[47] Achieving better learning quality through blended learning is reflected in the implementation of previously prepared plans. The implementation of blended learning that is effective and cannot be separated from the structure of learning objectives will bring students good, innovative and resilient critical thinking skills accompanied by increased learning outcomes. [48]

Evaluation

Based on the results of the school's evaluation regarding the implementation of blended learning from the beginning of the pandemic to post-pandemic as now, it was found that the implementation was quite successful. This success is manifested in the form of achieving mastery of the Graduate Competency Standards (SKL) set by the curriculum, through the fulfillment of each subject achievement indicator that has been previously prepared by the teacher in the RPP. Apart from that, another encouraging thing is that students and teachers have become familiar with technology so that they are no longer awkward in using and operating technology independently. Evaluation of the success of implementing blended learning can also be seen through the results of assessments given to students, both daily, mid-semester and end-of-semester. [49]

The overall assessment carried out is based on the assessment criteria determined by the school. These criteria refer to internal evaluation and can also be external evaluation, both quantitative and qualitative. The school develops characteristics not only related to the learning process but also the development of the characteristics of the learning process. [50]

An evaluation of the learning carried out should be comprehensive and in-depth. This is because the evaluation carried out is not only related to the achievement components or learning outcomes

---

[44] Ananda Muti'ah (Student of MAN 1 Kab. Sragen), *interview,* May 31th 2022

[45] Ananda Yanita (Student of MAN 1 Kab. Sragen), *interview,* May 31th 2022

[46] Mr.Agus Triwidodo (Vice of MAN 1 Kab. Sragen), *interview,* June 30th 2022

[47] Hendra Saputra Batubara et al., 'Implementasi Model Pembelajaran Blended Learning Di Masa Pandemi Covid-19: Meta-Analisis', *Jurnal Basicedu* 6, no. 3 (2022): 4634.

[48] Mr.Agus Triwidodo (Vice of MAN 1 Kab. Sragen), *interview,* June 30th 2022

[49] Mr.Agus Triwidodo (Vice of MAN 1 Kab. Sragen), *interview,* June 30th 2022

[50] Mrs. Windrati (Headmaster of MAN 1 Kab. Sragen), *interview,* July 4th 2022

shown by students, but also related to all components including objectives, materials, methods, media, learning resources, assessments, teachers, students, environment and other supporting components.[51] An evaluation that has effective targets and is oriented towards improving quality is closely related to structured school management, so that each step of the activity carried out must characterize the quality and overall quality of the components of the school itself.[52]

Post Pandemic Implementation of Blended Learning For Increasing Quality of Learning in Pembelajaran Berbasis Blended Learning

Learning quality is basically an integration of three processes, namely input, output and outcome.[53] This is also reflected in the quality of learning implemented at MAN 1 Sragen. At the level of fulfilling quality input quality standards, MAN 1 Sragen started by creating learning that contains elements of an Active, Creative, Effective and Fun Learning atmosphere (PAKEM)[54] with the use of various offline and online media and supported by professional teachers.[55] This is important if the input process has started with something less than optimal, it will affect the output and outcome which is less competitive.[56]

To implement output quality, MAN 1 Sragen strives to consistently accompany students and teachers to create academic and non-academic achievements for students through regional, national and even international competitions. As for outcome standards, MAN1 Sragen routinely graduates around 400-500 students every year with good quality, even above average. This is demonstrated by the graduate absorption rate of more than 25% in various reputable national universities with various kinds of scholarships and getting jobs with compatible salaries.[57] The achievement of outputs and outcomes is a form of success from the joint commitment of education managers who make quality the central basis for quality improvement.[58]

The success of blended learning-based learning in improving the quality of learning at MAN 1 Sragen in its application refers to several things, such as :
a. Suitability.

The blended learning-based learning method applied at MAN 1 Sragen can be optimal because its implementation is based on needs in the field with the support of all the resources owned by the madrasah.[59] This shows that an educational institution will develop better when the school develops programs and activities that are adapted to the environmental conditions and demands of its community.[60]

b. Interest.

Another thing that supports the successful implementation of blended learning is the high interest of students and school components in applying technology in learning. Blended learning users responded positively to the school's actions in improving all facilities that were previously conventional, and are now made more updated, such as implementing e-library and e-learning

---

[51] Zainal Arifin, *Evaluasi Pembelajaran : Prinsip, Teori Dan Prosedur* (Bandung: PT. Remaja Rosdakarya, 2017), 9.

[52] Fattah, *Sistem Penjaminan Mutu Pendidikan*, 119.

[53] Hendri Adam et al., 'Implementasi Prinsip-Prinsip Total Quality Management (TQM) Dalam Meningkatkan Mutu Pendidikan Di MA Terpadu Madinatul Munawwarah Pelalawan', *TADBIR MUWAHHID* 6, no. 2 (2022): 204.

[54] Winda Susanti and Triana Rosalina Noor, 'Analisis Pelaksanaan Blended Learning Pasca Pandemi Covid-19 Di Madrasah Aliyah Negeri 1 Sragen', *khatulistiwa* 4, no. 1 (2023): 7.

[55] Mr.Agus Triwidodo (Vice of MAN 1 Kab. Sragen), *interview,* June 30th 2022

[56] Syaifulloh Yusuf et al., 'Penerapan Total Quality Management (TQM) Dalam Perbaikan Input, Proses, Dan Output Di MAN 5 Sleman', *Jurnal Manajemen Pendidikan Islam Al-Idarah* 7, no. 01 (2022): 21.

[57] Mrs. Windrati (Headmaster of MAN 1 Kab. Sragen), *interview,* July 4th 2022

[58] Mrs. Windrati (Headmaster of MAN 1 Kab. Sragen), *interview,* July 4th 2022

[59] Mr.Agus Triwidodo (Vice of MAN 1 Kab. Sragen), *interview,* June 30th 2022

[60] Baharuddin, *Pengembangan Lembaga Pendidikan Islam : Menuju Pengelolaan Profesional & Kompetitif*, 5.

facilities that can be accessed anywhere and at any time. [61] The existence of adequate educational support facilities will influence students' comfort in studying. Supporting facilities will indirectly support the running of quality education and teaching processes. [62]

c. Principles of efficiency and effectiveness

The implementation of blended learning at MAN 1 Sragen is carried out in a structured and systematic manner through stages in the management function, namely planning, organizing, implementing and evaluating. The head of MAN 1 Sragen and his staff designed the implementation in such a way by first determining detailed criteria for quality and learning success so that the results to be achieved could be measured and observed.[63] The success of an educational institution in managing education and learning cannot be separated from its ability to empower the various resources it has so that it can make a real contribution in improving learning quality. [64]

d. Productive learning orientation

MAN 1 Sragen creates productive blended learning-based learning, both for students and teachers. One of them is the implementation of blended learning which provides opportunities for students to be creative through online research classes. This class is intended to facilitate students to think critically about phenomena in their environment so that a solution to the problem can then be produced. Through access to online learning resources, students are invited to explore as widely as possible the development of their ideas and the results will be discussed with study groups, teachers or external figures through relevant best practices. [65] Productive learning will be realized well when the learning process is able to develop students' curiosity and imagination. Applied learning can stimulate students' curiosity and be able to pump up their imaginative power for critical and creative thinking. [66]

CONCLUSION

Based on the results of the analysis of data in the field, it can be concluded that the implementation of blended learning-based learning for improving quality of learning at MAN 1 Sragen goes through four main processes, namely planning, organizing, implementing and evaluating. At the planning level, the school prepares curriculum guidelines that accommodate blended learning. In the organizing process, the school arranges human resources along with the main tasks and functions that must be carried out referring to the indicators of success to be achieved. In the learning evaluation process, the school carries out quantitative and qualitative reviews. The quality of blended learning-based learning implemented at MAN 1 Sragen is carried out by paying attention to three processes, namely, input quality, output quality and outcome quality. In the input process. Man 1 Sragen creates learning that contains elements of an Active, Creative, Effective and Fun Learning atmosphere (PAKEM) by utilizing various offline and online media and supported by professional teachers. For the output stage, it can be seen from the student's achievements that have been achieved so that at the outcome stage, graduate competencies are formed who have attitudes, knowledge and skills. Apart from that, blended learningbased learning at MAN 1 Sragen also refers to several principles that support success, namely conformity with community needs, interest from school

---

[61] Ananda Yanita (Siswa MAN 1 Kab. Sragen), *interview,* May 31th 2022

[62] Maman Sutarman and Asih Asih, *Manajemen Pendidikan Usia Dini : Filosofi, Konsep, Prinsip Dan Aplikasi* (Bandung: PT. Pustaka Setia, 2016), 163–164.

[63] Mrs. Windrati (Headmaster of MAN 1 Kab. Sragen), *interview,* July 4th 2022

[64] Rusdiana, *Pengembangan Organisasi Lembaga Pendidikan*, 83.

[65] Ananda Muti'ah (Siswa MAN 1 Kab. Sragen), *interview,* May 31th 2022

[66] Majid, *Perencanaan Pembelajaran*, 137.

components in the integration of technology in learning, implementation of effectiveness and efficiency and implementation of productive learning that is able to produce good learning quality.

DAFTAR PUSTAKA

Adam, Hendri, Arif Bahtera Sukma, Fadzli Makmur, and Salfen Hasri. 'Implementasi Prinsip-Prinsip Total Quality Management (TQM) Dalam Meningkatkan Mutu Pendidikan Di MA Terpadu Madinatul Munawwarah Pelalawan'. *TADBIR MUWAHHID* 6, no. 2 (2022): 185–206.

Afifah, Silvi Nur, Kokom Komalasari, Disman Disman, and Elly Malihah. 'Pembelajaran IPS Berbasis Blended Learning Sebagai Upaya Memenuhi Tantangan Abad 21'. *Jurnal Basicedu* 6, no. 3 (2022): 4289–4298.

Ajizah, Rif'atul, and Andi Prastowo. 'Peran Pembelajaran Blended Learning Melalui Whatsapp Pada Anak Madrasah Ibtidaiyah Normal Islam Rakha Di Masa Pandemi Covid-19'. *MODELING: Jurnal Program Studi PGMI* 9, no. 1 (2022): 143–159.

Arifin, Zainal. *Evaluasi Pembelajaran : Prinsip, Teori Dan Prosedur*. Bandung: PT. Remaja Rosdakarya, 2017.

Baharuddin, Baharuddin. *Pengembangan Lembaga Pendidikan Islam : Menuju Pengelolaan Profesional & Kompetitif*. Malang: UIN Maliki Press, 2012.

Batubara, Hendra Saputra, Afif Rahman Riyanda, Rahmawati Rahmawati, Ambiyar Ambiyar, and Agariadne Dwinggo Samala. 'Implementasi Model Pembelajaran Blended Learning Di Masa Pandemi Covid-19: Meta-Analisis'. *Jurnal Basicedu* 6, no. 3 (2022): 4629–4637.

Bogdan, Robert C., and Sari Knopp Biklen. *Qualitative Research For Education: An Introduction To Theories and Methods*. USA: Pearson, 2007.

Cresswell, John W. *Penelitian Kualitatif Dan Desain Riset : Memilih Diantara Lima Pendekatan*. Yogyakarta: Pustaka Pelajar, 2015.

Dwiputro, Retna Maskur, Hasbi Indra, and A Rahmat Rosyadi. 'Model Pembelajaran Blended Learning Pada Mata Pelajaran Pendidikan Agama Islam'. *Rayah Al-Islam* 5, no. 02 (2021): 247–263.

Fatmianeri, Yulia, Erry Hidayanto, and Hery Susanto. 'Pengembangan Modul Elektronik Berbasis Differentiated Instruction Untuk Pembelajaran Blended Learning'. *JIPM (Jurnal Ilmiah Pendidikan Matematika)* 10, no. 1 (2021): 50–62.

Fattah, Nanang. *Sistem Penjaminan Mutu Pendidikan*. Bandung: PT. Remaja Rosdakarya, 2013.

Majid, Abdul. *Perencanaan Pembelajaran*. Bandung: PT.Remaja Rosdakarya, 2013.

Miles, Matthew B, A Michael Huberman, and Johnny Saldana. *Qualitative Data Analysis: A Methods Sourcebook Third Edition*. USA: Sage Publications, 2014.

Mufidah, Nur Lailatul, and Jun Surjanti. 'Efektivitas Model Pembelajaran Blended Learning Dalam Meningkatkan Kemandirian Dan Hasil Belajar Peserta Didik Pada Masa Pandemi Covid-19'. *Ekuitas: Jurnal Pendidikan Ekonomi* 9, no. 1 (2021): 187–198.

Muhria, Lanlan, Sri Wuli Fitriati, Suwandi Suwandi, and Sri Wahyuni. 'Penguatan Literasi Digital Melalui Penerapan Model Blended Learning Dalam Pembelajaran Bahasa Inggris'. In *Prosiding Seminar Nasional Pascasarjana (PROSNAMPAS)*, 5:605–609. Semarang, 2022.

Mukarromah, Kania. 'Analisis Perhatian Orang Tua Peserta Didik Sekolah Dasar Dalam Pelaksanaan Blended Learning Di Masa Pandemi Covid-19'. *Jurnal basicedu* 6, no. 2 (2022): 1584–1597.

Nafrin, Irinna Aulia, and Hudaidah Hudaidah. 'Perkembangan Pendidikan Indonesia Di Masa Pandemi COVID-19'. *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 2 (2021): 456–462.

Nasution, Nurlina, Nizwardi Jalinus, and Syahril Syahril. *Buku Model Blended Learning*. Pekanbaru: Unilak Press, 2019.

Noor, Triana Rosalina, and Khoirun Nisa'il Fitriyah. 'Strategi Pengembangan Kurikulum 2013 Pendidikan Agama Islam Berbasis Multikultural'. *Palapa* 9, no. 1 (2021): 76–95.

Noor, Triana Rosalina, and Era Monita. 'Efisiensi Alokasi Dana Bantuan Operasional Sekolah (BOS) Pada Masa Pandemi Covid-19'. *Jurnal Dinamika Manajemen Pendidikan* 6, no. 1 (2021): 51–58.

Nurussholihah, Annisa, and Kusmajid Abdullah. 'Strategi Pembentukan Karakter Disiplin Dan Bertangguung Jawab Melalui Penerapan Model Pembelajaran Blended Learning'. *Jurnal Cakrawala Pendas* 8, no. 4 (2022): 961–974.

Puspitarini, Dyah. 'Blended Learning Sebagai Model Pembelajaran Abad 21'. *Ideguru: Jurnal Karya Ilmiah Guru* 7, no. 1 (2022): 1–6.

Puspitasari, Ayu, and Triana Rosalina Noor. 'Optimalisasi Manajemen Pembelajaran Daring Dalam Meningkatkan Adversity Quotient (AQ) Siswa Selama Pandemi Covid-19'. *Jurnal Elkatarie: Jurnal Ilmu Pendidikan Dan Sosial* 3, no. 2 (2020): 439–458.

Rohana, Sy, and Andi Syahputra. 'Model Pembelajaran Blended Learning Pasca New Normal COVID-19'. *AT-TA'DIB: Jurnal Ilmiah Prodi. Pendidikan Agama Islam* 13, no. 1 (2021): 48–59.

Rusdiana, A. *Pengembangan Organisasi Lembaga Pendidikan*. Bandung: CV. Pustaka Setia, 2016.

Siagian, Sondang P. *Fungsi-Fungsi Manajerial*. Jakarta: CV. Bumi Aksara, 2007.

Solihin, Ismail. *Pengantar Manajemen*. Jakarta: Erlangga, 2012.

Susanti, Winda, and Triana Rosalina Noor. 'Analisis Pelaksanaan Blended Learning Pasca Pandemi Covid-19 Di Madrasah Aliyah Negeri 1 Sragen'. *khatulistiwa* 4, no. 1 (2023): 1–10.

Sutarman, Maman, and Asih Asih. *Manajemen Pendidikan Usia Dini : Filosofi, Konsep, Prinsip Dan Aplikasi*. Bandung: PT. Pustaka Setia, 2016.

Syafaruddin, Syafaruddin, Asrul Asrul, and Mesiono Mesiono. *Inovasi Pendidikan : Suatu Analisis Terhadap Kebijakan Baru Pendidikan*. Medan: Perdana Publishing, 2015.

Syarif, Izuddin. 'Pengaruh Model Blended Learning Terhadap Motivasi Dan Prestasi Belajar Siswa SMK'. *Jurnal pendidikan vokasi* 2, no. 2 (2012): 234–249.

Tarmizi, Siti Nadia. 'Indonesia Bersiap Menuju Endemi'. Last modified 2022. https://sehatnegeriku.kemkes.go.id/.

Terry, George R, and Leslie W Rue. *Dasar-Dasar Manajemen*. Jakarta: PT. Bumi Aksara, 2009.

Wahyudin, Dinn. *Manajemen Kurikulum*. Bandung: PT. Remaja Rosdakarya, 2014.

Yusuf, Syaifulloh, Aden Wijdan Syarif Zaidan, Ulfa Indriani, and Khairul Amri. 'Penerapan Total Quality Management (TQM) Dalam Perbaikan Input, Proses, Dan Output Di MAN 5 Sleman'. *Jurnal Manajemen Pendidikan Islam Al-Idarah* 7, no. 01 (2022): 20–28.