



The Implementation of Distance Learning Policy in The Covid-19 Pandemic Era Through The Blended Learning Method in Pancasila and Civics

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ABSTRACT

The implementation of remote policies is the answer from the Government to the problems in the world of education caused by the Covid-19 pandemic in Indonesia. The many limitations in implementing remote policies during this pandemic, cannot be separated from the problems that occur during the implementation process. Educators play an important role in the successful implementation of remotely, required to innovate and be creative in conveying learning amid all existing limitations. Therefore, this study aims to find out "The extent to which blended learning methods can help in implementing distance learning policies at SMA Labschool UPI Bumi Siliwangi". The approach in this writing uses Qualitative, with the Case Study method. The results of the study showed; 1). From the educator's point of view: a) In terms of time flexibility, the learning process can be done anywhere and anytime, b) In terms of administrative more neatly, c) In terms of administrative more neat, d) More cost-effective, e) In terms of Pancasila education and citizenship, providing a space of persuasion for educators and students. 2). Student point of view a) Able to increase the spirit of learners' learning motivation, b) Help learners better understand learning materials, c) Provide discussion space for educators and learners in PPKn subjects.

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1. INTRODUCTION

Education is a foundation and one of the frontlines for the progress of a nation, without education (Pribadi, 2017), the development of a nation is only a figment as said by the Father of the Vietnamese Nation Ho Chi Minh, when starting the development of his nation after being destroyed by civil war, Ho Chi Minh invited the community to build their nation through education first. The slogan he uses is "No Teacher, No Education, *No Education, No Economic and Social Development*". The statement illustrates how important education is for a nation, without education there can be no economic and social development. So the pandemic is not a reason to stop activities in the world of education, learning activities must continue even though they are carried out online and with various kinds of obstacles faced. The implementation of distance policies during the Covid-19 pandemic is a step taken by the government in responding to problems arising in the world of education caused by the increasingly widespread Covid-19 pandemic in Indonesia. As stated by the Minister of Education and Culture, the government is forced to carry out distance learning (PJJ) because the option is to do distance learning (PJJ) or not study at all.

Because the implementation of remote policies is a new thing and the implementation of the policy is considered very sudden because of the urgent situation. Therefore, in its implementation, it is inseparable from the problems, in addition to the characteristics and demographics of each region it is also a challenge in implementing distance learning (PJJ) policies, in schools with supporting equipment and technology does not guarantee the success of implementing distance learning policies, this is supported by data in the field survey results conducted by Bandung City Disdik as one of the largest cities in the country. Indonesia has conducted a survey on distance learning (PJJ) to teachers, students and parents in the period April to July 2020. There were 44,000 students, 4,000 parents, and 7,000 teachers who were respondents in the survey.

According to a statement by the Head of Section (Kasi) of the Curriculum of the Bandung City Education Office (Disdik) Bambang (contained in ayobandung.com) stated that "One of the items asked how the implementation of distance learning (PJJ), 89.6% of students said they were bored". And in the survey, there were questions to teachers about what methods to use during distance learning (PJJ), 91.8% answered giving assignments. And in the implementation of distance learning (PJJ) since the Covid-19 pandemic took place, it has been dominated by giving assignments to students. As a result, students experience learning saturation, because they feel they do not get a pleasant learning experience, and this has a very significant effect on student learning outcomes.

As stated by Van Meter and Van Horn in (Setyadiharja et al., 2018), it is explained that one of the variables that affect the implementation of a policy is the use of resources, even though most schools in Bandung City in terms of infrastructure can already run the distance learning process optimally. However, based on the data above, it shows that the resource utilization variable is still not met. Blended learning is a type of learning method that combines traditional or *face-to-face* teaching with online-based teaching by utilizing various platforms such as *Google Classroom*, *Zoom*, and others. (Hidayah, 2020) *Blended learning* method is not only suitable for the development of today's era that uses technology and information but also provides several benefits for educators, students, and even education providers by providing benefits such as: a). Improving access and convenience, b). Improving learning, and c). More cost-effective.

Labchool UPI Bumi Siliwangi High School as one of the high schools located in Bandung City, in the subjects of Pancasila and Civic Education utilizes a *blended* learning method in the distance learning process. Given the position of the school which is in the red zone, it causes

learning activities to be completely changed from offline to online. Educators innovate by changing *blended learning methods* which ideally *combine* online learning with face-to-face learning in class, face-to-face learning activities in class are converted into virtual meetings by utilizing the *Zoom* application and *Google meet*.

2. METHODS

To reveal the extent to which *the blended* learning method can help in implementing distance learning policies at SMA Labschool UPI Bumi Siliwangi, researchers use a qualitative approach with the case study method because they are able to understand the meaning behind the visible data. The participants in this study amounted to 19 people with research located at SMA Labschool UPI Bumi Siliwangi. Data collection techniques used by researchers are, Observation, Interviews and Documentation Studies Triangulation in credibility testing is interpreted as checking data from various sources in various ways from various times. There are three methods used, namely source triangulation, triangulation of data collection techniques and time triangulation. Furthermore, [\(Stainback & Stainback, 1984\)](#) states that the purpose of triangulation is not to seek truth about phenomena, but rather to increase researchers' understanding of what is found.

3. RESULTS AND DISCUSSION

3.1 Research Results

This research is located at SMA Labschool UPI Bumi Siliwangi, which is the reason researchers chose SMA Labschool UPI Bumi Siliwangi because SMA labschool Bumi Siliwangi is one of the schools in Bandung City that has facilities that can support the implementation of remote policies well and its resources that support in innovating the use of learning methods as one of the fulfillment of the success variables of a policy.

This study used data collection techniques through observation, interviews and documentation studies. Observation is a process of observation carried out directly on the object of research where researchers observe what people do, listen to what they say, and participate in their activities. The purpose of the interview process as emphasized by [\(Candra & Aýuni, 2018\)](#) includes:

- (i) Constructing people, events, organizations, feelings, motivations, guidance, care, and others unanimity;
- (ii) Reconstruct such sphericities as experienced in the past;
- (iii) Projecting roundness as expected to be experienced in the future;
- (iv) Verifying, changing and extending constructions developed by researchers as member checking.

Then Arikunto in [\(Purwanti & Nugroho, 2016\)](#) defines documentation techniques as retrieval of data obtained through documents. The following is a table of resource persons from this study:

Tabel 1. Interview Resource Person

No	Name	Position	Initials
1	Aas Astuti Hakim, S.Pd.	Teacher of PPKn subject SMA Labschool UPI Bumi Siliwangi	AA
2	Khanza Kineta Amany	Bilingual grade X students 2	KK
3	Ikrimah Haura	Bilingual grade X students 2	IH
4	Alsthom Ferdansyah	Bilingual grade X students 2	AF
5	Aprilia Susanty	Bilingual grade X students 2	AS
6	Dafin Dzimazharfan	Bilingual grade X students 2	DD
7	Danishya Ahsanu	Bilingual grade X students 2	DA
8	Gitsa Salsabila	Bilingual grade X students 2	GS
9	Innara Nadin	Bilingual grade X students 2	IN
10	Muhammad Arief	Bilingual grade X students 2	MA
11	Maryam Khadija	Bilingual grade X students 2	MK
12	Muhammad Bagas	Bilingual grade X students 2	MB
13	Muhammad Ilham	Bilingual grade X students 2	MI
14	Nabila Aulya	Bilingual grade X students 2	NA
15	Nabilla Indrariyani	Bilingual grade X students 2	NI
16	Tarisha Aulia	Bilingual grade X students 2	TA
17	Sanata Artherica	Bilingual grade X students 2	SA
18	Widya Amelianingrum	Bilingual grade X students 2	WA
29	Zeeshan Saleem	Bilingual grade X students 2	ZS

Source: Data processed by researchers (2021)



Figure 1. Interview with PPKn Teacher of SMA Labschool UPI Bumi Siliwangi

3.2 Discussion

During the distance learning process, the school facilitates various learning platforms and media to support the distance learning process at SMA Labschool UPI Bumi Siliwangi. Among them by using Google Classroom as a Learning Management System, Google Meet for synchronous virtual face-to-face learning, google forms for quizzes or daily tests. If educators use other platforms during the learning process, they are required to integrate them with Google Classroom.

Based on the results of field interviews with LL speakers, the Labschool UPI Bumi Siliwangi High School itself does not provide restrictions to educators in the use of learning methods and media. The school frees the selection of methods and the use of learning media with the condition that it must be integrated with Google Classroom so that all learning materials, learning evaluations are neatly stored in Google Classroom.

Then the use of learning media at SMA Labschool Bumi Siliwangi itself, according to LL, varies greatly depending on the creativity of each teacher. The media that is often used during the distance learning process at SMA Labschool UPI Bumi Siliwangi are books, both e-books and physical books. Then audiovisual media where educators make videos whose content contains learning content is usually uploaded to YouTube then the link is integrated into Google Classroom, there are also those who use auditive media by utilizing podcast platforms.

In PPKn learning based on the results of researcher interviews with AA, AA uses a modified Blended Learning learning method. This is because the implementation of distance learning during the Covid-19 emergency occurred suddenly and was full of limitations and

shortcomings, forcing educators to innovate and be creative in choosing the right learning methods to be used during the Covid-19 emergency, to meet these limitations and shortcomings so that the learning process continues to run well, learning materials can also be delivered well, and does not create a boring learning atmosphere for learners. The Blended Learning method is a method that combines online learning with conventional learning. However, due to the existence of schools located in the red zone, conventional learning activities (face-to-face learning processes) were changed to virtual face-to-face meetings by AA by utilizing Google Meet as its platform so that the essence of conventional learning remained even though it could not be maximized as in pre-pandemic conditions.

Furthermore, the platforms used by AA during the distance learning process in the subjects of Pancasila and Civic Education include Google Classroom as its Learning Management System, then Google Meet for the virtual learning process, AA also has a personal website to make it easier for students to find learning materials and YouTube to make it easier for students to find learning videos.

The learning method in implementing distance learning is one of the crucial factors to discuss. Here researchers will pour the results of the researchers' analysis based on the data that researchers have obtained in the field. The rapid advancement of information and communication technology today provides many conveniences in making a design and development of education systems, especially learning concepts and models. The concept of distance learning is not a new concept in the world of education, the concept of distance learning is continuously developed especially by Dianne Conrad and Jason Openo in their book entitled "Assessment strategies for online learning: Engagement and authenticity" as a solution to various problems that arise in distance learning. They also explore various strategies to improve student learning outcomes in the online environment (Knott, 2020). In line with this opinion, the results of research obtained by researchers in the field are based on the results of researcher interviews with AA who suggest that in the current learning situation, innovation and creativity are needed from educators in delivering learning materials so as not to create boring learning for students. Including the selection of the use of learning methods and the selection of learning media is very influential. Because in this distance learning the human touch is not fulfilled, it is easy for students to feel bored if the learning delivery process is monotonous, this is reinforced by the results of the researchers' interviews with bilingual X 2 students of SMA Labschool UPI Bumi Siliwangi, most students answered if educators only provide assignments or materials on platforms such as Google Classroom etc. without the process of material exposure and innovation in delivering learning and choosing learning media, students feel bored during the distance learning process, this also affects the understanding of student material.

During the distance learning process, the school facilitates various learning platforms and media to support the distance learning process at SMA Labschool UPI Bumi Siliwangi. Among them by using Google Classroom as a Learning Management System, Google Meet for synchronous virtual face-to-face learning, google forms for quizzes or daily tests. If educators use other platforms during the learning process, they are required to integrate them with Google Classroom. And the school does not provide restrictions on educators in using the platform and the use of learning media. In this case, in PPKn learning based on the results of the researcher's interview with AA, AA uses a modified Blended Learning learning method. This is because the implementation of distance learning during the Covid-19 emergency occurred suddenly and was full of limitations and shortcomings, forcing educators to innovate and be creative in choosing the right learning methods to be used during the Covid-19 emergency, to meet these limitations and shortcomings so that the learning process

continues to run well, learning materials can also be delivered well, and does not create a boring learning atmosphere for learners. The Blended Learning method is a method that combines online learning with conventional learning. However, due to the existence of schools located in the red zone, conventional learning activities (face-to-face learning processes) were changed to virtual face-to-face meetings by AA by utilizing Google Meet as its platform so that the essence of conventional learning remained even though it could not be maximized as in pre-pandemic conditions.

The above description is in line with the theory of Graham in [\(Zainuddin & Keumala, 2018\)](#) expressing his opinion regarding the definition of Blended learning that "blended learning as the integration of face-to-face and online learning experiences".

If viewed based on the picture above, the method used by AA during the distance learning process is a blended learning method that is slightly modified, this is because the use of learning methods is adjusted to school conditions, if in the blended learning method there is face-to-face conventional learning, because SMA Labschool UPI Bumi Siliwangi is in the red zone, the traditional face-to-face meeting is changed to Virtual face-to-face meetings so that the essence of face-to-face meetings remains even though they are virtual.

In general, blended learning has been viewed as an alternative to exclusive online or face-to-face learning, and often results in positive impacts for learners [\(Deschacht & Goeman, 2015\)](#). Well-designed blended learning allows students to experience the combined benefits of face-to-face and online teaching and use each modality to its strengths [\(Baragash & Al-Samarraie, 2018\)](#). Based on this opinion, it can be concluded that the use of blended learning in the distance learning process has a positive impact on students, this is reinforced by the results of research by researchers in the field, AA argues that in implementing distance learning if educators only provide assignments or materials without virtual face-to-face meetings, it is very difficult for educators to control whether students learn or not During the distance learning process, according to AA, virtual face-to-face meetings play a role here so that there is communication between educators and students. Not only is there communication between educators and students, but also students can communicate and discuss with other students. The blended learning method is one of the right methods to be used in the distance learning process during emergencies like today, especially in schools located in red zones and schools with adequate infrastructure to carry out distance learning. Furthermore, KK as one of the students in class X Bilingual 2 who uses the blended learning method during the distance learning process argues that in distance learning students are not only given online learning in Google Classroom In the form of providing subject matter, it also requires virtual face-to-face meetings, because during virtual meetings, it usually builds motivation to learn and understand the material presented.

Based on the above, it can be concluded that, the use of blended learning methods in the distance learning process helps students build motivation to learn and helps understand the material presented. The advantages of using the blended learning method according to AA in the learning process include:

- (i) In terms of time flexibility, the learning process can be done anywhere and anytime.
- (ii) From an administrative point of view, it is more neat.
- (iii) From the assessment process there is openness between educators and students.
- (iv) More cost-effective (only requires quota in the implementation of distance learning).

Many people live their lives “blended”, as a mix of physical and online activities and experience. Blended learning not only fits into the modern, connected lifestyle, but can also provide specific benefits to students, teachers, and administration :

- (i) Increase access and convenience;
- (ii) Improved learning;
- (iii) Decreased (or more flexible). costs (Hlm.14).

From the statements of Stein and Graham, it can be concluded that the blended learning method is not only suitable for the development of today's era which uses technology and information. But it also provides benefits to students, teachers, and education providers including by providing benefits such as:

- (i) Increasing access and comfort;
- (ii) Improve learning;
- (iii) More cost-effective.

[\(Utami et al., 2021\)](#) divide four types of e-learning classifications, namely:

- (i) E-learning without presence and without communication;
- (ii) E-learning without attendance but with communication;
- (iii) E-learning combined with occasional attendance; and
- (iv) E-learning is used as a tool in classroom teaching. When viewed from this theory

SMA Labschool UPI Bumi Siliwangi uses Blended/Hybrid Asynchronous E-Learning where percentages are used as an option and electronic communication is carried out during the learning process.

[\(Jamaludin et al., 2018\)](#) suggests that the blended learning-based learning plan model consists of 3 stages with 9 steps. Stage 1 Analysis, consists of:

- (i). Analysis of problem-solving needs,
- (ii). Identification of learning sources and constraints,
- (iii). Identification of learner characteristics.

Stage 2 Design, including

- (iv) Setting learning objectives,
- (v) Selecting and setting learning strategies (organizing content, delivery, management),
- (vi) Developing learning resources (face-to-face, offline, online, mobile).

Phase 3 Evaluation, consisting of

- (vii). Trials,
- (viii). Revisions, and
- (ix). Prototypes of blended learning-based learning designs.

From the theory above, it can be concluded that in making a learning plan based on blended learning, educators go through 3 stages and 9 steps, namely:

- (i) Analysis Stage, at this stage consists of three activities, namely:
 - Analyzing problem solving needs in distance learning, In analyzing problem solving needs includes several activities. Analyze existing conditions, by looking for the root cause of the needs to be solved by students which is the goal of problem-solving learning outcomes.
 - Identify learning resources and obstacles in implementing blended learning-based learning, At this stage educators analyze people and media sources, namely: a. Identify the provision of facilities and infrastructure by the school, b. Identify existing learning resources including print, audio, audiovisual, internet learning resources and so on. At this stage, the availability of technology to support the learning process is analyzed. In addition, it is also seen how close the available technology is to

students. Based on the results of this analysis, it is used to determine what media solutions educators should use in overcoming problems during the distance learning process.

- Identify the characteristics of students, At this stage educators conduct an analysis of the initial abilities and characteristics of students. ([Dewi & Yuniarsih, 2020](#)) The characteristics of students can be seen from learning motivation, skill level, state of the surrounding environment.
- (ii) Planning stage, at this stage planning is made according to the results of previous analysis so that educators can choose and determine learning strategies and develop learning resources.
- (iii) Evaluation Stage, at this stage a trial is carried out in the form of a formative evaluation that has the aim of improving. The evaluation process is only limited to review. Furthermore, revision, the revision process is intended so that the learning process takes place properly ([Munawar et al., 2020](#)).

The platforms used by AA during the distance learning process in the subjects of Pancasila and Civic Education include Google Classroom as its Learning Management System, then Google Meet for the virtual learning process, AA also has a personal website to make it easier for students to find learning materials and YouTube to make it easier for students to find learning videos. To strengthen the results of interviews conducted by researchers with AA resource persons, researchers also conducted a documentation study on the implementation plan of blended learning-based learning that AA modified to suit the conditions of schools in the red zone. during the learning process AA uses the blended learning method With an intensive learning approach where online learning is more dominant but the meetings are replaced with virtual meetings. The contribution of the blended learning method to the learning process of PPKn subjects according to AA is to help in assessing student activity, students' ability to argue, and students' ability to discuss solving a problem. Furthermore, in AA's opinion, the use of blended learning methods also helps in the process of assessing and delivering material, this is because the purpose of Pancasila and Civic Education is to form good and intelligent citizens, to achieve this goal requires material presentation and also the discussion process cannot only be by providing material or assignments. It must be balanced between the provision of material, assignments and also the presentation of material and the discussion process to assist the assessment process.

This is in line with the opinion of ([Arif, 2017](#)) who stated that "Civic Education aims to form a good citizenship, creative citizens, responsible citizens (civic responsibilities), intelligent citizens (civic intelligence), critical citizens, and participatory citizens." From the explanation above, it can be concluded that the purpose of Civic Education is to form good citizens, think critically, and carry out their rights and obligations as citizens based on the values of Pancasila and the 1945 Constitution of the Republic of Indonesia.

Tabel 2. Triangulation of Data Collection Techniques The Extent to which the Blended Learning Method can Help in Implementing Distance Learning Policies at SMA Labschool UPI Bumi Siliwangi

Observation	Interview	Documentation Studies
The use of the <i>Blended Learning</i> method in the distance learning process is quite helpful during the distance learning process. The use of this method is to answer communication problems that often occur during the distance learning process.	<p>The use of <i>blended learning methods</i> in the distance learning process brings many positive impacts such as:</p> <ul style="list-style-type: none"> • Building student motivation • Assist students in understanding the material • There is no time and space limit • Students can access materials anytime and anywhere • Administratively it is more structured and systematic. • Assisting the learning process, especially in PPKn subjects and the evaluation process of PPKn subjects. 	The plan for implementing distance learning using the <i>blended learning</i> method in the learning process has been adjusted to school conditions and student conditions.

Source : Data processed by researchers

Based on the table above, there is a match between data obtained from research sources, field observations, interviews with students, student representatives, and PPKn teachers, as well as documentation studies that show that the implementation of distance learning using the blended learning method in the first stage is made in advance planning the implementation of learning with several stages. And the distance learning process using the blended learning method plays an important role in helping the implementation of distance learning policies at SMA Labschool UPI Bumi Siliwangi.

4. CONCLUSION

The blended learning method is considered the right method to be used in the current learning situation. With innovations made by educators by replacing traditional face-to-face meetings with virtual face-to-face in the learning process. The use of the benefits of the blended learning method in the distance learning process at SMA Labschool is 1). The blended learning method creates a good communication space for educators and students. 2). In terms of time flexibility, the learning process can be done anywhere and anytime. 3). From an administrative point of view, it is more neat. 4). From the assessment process there is openness between educators and students. 5). More cost-effective (only requires quota in the implementation of distance learning). 6). In terms of Pancasila and Civic Education, providing space for educators and students.

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