



## Integrated Learning Management During Pandemic

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**Abstract** : During the COVID-19 pandemic, educational institutions, including madrasas and schools, faced significant challenges in maintaining the continuity and quality of learning processes due to restrictions on face-to-face interactions. The sudden transition from conventional classroom-based learning to online learning required schools to adapt rapidly by utilizing digital technologies and developing innovative learning models. However, the implementation of fully online learning also encountered various obstacles, such as limited digital competence among teachers, unequal access to technology, student engagement issues, and difficulties in monitoring learning outcomes. Therefore, educational institutions need a flexible learning approach that combines the advantages of face-to-face and online learning. This study employed a qualitative research approach using a descriptive method to explore the implementation of Hybrid Learning management in madrasas/schools during the COVID-19 pandemic. Data were collected through observation, interviews, and documentation related to learning management practices, curriculum planning, learning implementation, and evaluation processes. The participants consisted of school principals, teachers, and relevant educational staff involved in implementing Hybrid Learning. The results showed that at the planning stage, schools formulated a unique curriculum adapted to the Hybrid Learning learning model during the Covid-19 Pandemic and supported by adequate learning facilities and infrastructure. At the implementation stage, there is a slight difference between theory and accurate data regarding offline and online learning time. Implementing a shift system, one week of offline learning and another week of online learning. Meanwhile, online/online learning is tailored to the needs of each teacher. Schools carry out face-to-face/offline and online/web-based evaluations at the evaluation stage.

**Keywords** : Learning Strategy; Learning Management; Integrated.

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## INTRODUCTION

The pandemic that has hit almost all parts of the world has considerably impacted humans. This impact does not only occur in the economic sector, which is marked by the number of people who have lost their livelihoods. However, the epidemic also had an impact on the education sector. Like other affected sectors, the education sector also feels and forces educational institutions to make improvements and transformations. The transformation 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 emerged in the industrial revolution era was marked by the digitalization of science and IoT (internet of things) in educational governance, which many educational institutions have not carried out. However, several educational institutions have made innovations since the pandemic because they are pressed by circumstances, run over, or compromise changes. Changes that are made mainly by educational institutions during the pandemic are learning that is not carried out in face-to-face mode but is carried out in online mode.

Online learning uses technology and an internet network in the learning process. In this process, teachers can use the help of applications such as WhatsApp and zoom. (Aji et al., 2020) 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 the principal must carry out a management update 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 course of learning.

Online learning management is not much different from traditional learning management. It is just that online learning management uses the help of mobile technology (Fauzi, Al, and Bangkalan, 2020), while learning management itself is a learning process carried out by two parties in an effective and efficient learning process. Thus online learning management is a teaching and learning process carried out with mobile technology and internet networks, which involves teachers and students in the learning process to carry out effective and efficient learning. (Yanti Sri Danarwati Pendidikan, 2020) Learning management online is a form of a teacher's ability to manage to learn, so the teacher is the main component in learning management. Teachers must be able to plan and manage to evaluate each student in the online learning process. 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.

Teachers are the main sector in the learning process. Thus, teachers need to have an updated learning strategy. Learning strategy is a strategy that will be used by the teacher in carrying out the learning process. This strategy is a way for teachers to choose the material to be taught to students. In online learning, the main task of the teacher in the learning process is to manage the class so that learning events occur even though it is carried out in remote mode.

(Fauzi, Al and Bangkalan, 2020) However, it is more important for teachers to foster student interest in learning. In fostering student interest in learning, teachers need strategies to condition students to be interested in learning even though they are online, ensure students are participating in learning, and activate how to create learning that can activate the ability to think, interact, communicate, and reflect. (Research, Basics, and Setiono 2020) not only from interest in students which is a problem in the hybrid learning process. However, in implementation, students and teachers face many challenges, especially in technology. (Fojtík 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. study because they do not have an internet connection. Efforts to understand course content are also an important issue. Students feel that community scarcity, technical problems, and difficulties in 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 is able to increase student interest in learning and understanding a lesson.

Similarly, Suhairi and Jumara Santi explained that learning management involves planning, implementing, and evaluating a learning system. Some say that learning management is the ability of teachers (managers) to develop a collaborative system by utilizing available resources. Exist to form effective and efficient learning. Not much different from the discussion above that learning management is an effort to manage resources as access to learning in a disciplined manner so that effective and efficient learning objectives can be achieved. (Research, Basis, and Setiono 2020) Learning management is a learning plan carried out by the teacher as a teacher. Teachers are required to have the ability to plan, organize, lead, and supervise students in the learning process. (Saifulloh and Darwis, 2020) Meanwhile, Alfian Erwinsyah defines learning management as a form of teacher creativity to create classes conducive to developing students' interpersonal and social climates.

From the explanation above, we can conclude that teachers must have good learning strategies to create conducive, effective and efficient learning. Especially during the current pandemic, teachers need innovations to maximize the learning that will be applied during the pandemic. The application of learning during a pandemic is carried out using a hybrid learning method. This sudden hybrid learning is not impossible to face various obstacles. Learning difficulties may be experienced by teachers, students, or students. Teachers or teachers are expected to choose and use appropriate learning strategies in order to minimize learning difficulties that may be experienced or faced by students/students. (Nikmah 2020)

This study aims to determine the management or strategies used by teachers in hybrid learning during the pandemic. Where learning is a new form, teachers need new strategies for how the learning process will be carried out. Because hybrid learning is learning with two types, online and offline, teachers have challenges managing these two types of learning. Especially

online learning is a new challenge for teachers, where teachers need to ensure that their students use electronic devices and access the applications that are in them. In online learning, teachers also need to optimize human resources in the learning process to adapt, especially online learning, where in 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.

## **METHOD**

This study employed a qualitative research approach using a descriptive method to explore the implementation of the research subject in a natural setting. The study adopted a single-case study design to obtain an in-depth understanding of the phenomenon being investigated. The single-case approach was chosen because the research focused on examining a specific context and practice within a particular educational institution. The data sources consisted of primary and secondary data. Primary data were collected through semi-structured interviews with teachers and students who were directly involved in the learning process. Meanwhile, secondary data were obtained from relevant documents, such as scientific articles, research reports, institutional documents, and other academic references related to the research topic.

Data collection was conducted through three techniques: observation, interviews, and documentation. Observation was used to identify the actual implementation of learning activities, interviews were conducted to explore participants' experiences and perceptions, while documentation was used to complement and verify the findings. The collected data were analyzed using qualitative data analysis techniques consisting of three stages: data reduction, data display, and conclusion drawing/verification. Data reduction involved selecting and organizing relevant information from the collected data. The reduced data were then presented systematically to identify patterns and relationships among findings. Thus, conclusions were drawn and verified continuously to ensure the accuracy and credibility of the research results.

## **RESULT AND DISCUSSION**

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

### **1. Planning**

Learning planning includes the arrangement of teachers (educators), students, and administrative staff, methods, materials, procedures, and elements of learning tools that must be organized systematically and systemically (Maliki and 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. The curriculum is prepared 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, this curriculum is structured to continue to realize the school's vision by accommodating the existing potential to improve the quality of schools, both in academic and non-academic aspects (according to the vision and mission).

Learning strategies are carried out following government policies during the transition period and the new normal, namely through BDR/or PJJ learning activities (online and offline), by simplifying learning plans into three aspects, namely the learning objectives and assessment activities. Strategies that are prepared to achieve hybrid learning targets, teachers combine web-based technologies such as virtual classrooms, self-instruction, collaborative activities, video streaming, audio, text, and use various pedagogical approaches, and 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. However, when conditions return to normal as before Covid-19, learning will be adjusted to new demands and policies, namely face-to-face and others. (Mulenga & Marbàn, 2020)

During the transition period to the New Normal, the study load arrangement was adjusted to the existing policies, especially related to learning guidelines during the pandemic. In addition to the curriculum, learning planning is seen in preparing the syllabus and lesson plans (RPP). Syllabus and lesson plans are operational plans for learning activities prepared by each supporting teacher to be used as a basis for carrying out learning activities.

The syllabus and lesson plans show that the teacher has 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.

## **2. Implementation**

### **a) Online Learning Strategies**

The learning strategy carried out is in accordance with government policies during the transition period and the new normal, namely through BDR/or PJJ (online and or 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 synopsis of several lecture reference books. This strategy is considered to make it easier for teachers to make sure their students want to read and look for lecture references related to the topic being discussed. Based on the author's observations of 5 teachers, all of whom applied this learning strategy, after interviews, the reason the teachers chose this strategy was because this assignment did not require a face-to-face meeting of students which had been an

obstacle. In addition, this assignment may not have to be done in groups, but can be done individually.

The forms of assignments given by the teacher 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 assignment is not completely able to replace the class seminar learning system that has been applied to face-to-face learning, but at least the teachers hope that the assignment can represent the role of teachers who cannot hold meetings with students.

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

The types of assignments for this strategy as the authors observe 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 given require a long time and process and usually cannot be done by individuals, but must be done in groups.(Chen & Lee, 2018)

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 attitude of patience, thoroughness, and discipline in doing project-based tasks will increase their attitude or attitude competence. Meanwhile, the activity of looking for references, applying trials and similar activities improves students' psychomotor abilities. namely reading and writing. There are two models applied, literacy in the form of reviews and literacy in the form of production. Literacy in the form of a review as the author observed 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, and in this case it is usually determined by each teacher, 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, also excluding routine tasks that are usually carried out every day, but are carried out only 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 in front of the teacher along with other students. However, in the midst of this pandemic, the seminar was conducted in stages 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 the teacher and to friends through the whats app group that was created previously (3) Students then automatically each uploads their presentation video on youtube (4) shares the link with friends by sharing the link to the Whatss app 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 teachers then provide input and comments on the written work that has been made by students.

Actually, 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, there are some students who cannot do it due to network problems and internet packet constraints.

### **b) Offline Learning Strategies**

The implementation of offline learning and assessment activities during the pandemic is adjusted to the 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, 7 learning days are conducted online and the other 7 days are done offline and it is done offline. intersect, if the first week is done online then the second week is done offline and so on until the end of the semester.

From the explanation above, it can be said that the percentage in offline and online learning concepts is 50% face-to-face and 50% online, but in the effectiveness of the application in the field of face-to-face learning it takes 45% and online 80% of the total learning implementation. Learning through online or online It is considered not to reach 50% because some teachers want assignments made during online learning not to be sent entirely online, but sent through offline meetings. This means that they have implemented Hybrid Learning based on the BL taxonomy by Smith and Kurthen which requires online learning to reach 45%.

Furthermore, 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 message conveyed. Nofrion revealed that the teacher conveys messages in the form of learning materials to students or students who receive the message. Communication in learning can be done unidirectional, interactive or there are dynamic transactions between the sender and recipient of the message.(Mundiri, 2018)

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 own learning. 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 (Muhammad Juwaini Sholikhin 2021).

In the implementation of offline learning, the learning methods used are the same as normal learning, such as lectures, discussions, project bases learning and so on. In online learning, various online media platforms are used to support its implementation. In using the hybrid learning model in an effort to combine online and offline learning, it is necessary to have learning innovations in facilitating learning with the combined model. Learning innovation is an effort that aims to coordinate the development of science and technology into 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 media that allows one-to-one and one-to-many communication, (2) interactive nature. (3) Allows synchronous or asynchronous communication, so that learning is realized that never knows time and place (Hapsari and Fatimah 2021).

Therefore, in the new normal, the learning process can run effectively, we can learn through electronic media and internet networks through a combination of synchronous and asynchronous learning. Direct synchronization (SL), which is a learning process that requires educators and students to meet at the same time and place. Educational activities that take place are lectures, discussions and practice in the field, so that it is the same as face-to-face learning.(Muali et al., 2018) Synchronous Maya (SM), involving educators and students in the teaching and learning process, they follow the same learning, but in different positions between each other. Learning activities in virtual synchronization can be carried out using synchronization technology, for example in the form of video conference, Google Meet, Zoom, audio conference or web-based seminars (web seminars). 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 own grasping ability. Asynchronous independent learning activities include watching, reading, listening, practicing, and imitating using digital materials that match the theme or learning material. Asynchronous independent learning activities mainly use online learning, although there is also offline learning. Asynchronous Collaborative (AK). This is a collaborative (shared) learning process among class members or other resource persons. Collaborative asynchronous learning activities include participating in discussions through online discussion forums, online mailing lists, online independent and group assignments, and publishing the results of independent or group assignments to journals, blogs, wikis, etc.

The implementation of Hybrid Learning, especially in optimizing the internet, is more about Asynchronous implementation. There has never been a synchronous pattern or a combination of the two. The leading online mode platform in the Blended Learning method 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 other modes as additional options for learning methods other than WhatsApp groups according to their respective operational capabilities of responsible teachers and students.

The Hybrid Learning method using WhatsApp groups is carried out 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 invites and adds all his classmates to join the group. Therefore, all students in the class have joined the WhatsApp group class/subject. After combining all the content, the teacher will explain the purpose of using WhatsApp groups for the topics being 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 or 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.

### **3. Evaluation**

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 of people to make decisions about specific criteria for the results of an activity or series of activities (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 has meaning, 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 and the accuracy of teaching materials and methods used; For schools, it is possible to know student learning outcomes, by looking at the learning conditions made by the school, the suitability of the courses used, and whether the school meets the standards. The learning assessment carried out is a Daily assessment (PH) carried out at the end of each KD, a Mid-Semester Assessment (PTS) is carried out every quarter, a Final Semester Assessment (PAS) is carried out at the end of each semester, a Year-End Assessment (PAT) is carried out at the end of each semester. The school year and offline learning assessments are seen from observations, assignments, or test scores. If it is above the average, then the indicator is reached. In contrast, the online assessment is based on observations, cognitive values, and attitudes.

## **CONCLUSION**

Learning Management During the Covid-19 Pandemic Based on hybrid learning includes management, learning model planning, and learning evaluation. At the planning stage, compiling a particular curriculum adapted to the Covid-19 Pandemic period through a Blended

Learning-based learning model. This learning model is one of the solutions to educational problems during the Covid-19 pandemic, which previously implemented complete online learning. Madrasahs arrange learning schedules with the same composition between face-to-face and online learning. While the learning method is used, there are four methods, namely, direct synchronization (SL), Maya synchronization (SM), Independent Asynchronous (AM), and Collaborative Asynchronous (AK). The learning support tools are e-learning, google meet, zoom, WhatsApp, Telegram, and others.

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