

Education management in the new normal era: a literature study

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ABSTRACT

The objective of this article is to offer a general overview of how face-to-face learning can be utilized in the context of the new normal era and to identify potential learning models that teachers can employ in addressing educational challenges within this era. In the process of developing this article, a literature review method was employed. The data collection process included a comprehensive review of various references from national and international journals that are pertinent to the subject matter under discussion. Upon conducting thorough research, the author will then select, analyze, and present results in a systematic manner. The learning model represents a significant element within the context of learning. As an individual occupying a pivotal role in the learning process, the teacher is responsible for applying an optimal learning model to ensure the successful attainment of learning objectives. A selection of models that can be utilized for learning within the new normal era includes: Three learning models are worthy of mention: Blended Learning, Flipped Classroom, and Hybrid Learning. In applying any of the aforementioned models to the learning process, it is important to consider the specific characteristics of each learner and the abilities of the instructor.

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1. Introduction

The global pandemic ushered in a "new" normal, where digitalization has transformed the manner in which we work and learn. This has compelled the educational sector to adapt accordingly. A transition from physical presence (face-to-face) to virtual contact (synchronous and asynchronous) has resulted in the dissolution of tangible, physical learning spaces, rendering them virtual and intangible. Furthermore, the shift has impacted student learning and school organizations, which are no longer defined as physical structures, but rather as digital entities accessible via the World Wide Web. The advent of the global pandemic has also led to the implementation of online learning, necessitating the separation of learners from one another and educators, particularly from the direct dialogical encounters that occur in classrooms (Pacheco, 2021).

In addition, the Indonesian Ministry of Education has implemented policies that include the closure of educational institutions and the substitution of traditional teaching and learning processes for online systems. The advent of e-learning is prompting educators to reconsider the models and methodologies employed in the traditional learning environment (Siahaan, 2020).

Online learning is also a novel approach to education, offering a diverse array of learning resources. The degree of success of the learning process is contingent upon the characteristics of the learners and the effectiveness of the learning model selected and implemented by the teacher (Qoriawati, 2021).

The implementation of social distancing as an essential element of the "new normal" can itself create unique challenges for all individuals engaged in educational activities. Therefore, those involved in the field of education must identify effective strategies for maintaining the teaching and learning processes in this new era. (Fatwa, 2020)

In light of these considerations, the Ministry of Education and Culture has recently permitted the resumption of offline learning in schools. However, this return to face-to-face instruction comes with certain stipulations. These include the necessity for parental consent, mandatory mask-wearing, and a cap on attendance at 50% of the maximum school capacity, to be achieved through rolling (alternating) attendance. Additionally, schools are required to provide the necessary health protocols, including handwashing stations, thermometers, and hand sanitizer. Furthermore, educators must also develop a suitable and effective instructional model that can be employed in the context of face-to-face learning within this new era. As such, the model represents a crucial component that can influence the success and achievement of lesson objectives.

The advent of the pandemic has created a unique challenge for the education system in the contemporary era. Traditionally, learning occurred in a face-to-face setting with direct interaction between the teacher and students. However, the shift to remote learning, including the use of PJJ or distance learning, has necessitated a reimagining of the learning environment. This transition has been highlighted by Mahmudah et al. (2021). One of the key challenges of online education is the need to educate students to become good role models and possess good moral character. This encompasses more than simply imparting general knowledge in a school environment, as the education of students to become morally good individuals is of greater importance. In light of the aforementioned, it is evident that the implementation of character education by the Indonesian government prior to the emergence of the SARS-CoV-2 virus represented a significant challenge. This was due to the fact that, at this juncture, it was difficult for students to emulate the exemplary conduct of their teachers. This was particularly true in the context of the instruction of good character traits, which proved to be a significant challenge even for the most dedicated and skilled instructors (Habibi & Astuti, 2021).

The ongoing global pandemic has had a profound impact on every aspect of human life, including the Indonesian education sector. The abrupt emergence of the pandemic led to a rapid switch to online learning. However, while the use of digital learning tools presents certain advantages, it also poses unique challenges. Consequently, the challenges facing Indonesian education today are multifaceted, encompassing human resources, facilities, infrastructure, and operational management systems. These challenges are compounded by the limited availability of resources (Iriansyah, 2020). The learning process encompasses a range of facilities, including students, teachers, school leaders, curriculum, school facilities (library), and other resources essential to the learning process. These resources support the quality of learning, enabling students to gain knowledge, develop behaviors, and hone skills. Conversely, the implementation of an online learning system has an impact on the learning process, including: a limited use of technology by teachers, a limited standardized infrastructure, a limited internet access, a limited financial support, and even the effect of weather during the online process becoming a problem (Asakir & Mahmudah, 2022).

2. Method

This article employs the methodology of a literature review. The data gathering phase was concluded in September 2021, and the subsequent analysis was conducted. The literature review, as defined by Rahayu et al. (2019), is an organized approach that identifies, evaluates and synthesizes the research and ideas generated by previous researchers. The purpose of a literature review is to examine existing knowledge on a specific topic, identifying gaps that can inform future research. A literature review is a methodical process comprising several stages. The first stage is problem formulation, which involves selecting a topic that is relevant to the problem being studied. The second stage is literature/data search, which entails identifying sources of information that can support the research. The third stage is data evaluation, which assesses the quality and relevance of the data in relation to the research objectives. The fourth stage is analysis and interpretation, which involves discussing, finding, and summarizing documents.

3. Result and Discussion

Winaputra (2005: 3) in Thamrin Tayeb (Tayeb, 2017) posits that the model is related to learning. A learning model may be conceived of as a conceptual framework that describes the systematic steps involved in the organization of learning experiences, ultimately aimed at the achievement of learning objectives. In this sense, the aforementioned model serves as a guide for both students and teachers in the process of planning and implementing learning activities.

According to Joyce, et al. (2009), learning models can assist students in acquiring information, ideas, abilities, modes of thinking, and techniques for articulating ideas. Additionally, Joyce, et al. (2009) categorize learning models into four main groups, namely: 1) Models that process information. These models emphasise how teachers and students can obtain, process, and explain information; 2) Social teaching model. These models emphasise the development of what teachers and students can do and the creation of a democratic atmosphere in a community environment; 3) Personalised teaching model. These models aim to design schools that adopt a nondirective philosophy as the core approach to teaching; 4) Behavioral system model. The model places particular emphasis on students adopting more productive attitudinal dispositions in their learning.

In his journal, entitled "Considering Learning Models (Theoretical-Critical Review of Learning Models in Islamic Education)," Abas Asyafah enumerates several reasons for the importance of learning models in the context of educational advancement. 1) Effective learning models facilitate the achievement of learning objectives, thereby enhancing the quality of learning; 2) Learning models provide students with useful information during the learning process; 3) Changes in learning patterns can create a passion for learning, avoid boredom, and influence student interest and motivation to participate in the learning process; 4) Developing a The variety of learning models is of great importance, given the diverse characteristics, personalities, habits, and learning patterns of students. Additionally, the ability of teachers to utilize learning models is also highly variable and not limited to a specific set of models. Professional teachers are also required to possess motivation and an innovative spirit in carrying out their duties and functions (Asyafah, 2019).

The learning model constitutes a comprehensive learning structure, encompassing approaches, strategies, methods, and techniques. Syntax, defined as a set of standardized steps that must be adhered to when implementing a learning model, represents a critical element within this structure. The necessity for reflection of this syntax, particularly with regard to detailed learning steps, is particularly evident in the context of the basic learning activities. In developing a Learning Implementation Plan (RPP) that incorporates a specific learning model, educators' activities are required to align with the syntax of the chosen learning model, while

learners' activities are expected to adhere to the necessary behavior and interaction patterns (Hayati, 2017).

The following section presents some learning models that could be employed in elementary schools, particularly in light of the ongoing coronavirus (Covid-19) crisis.

One potential solution to the challenges faced by teachers during the learning process, particularly during the current pandemic, is blended learning. According to Torraró (2007), in (Ingriyani et al., 2019), blended learning is a model that combines face-to-face and electronic learning (e-learning). Blended learning programs can be classified into several categories: 1) Completion of an online curriculum comprising entirely online learning, with no offline components; 2) Online curriculum with an offline option, but not a mandatory requirement; 3) Majority of curriculum conducted online, with some days offline (in-class/in-school); 4) Online curriculum comprising all or the majority of learning; This includes schools or classrooms where students meet daily; 5) In-class instruction with an online component and a requirement to extend learning beyond the classroom and out-of-school days; 6) Classroom instruction that integrates online resources, but little or no requirement for online students; 7) Face-to-face settings with little or no online resources/communication (Hrastinski, 2019).

The syntax of the Blended Learning model, as outlined by Ramsay (2001) in Marlina (Marlina, 2020), is as follows: The following are the five steps of the Blended Learning model, as outlined by Ramsay (2001) in Marlina (2020):

1. Online and offline searches for information are conducted based on relevance, validation, reliability, and academic clarity.
2. The identification, comprehension, and comparison of ideas.
3. The interpretation of knowledge or information from various sources.

The Blended Learning model, as described by Marlina (2020), posits that the learning process comprises three stages. The first stage involves the initiation of learning, which can occur through face-to-face or fully online means. The second stage entails providing direction to students to seek information from a variety of sources. The third stage encompasses students' comprehension, interpretation, communication, and construction of knowledge, as well as the drawing of conclusions from ideas or information derived through online or offline sources. Given that the Blended Learning model is conducted online, an application that facilitates the teaching process is required, with Google Classroom being a suitable example.

The advantages of this model are as follows: 1) Reduction of time spent on tasks; 2) Reduction of expenditure; 3) Improved effectiveness and efficiency of learning; 4) Simplified access to learning materials for students; 5) Students can access learning materials at no cost, at any time, and from any location independently; 6) Utilization of a variety of materials available online; 7) Students can engage in discussion with teachers and other students. Furthermore, students can engage in collaborative learning with their peers outside of class hours. Additionally, teachers are not required to invest significant time and energy on learning, as they can utilize online resources to enrich their curriculum. This approach also allows for a broader scope of learning, which can lead to more effective and engaging lessons. Finally, this model can help educators maximize the results, benefits, and attractiveness of their lessons (Kholiqul Amin, 2017).

The disadvantages of this approach are as follows: 1) It is difficult to implement if facilities and infrastructure do not support it; 2) Not all students have complete facilities; 3) There is uneven internet access in all locations.

One of the key initiatives that can help address critical thinking issues in education is the Flipped Classroom model. The fundamental premise of the Flipped Classroom learning model is that students engage in learning activities at home, replicating the classroom environment. This includes understanding the material presented by the teacher and completing assignments

and problem-solving exercises. Bergmann and Sams (2012) in Maolidah et al. (2017) provide a comprehensive overview of this approach.

According to Johnson (2013) in (Maolidah et al., 2017), a flipped classroom is a medium for the learning process that reduces the capacity of learning activities in a traditional, in-person classroom and maximizes interactions with each other, including teachers, students, and the environment.

The flipped classroom represents an organizational shift between traditional in-classroom activities and home-based learning experiences. This approach allows for the transfer of activities traditionally conducted within a traditional educational setting into an alternate environment. For instance, activities that are typically conducted within the classroom can now be conducted outside the classroom, and vice versa (Mohammed & Daham, 2020).

In the view of Goedhart and colleagues (Goedhart et al., 2019), a fundamental aspect of the Flipped Classroom approach is the transfer of learning through the provision of materials before the commencement of class, which may take the form of instructional videos or other recorded materials, as well as remotely accessible knowledge sources. This enables the Flipped Classroom to offer opportunities for adaptation of the learning process in response to the diverse skills and learning styles of students, through the utilisation of a range of learning processes and activities.

In accordance with the theoretical framework proposed by Bergmann and Sams (2012) as outlined in Hasanuddin et al. (2020), the syntax of the flipped classroom learning model can be defined as follows: 1) The first day of Flipped Classroom learning; 2) The announcement of Flipped Classroom learning; 3) The explanation to students of how to access the video; 4) The asking of students to ask questions/respond; 5) The asking of students to help each other and respond to each other's questions/responses; 6) The implementation of a teacher-made assessment/evaluation system; 7) The comparison of broader learning with more complex tasks.

The benefits of the flipped classroom as outlined by Millard in Hamid and Hadi (Hamid & Hadi, 2020) include 1. Increased student engagement in learning; 2. Reinforcement of skills based on group achievement; 3. Individualization of teaching through pedagogical approach; 4. Enhanced focus of student activities through discussions; 5. Increased creative freedom.

Furthermore, the application of the Flipped Classroom learning model allows teachers to dedicate more time to the provision and explanation of learning materials.

The disadvantages of the Flipped Classroom learning model include: 1) Not all teachers and students have access to technological devices that enable them to access online content; 2) A lack of teacher capacity in ICT (Information and Communication Technology); 3) Not all students feel comfortable learning through digital devices, such as laptops/computers; 4) Demanding student independence through brief descriptions of the subjects to be learned; 5) Not all areas/places have stable and strong internet networks (Hamid & Hadi, 2020).

The hybrid learning model is an innovative educational approach that leverages information and communication technology. It can alternatively be conceptualized as a learner-centred methodology for acquiring knowledge and skills. This model is developed through an instructional design that integrates digital (internet and mobile), print, recording, and face-to-face (traditional) classroom activities in a planned manner (Aristika et al., 2021).

In a subsequent article published in the same journal, Aristika et al. (2021) further elucidated the rationale behind hybrid learning. They posited that this pedagogical approach strives to integrate the strengths of both traditional and contemporary teaching methodologies to enhance the quality of learning outcomes. This quality is purportedly superior to that achieved through either a purely online or a face-to-face learning experience. Additionally, the hybrid learning model has the potential to foster students' metacognitive abilities. In addition to the aforementioned advantages, the hybrid learning approach offers the dual benefit of employing both a face-to-face and an ICT-based (Information and Communication Technology)

methodology, encompassing both mobile and non-mobile technological solutions (Aristika et al., 2021).

According to Maspul and Amalia's (2021) findings, parents should be included in the process of adapting to Hybrid Learning. Parents can play a number of roles in this regard, including:

1. Parents are expected to prepare facilities that can support adequate learning;
2. Parents must ensure that students learn safely (health conditions, helping students complete assignments, etc.);

Parents are encouraged to seek out additional information regarding hybrid learning. This can be accomplished by communicating with teachers (communicate with teachers); 4) Parents must refrain from placing undue pressure on students to achieve optimal outcomes, as this can be detrimental to the learning environment. Instead, they should adopt a more supportive role in their children's education, particularly in terms of ensuring their health and monitoring their engagement with online learning activities. 5) Parents can also play a vital role in developing effective strategies for parenting, including monitoring their children's academic performance, observing them during online learning, and providing encouragement through rewards and recognition. 6) Finally, maintaining communication with both teachers and students is essential for fostering a collaborative and supportive learning atmosphere.

Research conducted by M. Makhin (Makhin, 2021) with the title "Hybrid Learning: A Learning Model during the Pandemic at SDN Bungurasih Waru Sidoarjo" identified four key factors affecting the implementation of hybrid learning, namely teachers, parents, students, and applications. In addition to the aforementioned factors, teachers must also possess a comprehensive understanding of technology and be able to encourage and support students in maintaining active engagement with their learning. Furthermore, students must consistently demonstrate an understanding of the material presented by their teachers.

The advantages of the hybrid learning model include: 1) Students not only learn more in online sessions, but they also have the opportunity to increase student interaction and satisfaction. Students have many options in addition to classroom learning, which improves their understanding of what has been learned and gives them the opportunity to access further learning. 3) Faster data presentation by students who learn using e-learning/online; 4) Students have the opportunity to study the material according to their wishes, as well as a flexible schedule (Wahyuni, 2021).

The disadvantages of the hybrid learning model, which act as obstacles to its application, include: 1) The need for a variety of media, which requires optimal preparation before the commencement of learning; 2) The unequal distribution of facilities among students, such as laptops/computers and internet access (Wahyuni, 2021).

4. Conclusion

The global pandemic has precipitated a profound transformation in the manner in which education is delivered. All activities have been converted to an online format, including the education system. After nearly two years of implementing online learning, the Indonesian Ministry of Education and Culture has finally permitted schools to resume face-to-face learning (offline) with the stipulation of applicable terms and conditions. This shift presents a significant challenge for education personnel, particularly teachers. The learning model is a crucial element in the learning process. The teacher, as the primary facilitator of learning, must utilize an effective learning model to facilitate the achievement of learning objectives. In the context of the "new normal," there are several models that may be applied to learning, including blended learning, flipped classroom, and hybrid learning. However, the efficacy of these models is contingent upon the characteristics of the students and the abilities of their instructors.

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