The Implementation of Learning Policies in the New Normal Era in *Garut* Regency

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Abstract

The unpreparedness of the community in rural areas with government policies related to change in learning methods during the pandemic is a rife phenomenon in Indonesia's education sector. As is the case in one public junior high school, Garut Regency, there were limited resources, weak control over the learning process, and a lack of support from parents. This research aims to describe the implementation of learning policies in one public junior high school, Garut Regency in the new normal era and its impacts. This study uses qualitative methods with descriptive analysis. Informants in this study were principals, teachers, and students. By analyzing communication, resources, disposition, and bureaucracy structure, the result shows that the implementation of blended learning has not been optimal. Implementing blended learning requires good cooperation between the school, students, and the community. In addition, providing technology-based education training to teachers and staff, increasing students' digital literacy, and increasing parental socialization are very important things to strive for.

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Introduction

Since the COVID-19 virus has spread and has become a pandemic globally, it has impacted various sectors of life, including the education sector (Camacho-Zuñiga et al., 2021; Firmansyah & Kardina, 2020), including in Indonesia. One of these impacts is the policy regarding changes in learning methods in Indonesia issued by the Ministry of Education and Culture. The Indonesian government issued a policy on Learning From Home methods so that the education process could continue during the pandemic. Although learning activities are carried out in unusual conditions, it is hoped that learning targets at every level of education can be achieved with this method.

Before the COVID-19 outbreak, face-to-face teaching and learning activities between students and teachers were carried out. However, after the pandemic, the teaching and learning process was carried out using the Learning From Home method. As stated in circular letter No. 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid-19), the Minister of Education and Culture of the Republic of Indonesia emphasized that the implementation of the teaching and learning process is carried out from home or what is often referred to as distance learning. Distance learning needs to be done immediately to break the chain of the spread of the virus 19. With this policy, millions of students and teachers worldwide, including in Indonesia, have become dependent on technology (Firmansyah & Kardina, 2020). While in reality, various IT support facilities and skills in their mastery are still not qualified. This phenomenon happens a lot, especially in people who live in rural (Setiawan & Taiman, 2020).

Furthermore, the learning process is carried out by referring to the Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs No. 01/KB/2020, No. 516 of 2020, No. HK.03.01/Menkes/363/2020, Number 440-882 of 2022 concerning Guidelines for Implementing Learning in 2020-2021 during the Covid Pandemic. The implementation of this policy is the main topic of this research. The policy explains that all academic units in the green zone can conduct face-to-face learning by complying with health protocols and maintaining physical distancing. The approach mentioned is done during the new normal. Fajar, in his article, quotes the Chairman of the Task Force for the Acceleration of Handling Covid-19 opinion that a New Normal is a change in behavior to continue to carry out everyday activities but with the addition of implementation of Health protocols to prevent the transmission of COVID-19 (Fajar, 2020).

The conventional learning paradigm moves towards technology-based learning (education-based technology) with science and information technology developments (Kornpitack & Sawmong, 2022). Technological developments can overcome the crisis experienced by the education sector (Pacheco, 2021). By utilizing technology, students can easily access knowledge from various internet media and other technological media, and teachers are no longer the only primary source of knowledge. Therefore, teachers need to be able to comprehend and master technological advances to exceed students' abilities. (Firmansyah & Kardina, 2020)

In line with the development of science and technology, using media in Information and Communication Technologies (ICT)-based learning is necessary to achieve learning objectives. Both teachers and students tend to use information and communication technology (ICT) in teaching and learning activities (Firmansyah & Kardina, 2020). Students' ability to use technology will be trained if the learning process in their school uses the e-learning method (Hadiyanto, 2019). In addition, combining conventional and e-learning methods, known as blended learning, is the right solution in limited educational conditions, especially during a pandemic (Riswan, 2022). The e-learning method, a form of digitization, is expected to improve classroom teaching and learning outside the classroom. The statement above is in line with two of the four main goals of digitalization in education proposed by Quilter-Pinner and Ambrose (2020).

According to Krasnova (2015), blended learning can be interpreted as a teaching method combining effective face-to-face teaching techniques with interactive online teaching, where the two designs are collaborated and form one system. The existence of adequate and balanced learning components will facilitate the effectiveness of this teaching system. In applying this system, proper planning is needed to be useful for achieving educational goals.

In Indonesia, the implementation of the blended learning method still faces various obstacles, especially for people who live in rural areas. As is the case at SMPN 6 Pakenjeng, Garut Regency. SMPN 6 Pakenjeng, Garut Regency, is one of the public schools in rural areas, the implementation of blended learning is still experiencing several obstacles. The first is the problem of available resources, including the lack of HR competence in mastering IT, both the school (teachers and staff. In addition, not all students have cell phones. Even though cellphones are one of the minimum supporting facilities students need to possess in blended learning, mainly when implementing e-learning. Data on student cell phone ownership can be seen in the following table:

Table1. *Data on cell phone ownership among students*

No	Class	Quantity	Have a cellphone	
			Yes	No
1	VII A	25	15	10
2	VII B	24	16	8
3	VII C	26	18	8
4	VIII A	30	21	9
5	VIII B	30	23	7
6	IX A	32	24	8
7	IX B	32	23	9
Total		**199**	**140**	**59**

Source: (processed by researchers, 2021)

From the table above, the number of students at SMPN 6 Pakenjeng is 199. The number of students at SMPN 6 Pakenjeng with mobile phones is 140, while 59 students, or 29.3% of the total students, do not have mobile phones. Even though it is dominant that

they have cellphones, not all students, who have cellphones, can participate in e-learning because of signal instability in students' residences, and students do not always have quotas.

Secondly, there was a lack of supervision in blended learning educational methods. It is indicated by students who have not been able to manage time and process information independently, and teachers also have not been able to take full advantage of existing multimedia facilities in making learning methods. This problem becomes an obstacle for blended learning education providers. Another problem is that several teachers get signal instability in their residences. Based on the observations, 9 out of 13 teachers, or 69.2%, felt that accessing the internet from home was difficult to provide online teaching. Third, many parents do not support online learning methods. This phenomenon happens because not all parents of students have a good economy and an excellent educational background; most parents' jobs are farm workers. So they cannot facilitate their children if the learning method is online. These three things show that there are still problems in implementing learning policies at SMPN 6 Pakenjeng. If this problem is ignored, it will harm the achievement of learning objectives. Therefore, this phenomenon needs to be studied more deeply to find solutions so that policy implementation in this new normal era can be carried out more effectively and achieve the learning process's objectives.

Several previous researchers have researched blended learning, for example, those discussing the application of Blended Learning in Training (Akhmadi, 2021), the implementation in Russian Higher Education (Krasnova, 2015), The Implementation in Islamic Religious School (Madrasah Ibtidaiyah) (Maskur et al., 2021), The implementation in Vocational Schools (Handayani et al., 2020), and some have examined the implementation of blended learning in remote villages during the pandemic period. Covid-19 (Kasanah & Murtadlo, 2021). However, from previous research, no one has discussed the implementation of blended learning, which is analyzed by looking at the theory of Edward III's policy implementation and its impact. So, therefore, based on the background of the problem, this research aims to determine the Implementation of the Blended Learning Policy at SMPN 6 Pakenjeng, Garut Regency, and the impact of the implementation of the Blended Learning Policy.

Literature Review

Several previous researchers have carried out research on the implementation of blended learning, such as the Application of Blended Learning in Training (Akhmadi, 2021), the implementation of the Blended Learning Model in PAI Subjects (Mildan, 2021), and Implementation of Blended Learning in Higher Learning Institutions (Ma'arop & Embi, 2016). However, this study analyzes the implementation of blended learning in rural communities, a case study at SMPN 6 Pakenjeng, Garut Regency. These topics and locus distinguish this research from previous research.

Policy implementation is a statutory regulation that has been determined as a result of problem-solving so that it becomes a policy to achieve predetermined goals. Ratri and Horn (2014) define policy implementation as actions taken by individuals, governments, or private groups to achieve the goals set in previous policy decisions. The theory used as a reference in this research is the theory of Edward III (1990) which argues that there are four

main factors to influence the success of effective policy implementation; communication, resources, disposition, and bureaucratic structure. This study uses the theory of Edward III because it is in accordance with the phenomenon of existing problems regarding the implementation of policies from learning in the new normal era, similar to several indicators of the theory. Whereas *blended learning* is the process of uniting various learning methods that combine virtual and physical resources (Siti & Hasbullah, 2015). Its characteristics are as follows:

- Learning combines various delivery methods, learning styles, teaching models, and skills-based learning tools.
- A combination of face-to-face or face-to-face training, independent learning, and virtual (online) learning.
- Support learning by combining teaching, delivery, and effective teaching methods.
- Teachers and parents play an essential role when teachers act as coordinators and support parents (Trisniawati, 2021).

The framework for this research is as follows:

Figure 1. *Mind frame diagram*
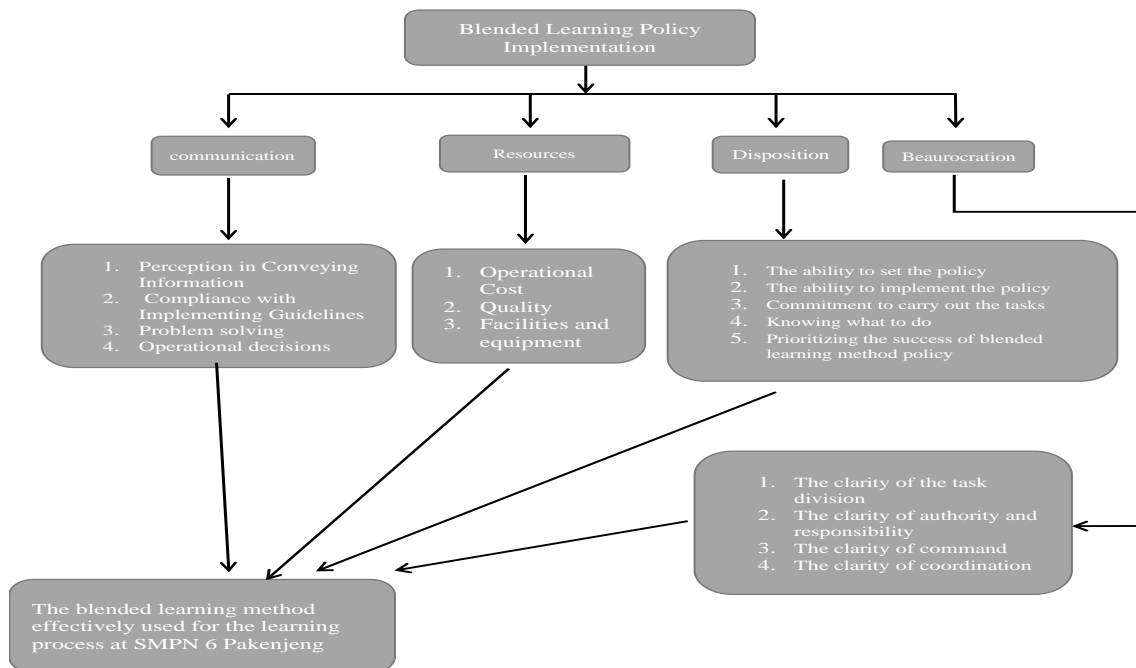
Methodology

The method used is a qualitative method with descriptive analysis. This method was chosen to describe the problem of applying blended learning policies, the obstacles to applying the blended learning method, and the impact of implementing the blended learning method at SMPN 6 Pakenjeng.

Research design, site, and participants

The design of this research is a qualitative approach. The unit of analysis in this study is SMP Negeri 6 Pakenjeng, Garut Regency. Informants in this study are implementers of blended learning. More details can be seen in table 2.

Table 2. *Research informants*

No.	Informants	Information Want to Get	Number of people
1.	Principal	Related information: policies were taken, obstacles in implementing blended learning policies, and the impact of blended learning policies	1
2.	Teacher	Related information: policies were taken, obstacles in implementing blended learning policies, and the impact of blended learning policies	3
3.	student	Related information: policies taken, obstacles in implementing blended learning policies, and the impact of blended learning policies	3

The criteria for informants are (1) the principal as a decision-maker in the learning process at school, (2) Teachers who are directly involved in implementing *blended learning* at school, and (3) Students as targets of *blended learning* who have implemented the learning process at school. This research with a natural setting is a grounded theory, while the researcher is a research instrument assisted by interview guidelines, camera, recorder, and stationery as aids in collecting data between researchers and informants.

Data collection and analysis

This research's data collection techniques were conducted through observation, interviews, and documents. Firstly, observations were made by direct observation of the SMPN 6 Pakenjeng school as the implementers of the school *blended learning* and students as the target by recording the phenomena found in the field to study the data needed as a reference related to the research topic. The second is an in-depth interview using structured

interview guidelines and conducting interviews in stages proposed by Bungin (2008). Third, Documents by learning the documents, notes, and reports available at SMPN 6 Pakenjeng, as well as other literature relevant to the object of research; such as regulations, student data, teacher data, student's parent data, cellphone ownership data, as well as articles on the topic of implementing learning policies in the new normal era. The above mentioned steps support/strengthen the observations and interview results.

Next, the researchers conducted data analysis. The analysis is carried out on the data from the preliminary study or secondary data, which will be used to determine the research focus. In analyzing the data, researchers used the Interactive Model Analysis, which consisted of four stages, namely: data collection, data reduction (data reduction), data display (data display), conclusion drawing / verification. Data reduction is made by summarizing, choosing the main things, and focusing on the important ones. Then perform the data presentation, limiting a presentation to a set of structured information that allows concluding and taking action. After that, draw conclusions that can be made during the research.

Findings

The Covid-19 virus threatens the health of all humans in the world. So that all sectors, one of which is education, change learning methods that use technology to decide the spread of the covid-19 virus. However, not all schools can carry out face-to-face learning directly but depend on regional policies adapted to the spread of COVID in their respective regions. This act was based on the Ministerial Decree 4 November 2020 regarding guidelines for implementing learning in the 2020/2021 academic year during the COVID-19 pandemic, underlining the health and safety of children as the most crucial factor.

The learning method at SMPN 6 Pakenjeng is that the learning process is carried out by meeting teachers and students face-to-face in class with limited time and dividing study groups. In the implementation of learning at SMPN 6 Pakenjeng, there are two activities, namely:

Learn in class face to face or offline, face-to-face activities aim to interact directly in learning so that teachers can see the condition of students to greet and communicate or other things. Face-to-face learning is also considered effective because there will be direct communication interactions. Learning is carried out in class face to face directly with the teacher. Students divide into two groups per class, namely groups A and B. Group A studies in the class on Mondays, Wednesdays, and Fridays. Group B has a limited time on Tuesdays, Thursdays, and Saturdays. Study time starts at 7.30 - 11.00 WIB.

Self-study or online, students study independently at home at a predetermined time, or when group A learns offline, group B learns online, and vice versa. The teacher gives material or assignments to students using the whats app application only with the hope that the learning method will be effective. Furthermore, in implementing blended learning policies at SMPN 6 Pakenjeng, Garut Regency, the authors observe and analyze policy implementation as a dynamic process, and many factors influence policy implementation. These factors are communication factors, resources, disposition, and bureaucratic structure.

Communication

The implementation of a communication policy is vital thing to be implemented. Communication in schools is a very complex process. A person can deliver communication because of particular interests, and different sources of information will give birth to different interpretations. For implementation to be effective, those responsible for implementing a decision must understand the information. Therefore, three things are needed, namely:

1. Transmission
   With a good distribution, it will result in exemplary implementation as well. Otherwise, the target of the policy will not understand the purpose of the policy.
2. Clarity
   The clarity received by policy implementers is essential to avoid confusion in policy implementation.
3. Consistency
   Consistency in policy implementation is essential because if what is communicated is not valid, it will affect the implementation of the policy.

From the perception of conveying information in communication, it can be concluded that implementing blended learning at SMPN 6 Pakenjeng in communication is still lacking. Therefore, the blended learning method's implementation follows the education unit level curriculum and government policies. The teacher socializes with students on the policies determined when they teach in the classroom. This activity is reinforced by a policy implementer who stated that:

> "…For this school's policy to adjust to the curriculum level education   units   in schools here and the policies of the government are: with each teacher carrying out the learning program effectively with the best…." (Interview with informant 1, 15 February 2021)

Although in limited conditions, the blended learning method is considered the right solution for the learning process in the new normal era. Teachers can carry out learning with conventional methods combined with online so that they can provide materials and assignments by sending them to the application. Then students can study and do tasks at home with a more flexible time. A policy implementer supports this statement:

> "… Blended learning is a learning method that is currently being used.   This policy solves various existing problems, both   in and outside the school environment. Even though   there are many obstacles but every good teacher, the principal, tries to   the implementation of the blended learning method is going well…" (Interview with informants 2, 15 February 2021)

The presence of blended learning has panicked all parties, both teachers and students. Technical problems such as quota, signal, and application constraints are often encountered.

The statement is reinforced by the results of the author's interviews with students following the explanation,

> "…Yes, the teacher has already informed that the study time will be divided into two parts offline and online and the study time is divided into two groupsA and B with different schedules…" (Interview with informants 5, 15 February 2021)

The presence of a blended learning policy is the right solution for learning methods towards the new normal era. In terms of communication, implementers try to make good communication despite various limitations.

Resources

In implementing the policy, resources must be met, human resources, budgetary resources, and equipment resources. Data of the SMPN 6 Pakenjeng employee:

Table 3. *The recent educational backgorund of pakenjeng 6 junior high school employee*

Position	Educational Background (person)				Total (person)
	Senior high School	Diploma	Undergraduate	Postgraduate	
The Principal				1	1
Teacher			13		13
Staff	3	1			4
Total (person)	3	1	13	1	18
percentage	16,7%	55,5%	72,3%	5,5%	100%

Source: (Document of Profil SMPN 6 Pakenjeng, 2021)

Based on the table 3, it can be seen that the most recent educational background of the employees is undergraduate. In general, undergraduate have the good ability in using technology. But in reality it is not so. There are still many teachers who have not been able to master technology well. even though the teacher is the main implementer in the implementation of this blended learning policy. In addition, the existing facilities still not support. Such as the limited number of computers in school, and the student's handphone ownship. This is in line with the statement during the interview with the informant as follows. There are still obstacles based on resource interviews at SMPN 6 Pakenjeng in implementing the blended learning policy. This statement is reinforced by the results of interviews with policy implementers, as follows,

> "…There are so many obstacles when using technology, due to lack of resources both material and human, for example, computers. Besides that, there are also no teachers who are proficient in technology, and not all students have their own handphone because not all parents are economically sufficient…." (Interview with informant 1, 15 February 2021)

Based on this statement, it can be seen that in terms of resources, the obstacles are the lack of teacher ability to use technology, the lack of availability of computer facilities in schools, and the ownership of student cellphones that are not fully available. The problem mentioned is a major obstacle in implementing blended learning at SMPN 6 Pakenjeng. Because if the resources for implementing blended learning are limited, then the policy tends not to be implemented properly.

In addition, it is still limited in terms of budget resources at SMPN 6 Pakenjeng, Garut Regency. This statement is reinforced by the results of interviews with policy implementers, as follows,

> "…For the budget, there are BOS funds. But these funds are used gradually because if all the needs are met there will not be enough so that it prioritizes what is more needed to be used…"   (Interview with informant 4, 15 February 2021)

> Similarly, this obstacle is felt by the policy target, namely students. One student said:
> "… In the application of blended learning, it will be difficult at the time of implementation *online* because signals constrain it, there is no quota, and not all students have cell phones. We also as students have difficulty in   understanding the material independently…." (Interview with informants 7, 15 February 2021)

Based on the results of interviews on the resources factor, the author sees that there are still limited resources in implementing blended learning policies at SMPN 6 Pakenjeng Garut.

Disposition

A disposition in the effectiveness of the implementation of learning is undoubtedly strongly influenced by the attitude of policy implementers. If the policy implementers agree with the blended learning method, they will be happy to implement it, but if they do not agree, the implementation process will not be optimal. Policy implementers have three attitudes: awareness to implement, policy response towards acceptance and rejection, and intensity of the policy response. Failure in implementation often arises because they reject the purpose that is in it. Based on the results of the author's interviews with policy implementers,

> "…The policy of blended learning in schools depends on the supporting factors and the obstacle, whether we as teachers are ready, still have to carry out our duties. We are completely sincere in   carrying out our duties because it is our obligation as teachers…." (Interview with informant 3, 15 February 2021)

The statement can be interpreted that there is awareness from the teacher to carry out blended learning at SMPN 6 Pakenjeng as well as possible. Hence reflects the teacher's positive attitude as one of the policy implementers. Besides that, other policy implementers stated that,

> "…School policies in learning must be following the curriculum. The level of the education unit in the school here is with each teacher carrying out the learning program

in the best possible way. Therefore, it is our duty as teachers to carry out the learning method as well as possible even though policy different from usual…." (Interview with informant 4, 15 February 2021)

This statement shows a response from the implementer towards "acceptance." And it means that this policy is acceptable and offers a supportive attitude for the optimal implementation of the blended learning policy at SMPN 6 Pakenjeng. The other policy implementers explained that:

"…In implementing blended learning, sophisticated technology is needed, and here not all students have the tools to carry out learning activities through blended learning. However, we try to implement the best policies that exist in the school " (Interview with informant 3, 15 February 2021)

This statement proves that there is positive response intensity from the implementers. Even though it was carried out suddenly and urgently, the policy implementers could be positive in implementing it. This can be seen from the awareness to follow the policies that the government has issued from the implementers, the response to "acceptance" of policies from the implementers, and the intensity of positive reactions. So it can be concluded that in terms of disposition, it can be said to have been able to support the implementation of blended learning policies at SMPN 6 Pakenjeng.

Bureaucracy Structure

In implementing policies, the bureaucratic structure is an important indicator so that the policy can run. Regarding this bureaucratic structure, the authors obtained data from interviews regarding the implementation of blended learning policies at SMPN 6 Pakenjeng as follows. The principal of the school believes that,

"…Each teacher has a different ability wherein the method as well as different learning styles but the implementation of learning methods it is clear both in its policy and the division of tasks for implementers." (Interview with informant 1, 15 February 2021)

This statement shows that a clear division of tasks has been carried out in implementing the policy. This division of tasks begins with socialization from the principal to teachers, students, and parents. Another policy implementer also confirmed this,

"… This blended learning policy was carried out based on a decision from the central government, which the Garut Regency Education Office strengthened. However, its implementation was adjusted again to the existing situation and conditions at SMPN 6 Pakenjeng. As a result of deliberations at the school level, the principal decided that it was necessary to socialize each program that had been determined so that it was clear and known to all parties. This socialization starts from the principal to the teacher,

then the teacher to the students, and to the parents of students in the hope that it can be carried out as well as possible…." (Interview with informant 3, 15 February 2021)

However, if viewed from the procedure's suitability, it still needs to be improved; this is as stated by one of the implementers, who said that,

"In learning activities, many things cannot be done properly because they are still in the adjustment stage. For example, in collecting assignments, some students still do it manually and even exceed the time limit when it should be done online. In addition, sometimes obstacles from the teacher make it late to deliver the material online. Lesson materials are sometimes sent near the end of study hours. The point is that there are still things that are not by the procedure due to various technical obstacles faced by students and teachers." (Interview with informant 5, 15 February 2021)

This opinion indicates that the bureaucratic structure still needs to be improved regarding conformity with procedures.

Discussion

Referring to Edward III's Theory, which argues that four factors influence the success of policy implementation, namely communication, resources, disposition, and bureaucratic structure, it can be said that the performance of blended learning policies at SMPN 6 Pakenjeng has been implemented but is still not optimal. First, judging from the communication, it has been done well in transmission and clarity. Implementers can establish two-way communication, namely between school principals and teachers. This communication factor supports the implementation of good learning policies, and as stated by Ahmed and Sintayehu (2022) that good communication is a factor that determines the success of learning. However, it is necessary to optimize the consistency of communication, especially with students and parents. In addition, communication barriers are communication aids constrained by signals and students' limited ability to buy quotas. Second, resources in implementing blended learning seem to be one of the main problem dimensions. Various limitations exist in the school, such as the lack of IT-based facilities or the students regarding ownership of cellphones and quotas; besides that, it is also relatively tricky for parents to support the program due to the background of the majority of parents as farmworkers, so it is complex help their children in learning both in understanding the material or doing chores at home. These difficulties impact students' lack of understanding of the materials they should get directly from the teacher. These problems align with Kornpitack and Sawmong's (2022) statement in their research. So, therefore, teachers are required to have more abilities in compiling interesting learning media so that students can easily understand the material even though they are studying independently at home. Third, regarding disposition, every policy taken must have reciprocity for awareness in implementing learning to decide whether to accept or reject. The main thing is to pay attention to three things: awareness of implementers, implementing instructions to respond to policies towards acceptance or rejection, and the intensity of the response. From these three things, it seems that at SMPN 6 Pakenjeng, most

teachers can realize and respond well to the need to follow the policies made even though they are unprepared to follow the government's policies. Fourth, the existing bureaucratic structure is still less than optimal, such as implementation that is not in accordance with procedures. In addition, the principal, as a 'decision maker,' sometimes has not provided a solution for improving and developing the teacher's role in implementing his blended learning. Furthermore, based on the observations, information, and data obtained from SMPN 6 Pakenjeng. With the blended learning policy, it has various positive impacts, as follows:

- The teacher can provide material anywhere and anytime or according to the schedule and is not limited by time.
- Learning methods that are not monotonous.
- Students gain experience and insight into using technology.
- Students can learn by searching for material widely.
- Students can study anywhere and anytime and have plenty of time.

Besides that, the blended learning policy has negative impacts such as:

- Teachers must have skills in e-learning.
- Teachers need to prepare time to manage internet-based learning.
- There are deviations in the use of the internet for students.
- Students lack understanding in mastering the material.
- Not all students will participate in e-learning.
- The number of tasks the teacher gives so that students are stressed and lazy to do it. (Teachers and Students, Interview Results, November 2021).

In adapting the blended learning method during the pandemic, it is still necessary to increase support and collaboration between teachers, students, and parents to overcome the negative impact of implementing blended learning policies at SMPN 6 Pakenjeng. This statement is in line with UNESCO (2020) in the book "Education in a post-COVID World," which states that by paying attention to, supporting, and collaborating with parties outside the school (students and the community), there is a potential for educational change during and after the covid crisis towards a better direction.

Conclusion and Recommendations

Based on the research results, it can be concluded that the implementation of the blended learning policy at SMPN 6 Pakenjeng, Garut Regency, has not entirely gone well because there are still obstacles to its implementation. In addition, the blended learning policy also has various impacts (both positive and negative impacts). The negative impacts need to be anticipated by paying attention to responses from teachers, students, and the community, providing support, and making good cooperation between the school, students, and the community.

As for the results of this study, some recommendations can be given as follows: first, the school needs to provide facilities and equipment in schools for learning. The need to organize various activities to improve the ability of teachers and staff in the use of IT and the

need to increase socialization among parents of students to convey the latest information that needs to be implemented in schools. Second, as implementers of blended learning policies, teachers need to conduct technology-based training so that blended learning policies can be appropriately implemented. Third, students must increase learning independence and activeness in the online and offline classroom. Fourth, Parents need to be able to access minimal technology to find out the learning process that their children need to do at home. Fifth, Future researchers can examine blended learning, which is associated with a teacher or student motivation which has not been analyzed in this study.

Disclosure statement

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Acknowledgments

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