International Journal of Education, Information Technology and Others (IJEIT), March 2022, 5 (2), 405-419
DOI: https://doi.org/10.5281/zenodo.8417679
p-ISSN: 2654-2528 e-ISSN: 2623-2324
Accredited by Directorate General of Strengthening for Research and Development
Available online at https://jurnal.peneliti.net/index.php/IJEIT

Implementation of Blended Learning Policies During the Pandemic Covid-19 in Maluku Province

Patrisius Rahabav[1], Vando Chisty Nakaruku[2], Zeztrix Christina Rahabav[3]

[1,2]Program Studi Administrasi Pendidikan FKIP Universitas Pattimura
[3]Program Studi Pendidikan Luar Sekolah FKIP Universitas Pattimura

Received: 1 July 2023
Revised: 18 July 2023
Accepted: 8 August 2023

Abstract

The research objectives are 1) To find out the results and impact of the implementation of the bent learning policy in high schools and vocational schools in Maluku Province; 2) Identify supporting and inhibiting factors for the implementation of the bent learning pad policy in high schools and vocational schools in Maluku Province. The population of this research is all high schools and vocational schools in Maluku Province, totaling 395 schools with details: 282 high schools and 113 vocational schools. The sampling technique used, namely*non probability sampling*. The type of sample used is a purposive sample. The data collection techniques used were questionnaires and interviews. Data analysis was carried out qualitatively and quantitatively. The results of data analysis show that overall the implementation of the blended learning policy in high schools and vocational schools in Maluku is in the medium category. The supporting factors for the implementation of blended learning, namely the level of participation and concern of parents in accompanying children in learning, are quite good. Parents have begun to realize their responsibility in their children's education. Teachers, students and parents have awareness of the importance of technology so that motivation to learn and use IT is increasingly high. Inhibiting factors: 1) lack of technology, limited infrastructure, 3) heavy burden of learning tasks, 4) limited funds, 5) teachers and students trapped in settings*elektonic space*. which has a negative impact, namely the attitude of individualism which impregnates social behavior, 6) decreasing quality and competitiveness.

Keywords: Implementation, Policy and Blended Learning

(*) Corresponding Author: patrisrahabav1960@gmail.com
How to Cite: Rahabav, P., Nakaruku, V., & Rahabav, Z. (2022). Implementation of Blended Learning Policies During the Pandemic Covid-19 in Maluku Province. *International Journal of Education, Information Technology, and Others*, *5*(2), 405-419. https://doi.org/10.5281/zenodo.8417679

INTRODUCTION

The quality of education in Maluku over the past few years has been in an involutive position (neither rising nor falling). Nationally, Maluku always occupies the lowest position, namely 34th out of 34 provinces in Indonesia. However, since 2019 there has been some good news that based on the results of the 2019 Computer-Based National Examination (UNBK), Maluku is in 24th position (Gatra Com, 14/8/2019). However, overall Maluku still occupies 32nd position out of 34 provinces in the country. The position is linear when we refer toteacher quality. The results of the Teacher Competency Test (UKG) carried out by the Ministry of Education and Culture show that teacher competency scores in Maluku are ranked at the bottom of 33 provinces in Indonesia (http://ambonekspres .fajar.co.id/2015/02/27/).

The issue of quality certainly has many variables. However, at least this fact makes us more aware that the issue of education quality in the Maluku region is

still a serious problem when we have to race to improve quality, especially in the midst of the Covid 19 pandemic.

The impact of Covid 19 is multidimensional and has penetrated all aspects of life, including socio-economic, political, religious and cultural, including the world of education. Policy*social distancing* and *work from home,* has reduced the frequency and intensity of face-to-face meetings between teachers and students in class. In such emergency conditions the traditional classroom has shifted to the classroom *virtual (online)*. Teachers and even educators generally no longer meet students face to face*face to face.* Likewise, students cannot interact with their peers*face to face.* At this point information technology becomes the most powerful tool. Online learning is certainly very useful because it overcomes space and time limitations; it does not require a formal classroom setting. Online learning takes place in an interactive, relaxed and more enjoyable manner. However, at the other end, online learning is faced with various challenges such as technological difficulties, curriculum and learning content achievement targets, student learning load, supporting infrastructure and what should not be forgotten, namely a number of social learning being lost which has implications for the quality and competitiveness as well as the character of the participants. educate.

Starting from this reality, the Maluku Province Education and Culture Office in 2020 issued a Blended Learning Policy. In order to help high schools and vocational schools in Maluku implement Blended Learning, the Maluku Province Education and Culture Office has set 9 standards for learning in the Covid-19 Pandemic Era to be guided by. These standards are 1) learning outcome standards, 2) curriculum standards, 3) learning process standards, 4) educator standards, 5) information technology standards, 6) home visit standards, 7) learning management standards and 8) learning assessment standards .

This study is very urgent to carry out because 1) blended learning is a very appropriate choice considering that Maluku's very segregative geographical conditions have positioned its population to be concentrated on small islands that are difficult to reach, limited by the reach of information technology (internet); 2) blended learning bridges the shortcomings and limitations of information technology because it combines online and offline learning; 3) some teachers at high schools and vocational schools in Maluku are still technologically illiterate, but Covid-19 and the policies of the Maluku Province Education and Culture Office provide opportunities for teachers to start learning to use information technology; 4) the blended learning model will further stimulate students to learn to use information technology functionally and motivate them to be more creative in learning.

The objectives of this research are:

1) Knowing the results and impact of implementing the blended learning policy in SMA and SMK in Maluku Province;
2) Identifying supporting and inhibiting factors for the implementation of blended learning policies in high schools and vocational schools in Maluku Province.

THEORETICAL STUDY

On-line learning occurs in a virtual environment using computer network facilities (internet), so it is separated from face-to-face communication. Online learning community is a learning group based on a shared commitment and interest in learning collaboratively, facilitated by a virtual learning environment (Ke & Hoadley, 2009). The characteristics of computer-mediated communication, such as context-free and social convention-free, really encourage more meaningful communication, especially for students who have face-to-face communication disorders.

Virtual/online learning, is an implementation of a constructivist psychological approach, which stimulates students to gain the ability to conceptualize new knowledge that can be accessed and updated into a very important component. Students can independently manage their learning and teachers can improve their ability to manage learning through collaboration with colleagues. Students have the opportunity to access material from other environments, not just their local environment to broaden their horizons. In this way, students can study comfortably and communicate directly with other students and teachers online. The online teacher community is within the e-learning frame. E-learning is a translation of the term e-learning. (Ministry of National Education, 2010).

In handling the corona virus, the government implemented several policies to break the chain of Covid-19, namely*social distancing* by studying and working at home or*work from home* (WFH). Apart from that, the government has also implemented large-scale social restrictions (PSBB), up to a ban on going home. This policy influences the governance of education and learning in Indonesia.

There are at least three policies. First, Circular Letter Number 2 of 2020 concerning Prevention and Handling of Covid-19 within the Ministry of Education and Culture. Second, Circular Letter Number 3 of 2020 concerning Prevention of Covid-19 in Education Units. Third, Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy in the Emergency Period for the Spread of Coronavirus Disease (Covid-19), which includes, among other things, directions regarding the learning process from home. This policy will of course have an impact on all joints and components of our education system.

Globally, based on UNESCO data dated March 19 2020, 112 countries have implemented learning from home policies, including Malaysia, Thailand, Germany, Austria, Mexico, South Africa, Yemen and Zambia. Of these 112 countries, 101 countries implemented a national learning from home policy. Meanwhile, 11 other countries, including Indonesia, are implementing home learning in certain areas (bebas.kompas.id, 31 March 2020). In Indonesia, the home learning policy has been implemented by around 28.6 million students from elementary to high school/vocational school levels in various provinces. As of March 18 2020, as many as 276 state and private universities in Indonesia had implemented online lectures (bebas. kompas.id, March 31 2020).

In Indonesia, including in Maluku Province, the learning process from home has been going on since March 16 2020 and continues to this day. The learning process from home, according to the Minister of Education and Culture's policy, is carried out online/distance; implemented to provide a meaningful learning

experience for students, without being burdened by the demands of completing all curriculum achievements for grade promotion or graduation. The learning from home policy was also implemented with the aim of maintaining teacher safety so as to avoid the impact of Covid 19.

Online/distance learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. Learning activities and tasks can vary between students, according to their individual interests and conditions, including gaps in access/learning facilities at home. Evidence or products of learning activities are given qualitative and useful feedback from the teacher, without having to give quantitative scores/grades. "Even though learning is from home, it doesn't mean that teachers only load students with assignments. Teachers are expected to interact and communicate to help students complete their assignments.

The distance learning system at various levels and levels of education uses internet-based applications. This method uses several online learning platforms as recommended by the government, namely Zenius, Quipper, Google Classroom, and even using Whatssap Group. Apart from that, the Ministry of Education and Culture itself developed a distance learning application based on the Rumah Belajar portal and Android which can be accessed at**belajar.kemendikbud.go.id**. This learning house can be used by students and teachers at kindergarten/preschool, elementary, middle school, high school/vocational school levels. Various efforts have also been made so that online learning can bring benefits to students and teachers. Teachers and students are taught to think creatively and critically in dealing with this pandemic.

RESEARCH METHODS

Research Approach

This research approach is descriptive, analytical which aims to describe in depth the research problem. This research is also observational research, namely observing the object under study, trying to collect data about phenomena that have emerged to provide interpretations obtained through primary data that has been collected.

Research focus

The focus of this research is:

1) Implementation of the Blended learning learning policy in learning during the Covid-19 Pandemic in SMA and Vocational Schools in Maluku with a sub-focus of 8 Covid-19 learning standards:
    - *a.* Standard*Learning outcome*
    - b. Curriculum standards
    - c. Learning Process Standards
    - d. Educator standards
    - It is. Information Technology support standards
    - f. Home visit standards
    - g. Learning management standards
    - h. Learning assessment standards
2) Supporting and inhibiting factors for the implementation of Belended learning learning policies.

Research Population and Sample

The population of this research is all high schools and vocational schools in Maluku Province, totaling 395 schools, with details: 282 high schools and 113 vocational schools. The sample for this research was determined as follows: 10 high schools in Ambon City and 5 vocational high schools, while 10 regencies/cities others, with details for each Regency/City, 3 high school and 2 vocational school samples were taken. Based on the school sample, the respondents for this research were determined to be 5 teachers for each school. Based on these benchmarks, the number of respondents for this research is as follows: Ambon City had 75 respondents while 10 other regencies/cities had 250 respondents. Thus, the total number of teacher respondents was 325 respondents. The sampling technique used, namely*non probability sampling*. The type of sample used is a purposive sample. Apart from the respondents, the informants who will be interviewed are the school principal and representatives of the students' parents.

Data Collection Techniques

The data collection techniques used were questionnaires and interview guidelines. The questionnaire is the main instrument used to collect data from teacher respondents. The data referred to is the implementation of the Blended Learning learning policy which was achieved through 8 educational standards during the Covid Pandemic in Maluku Province in 2021.

The interview guide is a supporting instrument aimed at informants, school principals and students' parents. The data and information that will be collected from informants are the results and impact of the Blended Learning learning policy in Maluku and the supporting and inhibiting factors. Data collected from informants is used to sharpen the analysis and interpretation of data collected through questionnaires.

Data analysis technique

Data analysis was carried out quantitatively and qualitatively. The quantitative data analysis technique used is descriptive statistics. Next, to place the results of the quantitative analysis in low to high rankings, the Method of Grading approach is used*in Sumative Evaluations* from Bloom, el.all (in Rahabav, 2023) as follows:

$90\% \leq x$ = A (Very High)
$80\% \leq x < 90\%$ = B (High)
$70\% \leq x < 80\%$ = C (Medium)
$60\% \leq x < 70\%$ = D (Low)
$x < 60\%$ = E (Very Low)

Qualitative data analysis is presented in narrative form to better explain and give deeper meaning to quantitative data.

DATA ANALYSIS AND DISCUSSION

DATA ANALYSIS

Implementation of Blended learning policies in learning during the Covid-19 Pandemic in Maluku

1. Learning Outcome Dimensions

The Learning Outcome dimensions were captured through a questionnaire. The number of valid questionnaires was 11 items (see attachment 1). In accordance with the benchmark for measuring scores in CHAPTER III, the hypothetical score scale for the minimum value for the Learning Outcome dimension is 0 x 11 = 0, the maximum value is 5 x 11 = 55 and the hypothetical average for the Learning Outcome dimension is (0 + 55): 2 = 27, 5. After tabulation and analysis, the Learning Outcome dimension score was obtained: minimum score of 33, maximum score of 47, mean of 40.16, standard deviation of 2.098. Score categories are needed to group respondents' perceptions into high or low scores on the dimensions studied. Determination of categorization is based on the criteria established by Bloom & Madaus (see CHAPTER III).

Based on these benchmarks, a categorization is prepared as shown in the following table:

Table 1. Categorization Subject's Perception of Learning Outcomes

Score Range	F	%	Rank
49 - 55	0	0	Very high
44 - 48	19	14	Height
38 - 43	262	80	Currently
33 - 37	24	7	Low
< 33	0	0	Very low
Total	325	100	

Data Source: primary

Based on the table data above, it can be said that the subject's perception of Learning Outcomes is in the medium category.

2. Curriculum Dimensions

Curriculum dimensions are captured through questionnaires. The number of valid questionnaires is 10 items (see attachment 1). In accordance with the benchmark for measuring scores in CHAPTER III, the hypothetical score scale for the minimum value for the curriculum dimension is 0 x 10 = 0, the maximum value is 5 x 10 = 50 and the hypothetical mean for the Curriculum dimension is (0 + 50): 2 = 25. After tabulation and analysis, the Curriculum dimension scores were obtained: minimum score of 32, maximum score of 46, mean of 38.55, standard deviation of 2.545. Score categories are needed to group respondents' perceptions into high or low scores on the dimensions studied. The categorization results are as shown in the following table:

Table 2 Categorization Subject Perceptions of Curriculum Dimensions

Score Range	F	%	Rank
45 - 50	3	0,92	Very high
40 - 44	119	37	Height
35 - 38	182	56	Currently
30 - 34	21	6,46	Low
< 30	0	0	Very low
Total	325	100	

Data Source: primary

Based on the table data above, it can be said that the subject's perception of the curriculum dimensions is in the medium category.

3. Dimensions of the learning process

The dimensions of the Learning Process were captured through a questionnaire. The number of valid questionnaires was 14 items (see attachment 1). In accordance with the benchmark for measuring scores in CHAPTER III, the minimum hypothetical score scale for the learning process dimension is 0 x 14 = 0, the maximum value is 5 x 14 = 70 and the hypothetical mean for the learning process dimension is (0 + 70): 2 = 35. After tabulation and analysis, the learning process dimension scores were obtained: minimum score of 41, maximum score of 67, mean of 51.65, standard deviation of 5.431. Score categories are needed to group respondents' perceptions into high or low scores on the learning process dimension. Categorization as shown in the following table:

Table 3. Categorization Subject Perceptions of Curriculum Dimensions

Score Range	F	%	Rank
45 - 50	3	0,92	Very high
40 - 44	119	37	Height
35 - 38	182	56	Currently
30 - 34	21	6,46	Low
< 30	0	0	Very low
Total	325	100	

Data Source: primary

Based on the table data above, it can be said that the subject's perception of the learning process dimension is in the medium category.

4. Dimensions of Educator Competency

Dimensions of Educator Competency, captured through a questionnaire. The number of valid questionnaires is 9 items (see attachment 1). In accordance with the benchmark for measuring scores in CHAPTER III, the hypothetical score scale for the minimum value for the Educator dimension is 0 x 9 = 0, the maximum value is 5 x 9 = 45 and the hypothetical average for the Educator Competency dimension is (0 + 45): 2 = 22 .5. After tabulation and analysis, the Educator dimension scores were obtained: minimum score of 30, maximum score of 45, mean of 36.91, standard deviation of 3.187. Score categories are needed to group respondents' perceptions into high or low scores on the dimensions of educator competence. The categorization results are as shown in the following table:

Table 4. Categorization Subject Perceptions of Educator Dimensions

Score Range	F	%	Rank
40 - 45	44	13,53	Very high
36 - 39	193	59,38	Height
31 - 35	84	26	Currently
27 - 30	0	0	Low
< 27	0	0	Very low
Total	325	100	

Data Source: primary

Based on the table data above, it can be said that the subject's perception of the educator dimension is in the high category.

5. IT Support Dimensions

Dimensions of IT Support, captured through a questionnaire. The number of valid questionnaires is 4 items (see attachment 1). In accordance with the benchmark for measuring scores in CHAPTER III, the minimum hypothetical score scale for the IT support dimension is 0 x 4 = 0, the maximum value is 5 x 4 = 20 and the hypothetical average for the Freedom to Learn dimension is (0 + 20): 2 = 10. After tabulation and analysis, a score is obtained
minimum score of 11, maximum score of 19, mean of 14.92, standard deviation of 1.336. Score categories are needed to group respondents' perceptions into high or low scores on the IT support dimension. The categorization of IT Support dimensions is as shown in the following table:

Table 5 Categorization Subject's Perception of IT Support

Score Range	F	%	Rank
40 - 45	44	13,53	Very high
36 - 39	193	59,38	Height
31 - 35	84	26	Currently
27 - 30	0	0	Low
< 27	0	0	Very low
Total	325	100	

Data Source: primary

Based on the table data above, it can be said that the subject's perception of the IT support dimension is in the High category.

6. Home Visit Dimensions

Hypothetical score scale, the minimum value for the home visit dimension is 0 x 10 = 0, the maximum value is 5 x 10 = 50 and the hypothetical mean for the home visit dimension is (0 + 50): 2 = 25. After tabulation and analysis, the score is obtained. minimum score of 32, maximum score 46, mean 38.41, standard deviation 2.359.

Score categories are needed to group respondents' perceptions into high or low scores on the research dimensions. The categorization of home visit dimensions is as shown in the following table:

Table 6. Categorization Subject Perceptions of Home Visit Dimensions

Score Range	F	%	Rank
45 - 50	4	1,23	Very high
40 - 44	102	31,38	Height
35 - 38	197	61	Currently
30 - 34	16	5	Low
< 30	0	0	Very low
Total	325	100	

Data Source: primary

Based on the table data above, it can be said that the subject's perception of the home visit dimension is in the medium category.

7. Dimensions of Learning Management

The hypothetical score scale, the minimum value for the Learning Management dimension, is 0 x 5 = 0, the maximum value is 5 x 5 = 25 and the hypothetical mean for the Freedom to Learn dimension is (0 + 25): 2 =

12.5. The minimum score is 16, the maximum score is 25, the mean is 20.41, the standard deviation is 2.075. Score categories are needed to group respondents' perceptions into high or low scores on the research dimensions. The categorization of Learning Management is as shown in the following table:

Table 7. Categorization Subject Perceptions of Learning Management Dimensions

Score Range	F	%	Rank
40 - 45	0	0	Very high
36 - 39	0	0	Height
31 - 35	0	0	Currently
27 - 30	225	69,23	Low
< 27	100	30,76	Very low
Total	325	100	

Data Source: primary

Based on the table data above, it can be said that the subject's perception of the dimensions of learning management is in the low category.

8. Dimensions of Learning Assessment

The hypothetical score scale for the minimum value for the Learning Assessment dimension is 0 x 8 = 0, the maximum value is 5 x 8 = 40 and the hypothetical average for the learning assessment dimension is (0 + 40): 2 = 40. After tabulation and analysis, the score is obtained. minimum score of 23, maximum score 34, mean 20.41, standard deviation 1.943. Score categories are needed to group respondents' perceptions into high or low scores on the research dimensions. Categorization of Learning Assessment Dimensions as shown in the following table:

Table 8. Categorization Subject's Perception of Learning Assessment

Score Range	F	%	Rank
36 - 40	0	0	Very high
32 - 35	8	2,46	Height
18 - 31	317	97,53	Currently
24 - 27	0	0	Low
< 24	0	0	Very low
Total	325	100	

Data Source: primary

Based on the table data above, it can be said that the subject's perception of the learning assessment dimensions is in the medium category.

Supporting and inhibiting factors for the implementation of Blended learning learning policies

Based on the results of interviews with informants, several factors supporting and inhibiting the implementation of Belended learning policies in learning were found. Supporting factors that can be identified, namely the level of participation and concern of parents in accompanying children in learning, are quite good. Parents have begun to realize their responsibility in their children's education. Teachers, students and parents have awareness of the importance of technology so that motivation to learn and use IT is increasingly high.

Several factors that hinder learning policies during the Covid 19 period include:**First**, technologically Backward. It must be acknowledged that online learning is still constrained by the readiness of human resources, especially mastery of information technology. Some teachers, students and parents do not yet master technology (technologically illiterate).**Second,** Limited infrastructure, especially technology support and internet networks. There have been many complaints from teachers, students and parents regarding the implementation of learning from home. One of the difficulties faced in the learning process from home is internet limitations, both in terms of network availability and quotas for accessing online learning. Facilities are minimal, namely minimal internet facilities (not available at school) and must be borne by parents, but most parents cannot afford it, the electricity network often goes out.**Third,** Heavy learning workload. Some teachers still burden students with heavy assignments.**Fourth**, limited funds. Covid 19 has had an impact on reducing the income of parents and teachers. Many projects cannot be implemented, especially projects that involve large numbers of people or projects that gather people in a classroom.*Work from home* and *social distancing* has also reduced parents and teachers' access to additional income. This condition has an impact on the ability to buy internet credit.**Fifth**, *Work from home* and *social distancing* which requires learning to be carried out virtually, has channeled students and teachers, students and students in face-to-face meetings*face to face.* Teachers and students are trapped in the setting*elektonic space*. In such a position unconsciously*elektonic space* can have a negative impact, namely an attitude of individualism that impregnates social behavior.*Electronic space* resulting in a number of social learning processes being lost. Students do not learn to be teachers*role models,* interacting with friends, building tolerance, practicing friendly living, learning to restrain emotions and anger in genuine (real) social settings. This condition if not*managed* well, it will have implications for various other maladaptive behaviors.**Sixth**, decreasing quality and competitiveness. The logical consequence of learning during Covid 19 is that it is not placed on a clear curriculum design, short duration will have an impact on not achieving curriculum targets, not achieving Minimum Completeness Criteria (KKM) which has bad implications for low quality and competitiveness as well as the formation of student character/personality We.

DISCUSSION

Implementation of the Blendet learning policy in learning during the Covid-19 Pandemic in Maluku

1. Learning Outcome Dimensions

The subject's perception of Learning Outcomes is in the medium category. These results are considered adequate because in learning during the Covid-19 learning accentuation, namely: 1) Students can learn, 2) Knowledge and skills learning achievements are accentuated on competencies: literacy, numeracy and character education, (there is no absolute target for knowledge and skills achievements). 3) Priority characters: religiosity, discipline, independence, mutual cooperation and creativity. This is in line with the Ministry of Education and Culture's policy that during the Covid-19 pandemic, learning accentuation is directed at the important target of students being able to learn and avoid Covid-19.

2. Curriculum Dimensions

The subject's perception of the curriculum dimensions is in the medium category. The results of this research are considered adequate because in this study the curriculum dimensions were designed according to the current situation which emphasizes: 1) providing simple curriculum references, 2) not burdening teachers and students (online learning hours 45 minutes per face to face per subject with an effective learning time duration of 4 hours face to face per day); 3) essential and contextual curriculum content with a percentage of 50% K13 with details: 40% Kurnas and 10% local content); 4) providing free access to learning (allowing students to choose material for independent study 30%, home visits 50% and virtual 20%); 5) make it easier for parents to accompany their children at home; 6) improving the psychosocial welfare of teachers and students; 7) simplification of basic competencies for each subject, 8) orientation of material content on literacy, numeracy, character education/life skills competencies**;** 9) Covid-19 material is integrated into the GPA of all subject matter; 10) every teacher is required to prepare teaching materials in the form of modules, textbooks or printed materials. Most of the parameters above had been achieved by teachers when this research was conducted.

The learning content designed is essential material so that it is not too burdensome for students so it is more meaningful. This is in line with (Marini Marini, Dwi Sulisworo, and Ishafit Ishafit, 2017) that the use of the blended learning model will make the learning that takes place more meaningful if the learning material carried out is designed in such a way that students understand it more easily

3**.** Dimensions of the learning process

The subject's perception of the educator dimension is in the high category. This is supported by the achievement of most of the parameters studied, such as: 1) Learning begins with notification from the principal or teacher to parents; 2) Teachers are required to use lesson plans that have been prepared by the Provincial TIM for teaching and for specific fields of study that have not been prepared teachers are required to prepare them themselves, 3) Teachers start learning and end with prayer, 4) Learning is carried out virtually and face to face (blended learning), 5) Face to face with parental permission; 6) learning helps parents get tips for accompanying children at home, 7) Pay attention to health protocols; prevent the spread and transmission of COVID-19 in the school environment; 8) Virtual learning is carried out for introductory material and home visits for enrichment, 9) 30% virtual percentage, 20% independent and 50% home visits, 10) Teachers are required to use the smart Maluku web with Microsoft 365 content in virtual learning (starting from limited groups /2-5 people to one class); 11) Use of learning videos, 12) Percentage of practice and theory for SMK 60:40 and SMA 70:30 (adjusted to conditions), 13) Teachers are required to sign attendance and take student attendance, 14) Teachers are expected to record student learning progress and record various events important either virtually or recorded in a daily journal and reported at the end of each week to the principal and/or deputy head of curriculum.

The implementation of learning in this research uses blended learning. The learning process is carried out by combining online and face-to-face learning (face-to-face learning) using various technologies. The technology used can be web-

based technology, e-learning technology, multimedia, such as video streaming, virtual classes, online text animations combined with in-class explanations and individual training (Hana Lestari, 2020).

4. IT Support Dimensions

The subject's perception of the IT support dimension is in the High category. This is in line with the achievements of most of the parameters surveyed, namely 1) Schools can use BOS funds to support virtual learning (wifi network installation, buying credit, tablets); 2) Students should not be charged to buy credit or tablets; 3) Use of various information technologies (Microsoft 365, WA, Zoom, LMS, HT etc.).

Learning obstacles and challenges during the Covid-19 pandemic are related to mastery of technology. Issues and challenges related to mastering technological devices are not only faced by teachers, but also by children and parents. For this reason, one of the urgent things that needs to be developed in communication and collaboration between teachers and parents is solving the problem of mastering digital technology for distance learning facilities (Al Hakim, 2021).

5. Home Visit Dimensions

The subject's perception of the dimensions of the home visit is in the medium category. This indicates that the parameters of the home visit are 1) Parents are informed by the school/teacher about the 5 character values; 2) Teachers synergize with parents in motivating children to learn; 3) Character values are not taught but experienced (teachers and parents are role models); 3) Adaptation through simple activities such as prayer, mutual cooperation, discipline, mutual respect, development of creativity and independence; 4) Parents/guardians ensure that students fill out activity sheets as daily learning monitoring material; 5) Parents/guardians of students sign each completed learning session on the daily monitoring sheet. 6) The results of the assignment along with the daily activity monitoring sheet are collected at the end of each week while taking the schedule and assignments for the following week; It can also be sent via communication tools; 6) Parents/guardians actively discuss with teachers the challenges and obstacles faced during the online and offline learning process; 7) During the home visit, parents/guardians also witness the learning; 8) Ensure that students participate in learning comfortably and happily; not yet fully achieved.

This condition is very understandable considering that some parents are still not aware and have full responsibility for accompanying their children as a result of lack of parental awareness and responsibility for education and also due to economic demands which require parents to work full time and are exhausted when they return home so they have less time to accompany their children in learning. . During the pandemic, parents are forced to carry out additional duties accompanying their children in their studies. These tasks feel burdensome which makes some parents feel... panicked, burdened, confused and even depressed. Parents have the task of accompanying children and preparing, delivering and evaluating the distance learning process (Ospino, 2010).

6. Dimensions of Learning Management

The subject's perception of the dimensions of learning management is in the low category. This shows that the indicators surveyed are: 1) arrangement of

learning tools; 2) arrangement of attendance; 3) arrangement of test questions and assessment results; 4) proof of electronic information and communication with students, parents and the school principal; 5) Evidence of photos, videos, anecdotal notes, recordings of student progress, etc.; has not yet been achieved optimally. The surveyed teachers admitted this condition was due to time constraints because teachers had to visit students at home, network problems and frequent power outages.

7. Dimensions of Learning Assessment

The subject's perception of the dimensions of learning assessment is in the medium category. These results show that the parameters surveyed, namely 1) Assessment is holistic (oral, written, multiple choice test, project, work, portfolio, achievement, essay and character; 2) Assessment refers to Higher Order Thinking. So it's not memorization, but an analysis process; 4) Accentuate character assessment on: religiosity, discipline, mutual cooperation, independence and creativity; 5) Character assessment is carried out in online, offline learning and home visits; 6) The results of the learning achievement assessment are not used as a reference for class promotion; 7) Evidence or products of learning activities are given qualitative and useful feedback from the teacher, without having to give quantitative scores/grades; has not been achieved optimally. The teachers admitted that learning assessment was not fully in accordance with the parameters set, for example holistic assessment was difficult to implement because teachers could not burden students with complicated bills such as portfolios, innovative work because they did not want to burden students too much.

Supporting and inhibiting factors for the implementation of Belended learning learning policies

Based on the results of interviews with informants, several factors supporting and inhibiting the implementation of Belended learning policies in learning were found. Supporting factors that can be identified, namely the level of participation and concern of parents in accompanying children in learning, are quite good. Parents have begun to realize their responsibility in their children's education. Teachers, students and parents have awareness of the importance of technology so that motivation to learn and use IT is increasingly high.

Several factors that hinder learning policies during the Covid 19 period include:**First**, technologically Backward. It must be acknowledged that online learning is still constrained by the readiness of human resources, especially mastery of information technology. Some teachers, students and parents do not yet master technology (technologically illiterate).**Second,** Limited infrastructure, especially technology support and internet networks. There have been many complaints from teachers, students and parents regarding the implementation of learning from home. Many teachers complain about the limited information technology facilities (internet network) in several 3 T areas. Based on the results of the 2018 APJII National Internet User Penetration survey, data distribution shows that more than half of internet users in Indonesia are in the Java region (55.7%), followed by Sumatra (21.6%), Sulawesi-Maluku-Papua (10.9%), Kalimantan (6.6%), and Bali and Nusa Tenggara at 5.2% (bebas.kompas.id, 30 March 2020) . One of the difficulties faced in the learning process from home is internet limitations, both in

terms of network availability and quotas for accessing online learning. Facilities are minimal, namely minimal internet facilities (not available at school) and must be borne by parents, but most parents cannot afford it, the electricity network often goes out. The results of this research were handed over to Nurcita & Susantiningsih, (2020) who found that the availability of internet networks, especially in areas outside Java, is a problem and weakness of online learning. Apart from that, the internet connection is unstable, as well as the unsupportive atmosphere of the learning place, even with a large workload at the same time, it becomes an obstacle to online learning.**Third,** Heavy learning workload. This is in line with the Kompas daily report (Kompas, 14 April 2020) that from March 16 to April 9 2020, the Indonesian Child Protection Commission (KPAI) received around 213 PJJ complaints from both parents and students. The complaints relate to: assignments that are too heavy, namely that students are given the task of summarizing and copying textbooks in a short amount of time. This is in line with the KPAI Survey regarding the implementation of the distance learning process in 20 provinces and 54 districts/cities which stated that 73.2% of students from 1,700 respondents, or 1,244 students, admitted that they were burdened with the duties of teachers. A total of 1,323 students from all respondents said it was difficult to submit assignments because the teacher asked them to do it in a short time.**Fourth**, limited funds. Covid 19 has had an impact on reducing the income of parents and teachers. Many projects cannot be implemented, especially projects that involve large numbers of people or projects that gather people in a classroom.*Work from home* and *social distancing* has also reduced parents and teachers' access to additional income. This condition has an impact on the ability to buy internet credit.**Fifth**, *Work from home* and *social distancing* which requires learning to be carried out virtually, has channeled students and teachers, students and students in face-to-face meetings*face to face.* Teachers and students are trapped in the setting*elektonic space*. In such a position unconsciously*elektonic space* can have a negative impact, namely an attitude of individualism that impregnates social behavior.*Electronic space* resulting in a number of social learning processes being lost. Students do not learn to be teachers*role models*, interacting with friends, building tolerance, practicing friendly living, learning to restrain emotions and anger in genuine (real) social settings. This condition if not*managed* well, it will have implications for various other maladaptive behaviors.**Sixth**, decreasing quality and competitiveness. The logical consequence of learning during Covid 19 is that it is not placed on a clear curriculum design, short duration will have an impact on not achieving curriculum targets, not achieving Minimum Completeness Criteria (KKM) which has bad implications for low quality and competitiveness as well as the formation of student character/personality We.

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