ABSTRACT
The writing discusses how the management model of the blended learning/flipped classroom learning system using the Learning Management System in the New Normal period at the Al lathif Islamic International School. This research implements the blended learning method practically and efficiently by using a learning management system. The objectives to be achieved in this study are to obtain an overview and analyze the implementation of the Blended Learning/Flipped Classroom system management model. The learning process is carried out through a learning management system, both synchronous and asynchronous., using a variant of Learning methods such as: Live Synchronous Learning (LSL), Virtual Synchronous Learning (VSL), Collaborative Asynchronous Learning (CAL), Self-directed Asynchronous Learning (SAL). The research method used is the descriptive qualitative method by conducting interviews with teachers, students, administrators & principals. The learning process is carried out by combining face-to-face and online learning. Data collection techniques in interviews, documentation, and literature studies show that learning using the blended learning method through LMS has several advantages and obstacles. Test the validity of the data is done by triangulation. Techniques of data processing carried out with the stages of data reduction, data presentation, verification, and conclusion. The main reason of using this is unique management model system is to simplify the learning plan into three aspects, learning objectives, learning activities and evaluation.

Keywords: Blended Learning; Learning Management System, synchronous and asynchronous

INTRODUCTION
The implementation of learning activities during the Covid-19 period, according to Circular of Minister of Education and Culture Number 4 of 2020 concerning Implementation of Education Policies in Emergency Period for the Spread of Corona Virus Disease (Covid-19), the community is faced with new habits that have never been done before. This habit becomes a necessity that will gradually become a new culture in social life. The Coordinating Minister for Human Development and Culture (Menko PMK) Muhadjir Effendy said that a new order would emerge in the current transitional period of rehabilitation and reconstruction, although not too significant.

The emergence of new behaviors in the new normal era will not automatically eliminate old habits—cultures such as face-to-face meetings, which virtual ones replaced during this pandemic. Welcoming the New Normal Era, industrial revolution 4.0 innovation is needed, and many challenges and changes must be made in the era of society 5.0. In facing the generation of society 5.0, education plays an important role in improving the quality of human resources. Educational units require a change in the Education paradigm. One of the ways to improve services and access to basic education is to fulfill and improve infrastructure and technology platforms in elementary schools. National and international education based on
technology and adequate infrastructure are expected to create future schools and classes, especially elementary schools.

Digitalization continues to grow in Indonesia, in almost all fields, including the world of education. Although based on research in England, according to Dutton, Blank, and Grosen in 2013, 92% of students already have internet access with various tools such as tablets or cellphones. The government's demands to apply for the "Freedom of Learning" program and to intervene in school digitization are required for schools to create a new paradigm of learning models but still apply health protocols by using the Blended Learning model.

The blended learning model is a method that combines online learning and face-to-face learning. Based on certain literature, blended learning is also known as "hybrid learning" or "flipped classroom." The blended learning process focuses on delivering flexible and efficient material and creates an intense interaction between both parties.

To facilitate the implementation of the Blended Learning learning model in the performance of teaching and learning activities based on student-centered learning, teachers can take advantage of various LMS Taklim Al Latif. This LMS can be found on applications and web platforms, making it easier for teachers to plan and apply online learning processes at school. LMS also makes it easier for students to access school content or materials from anywhere and anytime.

The Taklim Al Lathif LMS function allows schools to do various exercises and self-study and easily monitor their students. Taklim Al Lathif's Learning Management System (LMS) is generally designed to create, distribute, and manage the delivery of learning materials. This LMS system can help teachers to plan and create a syllabus, manage learning materials, manage student learning activities, manage grades, recapitulate attendance, display grade transcripts, discuss and take quizzes.

In this new normal era, blended learning uses online media by utilizing both synchronous and asynchronous multimedia. Synchronous Learning is a form of learning with direct interaction between students and teachers while using online forms such as conferences and online chats. While asynchronous is a form of indirect learning (not simultaneously) using an independent learning approach (Banila et al., 2021b, p. 27).

Previously, the blended learning method was used by university adults, according to (Sparks 2015). In the concept of Blended Learning, the key characteristic is "student-centered learning," which was introduced in the theory of "Bloom Taxonomy" in 1956. The most crucial thing and a new challenge for the education sector in Indonesia are to apply the Blended Learning Method in the concept of education for children every day. So it can be said that this research has its novelty and state-of-the-art novelty value that can contribute to the discipline of educational technology, especially in learning system design in the world of educational technology in Indonesia. Based on the above background, it is very crucial to do research such as: "How is the management model of the blended learning/flipped classroom learning system using the Learning Management System in the New Normal period at the Al Lathif Islamic International School?

The problem in this research is the implementation of the management model of the blended learning/flipped classroom at the Al Lathif Islamic International School. The objectives to be achieved in this study are to obtain an overview and analyze the implementation of the Blended Learning/Flipped Classroom system management model using the Learning Management System during the new normal period at the Al Lathif Islamic International School. The results of the research are expected to develop scientific knowledge. They can be used as a basis for madrasa principals to foster teachers and broaden their horizons related to implementing the blended learning/flipped classroom management model.
using the Learning Management System in the new normal period at the Al lathif Islamic International School.

RESEARCH METHOD

This research uses descriptive qualitative research. Collecting data method in this study through interviews, observation, and documentation. The research method uses a single case method. Sources of data in this study are primary data and secondary data. Preliminary data were obtained directly from the Al Lathif Islamic International School.

In contrast, secondary data were obtained from reading sources such as books, scientific research papers, personal documents, and official documents—data collection techniques using participant observation techniques, in-depth interviews, and documentation. Data analysis is processed through data reduction, presentation, conclusions, and verification.

The data source in this study is adjusted to the type of data collected. So based on this, the data sources in this study are Primary Data Sources, which are data obtained from the first data source through procedures and data collection techniques in the form of interviews and observations. In qualitative research, the number of data sources or respondents is not predetermined because if the full information has been obtained, then the purpose of the study has been fulfilled. Therefore, the concept of the sample in qualitative research is related to selecting respondents and certain social situations that can provide solid and reliable information about the researcher's focus.

RESULT AND DISCUSSION

A. LEARNING STRATEGY

The learning strategy carried out follows government policies during the transition period and the new normal through online and or offline learning activities, namely the Blended Learning learning model in the implementation process. Tomlinson and Whitaker (2013) summarize the taxonomic concept of Blended Learning from Smith and Kurthen (2007), and Gruba and Hinkelman (2012) mention four types, namely web enhancement, hybrid, hybrid, and fully online (Ivone, Mukminatien, and Tresnadewi 2020, 19). The table below describes the classification of learning models grouped based on the ratio of online learning time to face-to-face learning time.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Web-enhanced</td>
<td>Subjects that make use of a minor amount of online materials, such as posting a syllabus and course announcements.</td>
</tr>
<tr>
<td>Blended</td>
<td>Subjects that utilise some significant online activities in otherwise face-to-face learning, but less than 45 per cent.</td>
</tr>
<tr>
<td>Hybrid</td>
<td>Subjects in which online activities replace 45–80 per cent of face-to-face class meetings.</td>
</tr>
<tr>
<td>Fully online</td>
<td>Subjects in which 80 per cent or more of learning materials are conducted online.</td>
</tr>
</tbody>
</table>

Table 1.1
In the table above, blended learning design requires technology where online activities account for up to 45% of the entire learning process. There are at least two meanings in blended learning, namely face-to-face integration and online integration. First, learning the design requires a curriculum/syllabus which contains a description of a series of learning activities, including face-to-face activities (live-synchronous learning) and virtual-synchronous learning.

Non-face-to-face activities that are governed by principles and tasks in a structured learning environment (Tomlinson, 2013) and (Chaeruman, 2007). Second, teachers are required to be able to design learning experiences that utilize various print and electronic media to provide opportunities for students to achieve multimedia literacy (Mukminatien, 2012; Tungka & Mukminatien, 2016). If the design is reasonable, blended learning will bring enormous benefits for learning, because online platforms can support face-to-face communication and vice versa (Ivone, Mukminatien, and Tresnadewi, 2020, 20).

Al Lathif Islamic International School learning activities were carried out by previously coordinating with the Bandung City Education Office, according to the Cluster Team's protocol and health advice in coordination with the Sub-District Units, Villages Committees, and School Residents. The implementation of the learning load was simplified based on Permendikbud Number 4 of 2020 and Kepmendikbud Number 719/P/2020 if normal conditions can be applied to Permendikbud Number 37 of 2018; During the covid-19/new normal pandemic, schools do not hold extracurricular student activities and others.

Implementation of Learning and Assessment Activities at Al Lathif Islamic International School is adjusted to the pandemic conditions, so learning is based on virtual or online, Darling and Offline, namely 50% Online and 50% Offline.

During the new normal term the implementation of offline learning (face-to-face) at Al Lathif Islamic International School amounts to 6 hours of lessons per day, carried out over five days in 1 week with a duration of 1 learning hour/ 35 minutes of a learning gem, giving rest-time and uses of health protocols; During blended/hybrid learning the learning load at Al Lathif Islamic International School is expressed in hours of learning per week.

For a learning break of 1 week, the implementation of blended/hybrid learning is carried out online and face to face based on a specified schedule. The rest of the program is used for structured activities or Structured Independent Activities and Unstructured Independent Activities, which are known as self-directed Asynchronous Learning such as seen in the table below:

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>FACE TO FACE (F2F)/VIRTUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Live-synchronous learning (LSL)</td>
<td>F2f</td>
</tr>
<tr>
<td>Self-directed Asynchronous Learning (SAL)</td>
<td>Virtual</td>
</tr>
<tr>
<td>Asynchronous learning</td>
<td>Virtual</td>
</tr>
</tbody>
</table>

B. LEARNING METHODS

The learning process is carried out through a learning management system, both synchronous and asynchronous by Chaeruman Uwes, (2018):

- Live Synchronous Learning (LSL); LSL is learning experience that occurs between the learner and the learning resources at the same time and place. LSL is the same as face-to-face learning, such as lecture, group discussion, lab practice, field study, etc.
- Virtual Synchronous Learning (VSL); is learning experience that occurs between the learner and the learning resources at the same time, but different place. This learning setting can be mediated by synchronous tele-learning technologies such as audio-
conference, web-based conference or video-conference using of synchronous technology such as; Google Meet, Zoom, audio conferences or web-based seminars.

- Collaborative Asynchronous Learning (CAL); is learning experience that occurs between the learner and the learning resources at any time or place with other resource persons. CAL can be mediated by asynchronous learning tools such as discussion forum, mailing list, online assignment, and publishing the results of independent or group tasks to journals, blogs, wikis. and publishing the results of independent or group tasks to journals, blogs, wikis, etc.

- Self-directed Asynchronous Learning (SAL); is learning experience that occurs between the learner and the learning resources at any time or place under their own pace and control. SAL can be facilitated by various high quality of learning objects in many forms of appropriate media, such as text - group tasks to journals, blogs, wikis, audio, visual, audio-visual, animation, and simulation

C. LEARNING EVALUATION

Evaluation of learning According to Ralph Tyler, evaluation is a process that determines the extent to which educational goals can be achieved (Junanto 2016, 180). Evaluation of learning outcomes is based on the use of evaluation tools by a person or group of people to make decisions about certain criteria for the results of an activity or series of activities (learning outcomes), according to (Arikunto 2014) evaluation. Things that have good or bad results in a planned, regular and sustainable manner will make decisions based on certain criteria by considering the process, price, value, or value of student learning outcomes. This expression has meaning, namely:

1) It is important for students to know that they have successfully followed the teacher's curriculum;
2) Teachers can understand the level of student learning success, the accuracy of teaching materials and methods used;
3) For schools, it is possible to find out student learning outcomes, namely looking at the conditions of learning made by the school, the suitability of the courses used, and whether the school meets the standards. (Nursa'ban 2010, 255-256). Learning assessments carried out at Al Lathif Islamic International School are: 1) Daily Assessment is carried out at the end of each Biscal Competence, 2) Mid-Semester Assessment is carried out every quarter. 3) Final Semester Assessment is carried out at the end of each semester. 4) End of Year Assessment is carried out at the end of each school year.

Evaluation Assessment follows Government Regulation No. 57 of 2021 article 16 from paragraphs 1 to 6, which mentions educational assessment standards. Educational assessment is carried out to measure the level of learning achievement that has been carried out:

1) Education assessment standards are the minimum criteria regarding the mechanism for assessing student learning outcomes.
2) As referred to in paragraph (1), the mechanism is a procedure in conducting an assessment that includes: a. formulation of assessment objectives; b. selection and development of assessment instruments; c. implementation for the evaluation; d. processing of assessment results; and e. reporting of assessment results.
3) As referred to in paragraph (1), the assessment of student learning outcomes is carried out following the objectives of the assessment in a fair, goal, and educative manner.
4) Educators assess student learning outcomes as referred to in paragraph (1).
5) Assessment of student learning outcomes as referred to in paragraph (4) is in the form of:
   a. formative assessment; and b. summative assessment. Article 17 The formative assessment, as referred to in Article 16 paragraph (5) letter a, aims to monitor and improve the learning process and evaluate the achievement of learning objectives. Likewise, this refers to the Circular (SE) of the Minister of Education and Culture Number 1 of 2021, which was issued on February 1, 2021. The new rules include the implementation of Final Semester Assessment as a condition for class promotion during the brave learning period related to preventing the spread of the COVID-19 virus. Below are the rules:
   1) Final Semester Assessment is a class promotion requirement designed to encourage meaningful learning activities. This exam does not need to measure overall curriculum achievement.
   2) The exam is conducted in the form of a portfolio of report cards, attitude scores, practice results, and student work.
   3) Assessment can also be in the form of an assignment. The school and the teacher can give school assignments to students according to the material that has been studied.
   4) Exams can be carried out with other assessments determined by an Education, for example, oral exams, practice, bold assignments.
   5) Final Semester Assessment is done through an online exam

CONCLUSION

In the 2020/2021 school year, during the new normal period, the Mayor of Bandung provided provisions for the implementation of learning in education units based on the covid-19 spread zone, namely for the orange and red zones it is forbidden to carry out face-to-face learning in schools. Still, for the yellow zone and green zone, it is allowed to carry out face-to-face learning in schools with the Blended Learning Management Model during the Covid-19 Pandemic with the provision that the maximum number of students per class is 15 people and implement strict health protocols.

The learning strategy carried out follows government policies during the transition period and the new normal, namely through F2F or face-to-face learning activities/or online and or offline by simplifying the learning plan into three aspects, namely learning objectives, learning activities and evaluation. At Al Lathif Islamic School, the web-based blended learning method using LMS is a must for teachers in implementing the blended learning model in the new normal. The strength of blended learning/flipped classroom/hybrid using LMS is more efficient in student-focused learning because teachers and students can communicate both through F2F/face to face and online/virtual, the weakness is that students must have technology tools and internet connection.

REFERENCES


