



Process management and approaches in distance learning based on blended learning during the covid-19 pandemic

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ABSTRACT

Today, especially during the covid-19 pandemic, as it is today, all activities of educational institutions or madrasas/schools must carry out the online learning process. One of the learning innovations that can be carried out by madrasas/schools is by implementing blended learning-based distance learning. This study aims to determine how management, learning planning, and evaluation of learning based on blended learning are carried out at MA Al Azhar, Banjar, Indonesia. The number of respondents in this study consisted of 15 teachers spread across various fields of study. The study used qualitative data analysis techniques with descriptive methods. As a result, research shows that at the planning stage, schools had previously formulated a special curriculum that was adapted to the blended learning model carried out during the covid-19 pandemic, this was also supported by very adequate learning facilities and infrastructure. At the implementation stage, there are differences in the use of the learning approach with real events in the field, namely the time shift in utilizing learning. MA Al Azhar applies a 50% system: 50% in the use of learning, a week of face-to-face learning and the following week is an online system. At the evaluation stage, MA Al Azhar carried out face-to-face and online-based evaluations such as the use of evaluations through recapitulation results on google classroom and excel on google classroom.



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INTRODUCTION

The occurrence of the teaching and learning process is very important in educational activities from the past until now. The teacher as the main facilitator today is required to be able to create pleasant learning conditions so that the learning process can be carried out in a conducive manner. Therefore, a teacher in addition to being able to create a pleasant learning atmosphere must also master learning management inside and outside the classroom. As a teacher, you must be able to choose and apply what learning methods are in accordance with the complexity of the material and the character of each student. So that the methods and approaches applied are in accordance with the self-development of students. The teacher provides space for students to be active and actively involved throughout the learning process. So that the cognitive, affective and psychomotor learners can grow and develop optimally. During the covid-19 pandemic, it is not easy for teachers to apply learning optimally.

Research related to learning for distance learning or online learning by (Mulyanti et al., 2020) reveals that online learning has been widely practiced in public and private vocational schools in West Java. This study shows that online learning facilities, availability of utilization, and online learning processes in state vocational schools are better than private vocational schools. In general, both public and private SMK students stated that online learning was not more interesting than ordinary learning, although most of them could understand the lessons being taught and they were given the opportunity by their teachers to actively participate during the learning process. Likewise, what happened at Madrasah Aliyah (MA) Al Azhar Banjar where online learning needed special management in implementing the learning agenda which was the policy by the school principal in the face of the covid-19 pandemic.

From the results of research by Noval and Nuryani (2020) that learning during a pandemic like now also needs its own innovation, such as what is done by MA Al Azhar Banjar where the use of learning media can be done through two systems, namely Offline (face to face) and Online (Online), so that During the covid-19 pandemic, madrasa educational institutions carried out distance learning online. For distance learning that occurs in areas that are included in the green zone, face-to-face learning can be done with a limited time and comply with health protocols where every community needs to prioritize the prevention of the covid 19 virus. One of the learning innovations that can be done by madrasas is blended-based learning. learning (Noval & Nuryani, 2020).

The view about motivation in online learning really needs special attention, this is because in terms of the use of media in learning which is still minimal by teachers, this makes the lack of completing classroom administration and there are also human resources/teachers who are still lacking (Ihsan et al., 2021). have not mastered technology, even though this era, which is all digital, needs to master the times, especially for teachers, especially during the current covid-19 pandemic which in terms of learning management needs development and intake for human resources at the high school level in particular.

This is because in this era, teachers have very limited access to interact with students. The era of the Industrial revolution 4.0 in terms of distance learning is also very difficult, especially if it is not supported by adequate facilities and infrastructure. In fact, if the facilities and infrastructure do not support distance learning activities, it will not be carried out properly. Some of the facilities needed today will support the quality of student learning such as the internet, computers and smartphones. In addition to the facilities and infrastructure that support the teaching and learning process, it must be adequate in the current situation, the teacher must also be able to manage the learning process. So, learning from home is not just giving assignments to students. Such conditions certainly demand changes in school management both in terms of curriculum and learning processes. The formulation of the problem in this research, namely with the theme of process management and approaches in distance learning during the covid-19 pandemic at MA Al Azhar Banjar, including the following: 1) How to manage the distance learning process during the covid-19 pandemic at MA Al Azhar Banjar?; 2) What is the distance learning approach during the covid-19 pandemic at MA Al Azhar Banjar?.

METHOD

This study uses a qualitative approach using a case study method. This study also elaborates on qualitative data in which researchers use data collection methods through interviews, observation and documentation (Ahyani et al., 2021). This research was conducted at MA Al Azhar, Banjar, Indonesia on September 28 to November 12, 2021. The main data sources in this study were grouped into two parts, primary data sources and secondary data sources. Among the primary data sources include data about statements and actions of people who are observed or interviewed and then immortalized (recorded) through written notes and retrieval of documentation. While secondary data from this research is data in the form of documents in MA Al Azhar about distance learning used in learning so that the data is used as data informants. The focus of the primary data sources in this study were 15 teachers of grades 10, 11, 12 and also students of MA Al Azhar, for secondary data sources in this study in the form of archive collection and documentation retrieval. It is intended to answer the problems in this study so that appropriate and good techniques and data collection are needed so that this research can describe in detail.

RESULT AND DISCUSSION

Result

Distance learning process management during the covid-19 pandemic

MA Al Azhar Banjar, which is an educational institution under the auspices of the Miftahul Huda Al-Azhar Islamic Boarding School educational foundation, which is precisely located at Jalan Pesantren No. 02 Citangkolo Banjar, is very strategically located because the school is located in an Islamic boarding school environment so that it can add IMTAQ and science and technology for its students. MA Al Azhar Banjar was established on July 1, 1980, since 1987 the status has been "Equalized", and from 2005 to 2017 it has an "A" Accredited status (M. Abdurrohimi, personal communication, 2021).

Distance learning in MA Al Azhar Banjar is carried out independently by students and teachers in certain subjects. Learning is carried out according to the lesson schedule that has been made by the teacher. The implementation stage of learning consists of; accessing online programs from the Google Class Room (GS), studying the material contained in GS in the form of descriptive and video, working on questions and discussing them immediately, doing worksheets from school, and doing assignments, and taking exams that are scheduled by the school (S. Sulton, personal communication, 2021). Some assignments must be reported and collected as a result of studying a portfolio for one semester. Daily learning activities use the internet to access online programs that have been provided by the school. In the implementation, it is necessary to have communication that exists between students, parents and schools through several social networks such as Telegram, Facebook, and WhatsApp Group (Hapidin et al., 2021). This is due to the long distance between students and the school which makes it impossible to meet face to face every day. So far, the school really maintains communication with students and parents in order to support learning activities and provide some information from the school. This is done because through good communication between the school and parents and students, the school can find out the progress of student learning even though the distance is far, so that teachers at MA Al Azhar Banjar also take advantage of learning through two online and offline systems. (face to face), this is as a joint decision by the principal and the teachers at MA Al Azhar (MB Rijal, personal communication, 2021).

With the enactment of the Regulation of the Minister of Education and Culture of the Republic of Indonesia as stipulated in Permendikbud No. 4 of 2020 regarding distance learning to prevent the spread of the covid-19 virus implies learning that collaborates on the role of teachers, students and parents in the learning process. The learning process is a teaching and learning activity between teachers and students with the aim of achieving better goals. According to (Adisusilo, 2014, p. 87; Suryatniani, 2020, p. 38) it is explained that the learning process is a process of interaction between teachers and students so that they are able to communicate directly, in

educational situations to achieve learning goals. Of course, to achieve this, appropriate techniques or methods are needed in the learning process. The following is the Distance Learning Process at MA Al Azhar Banjar.

Google Classroom, when used as a learning tool/method at MA Al Azhar Banjar, is by first creating an online class/room available on Google Classroom. Where the Google Classroom application also has direct integration with Google Docs, Google Sheets, Google Drive, and others. The benefits of Google Classroom are that it is easy to set up. Teachers can add students directly or through a special code. Teachers at MA Al Azhar provide the special code when they want to open learning and are given to their students in the Online/Online class (M. Maftuh, personal communication, 2021). The same thing was also expressed by (A. Anipudin, personal communication, 2021) that the learning media that we convey in class are very varied where teachers may use various mixed-based learning media (Blended Learning) including: 1) Station Rotation Blended Learning (Rotational Mixed Learning) Station); 2) Lab Rotation Blended Learning (Lab Rotation Mixed Learning); 3) Enriched Virtual (Enriched Virtual); 4) Flex Blended Learning, where this learning model is very suitable in the current pandemic situation. This mixed system learning is also recommended by the Ministry of Religion in the implementation of PAI learning, where in applying the e-learning platform, there is a topic approach (theme centered approach) and a software approach (software centered approach) that can be carried out by PAI teachers (Widyawati CN, 2021). The teaching and learning activities at MA Al Azhar Banjar through Google Classroom show in figure 1.

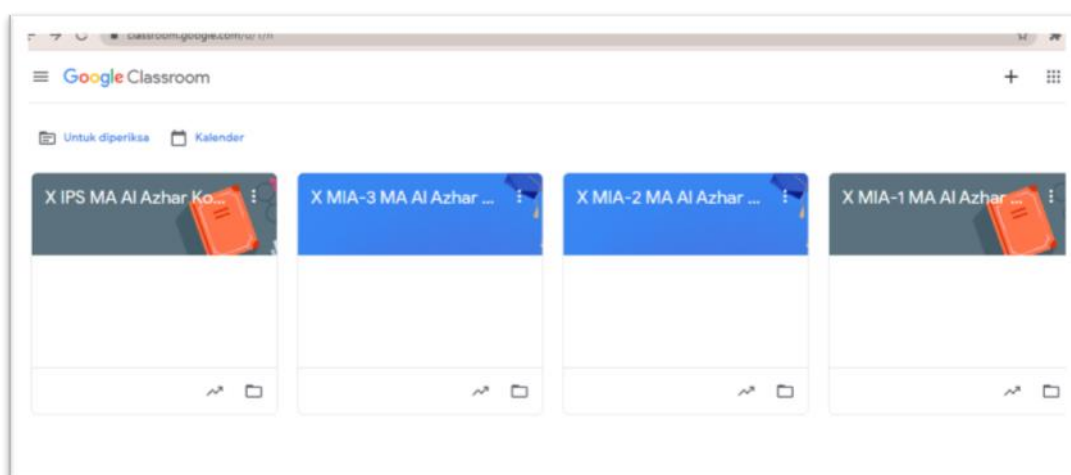


Figure 1. Teaching and learning activities through Google Classroom

Google Meet and Zoom Meetings are used as face-to-face facilities via online for learning at MA Al Azhar Banjar, apart from classroom learning, they are also commonly used for meetings for teachers and staff at MA Al Azhar Banjar. Meeting via Zoom Meeting (figure 2) with MA Al Azhar Teachers in Banjar, November 1, 2021, this meeting was conducted via online using the media zoom meeting with teachers and staff at MA Al Azhar Banjar (E. Nurhasanah, personal communication, 2021). Research proves that online learning, which focuses on the component aspects of good and efficient learning facilities and infrastructure, is using the Zoom application and Google Classroom, this is because these applications are quite easy to provide services for users (Rahayu & Haq, 2021).

MA Al Azhar Banjar applies a 50% system: 50% in the use of learning, a week of face-to-face learning and the following week is an online system. At the evaluation stage, MA Al Azhar Banjar carried out face-to-face and online-based evaluations such as the use of evaluations through recapitulation results on Google Classroom and Excel on Google Classroom. This was conveyed by the principal of the MA Al Azhar Banjar, Muhammad Basiturrizal, that at MA Al Azhar in the process of teaching and learning activities in schools it is allowed to use two systems, namely 50%: 50%, namely face-to-face and online (MB Rijal, personal communication, 2021).



Figure 2. Meeting of Teachers and Staff of MA Al Azhar Banjar via Zoom Meeting

The term management itself contains many meanings, so interpreting it depends on what point of view is used. According to (Byars & Rue, 2000) it is explained that management is a form of cooperation in carrying out an activity through coordinating and organizing various sources such as land, labor and capital in an effort to achieve organizational goals. Management as a system is a process to achieve the target maximally and comprehensively. According to (Yusuf, 2020) to achieve organizational targets, it is carried out by managing the functions of planning (planning), organizing (organizing), preparation of personnel or staffing (staffing), direction and leadership (leading) and supervision (controlling). Management is a special process with a target to achieve a goal optimally by maximizing all existing facilities. Management has the ability to set and achieve planned targets by empowering members and available facilities.

KELAS	AGENDA KELAS	REKAP AGENDA
X MIA-1	ISI AGENDA	LIHAT AGENDA
X MIA-2	ISI AGENDA	LIHAT AGENDA
X MIA-3	ISI AGENDA	LIHAT AGENDA
X IPS	ISI AGENDA	LIHAT AGENDA
X PK	ISI AGENDA	LIHAT AGENDA

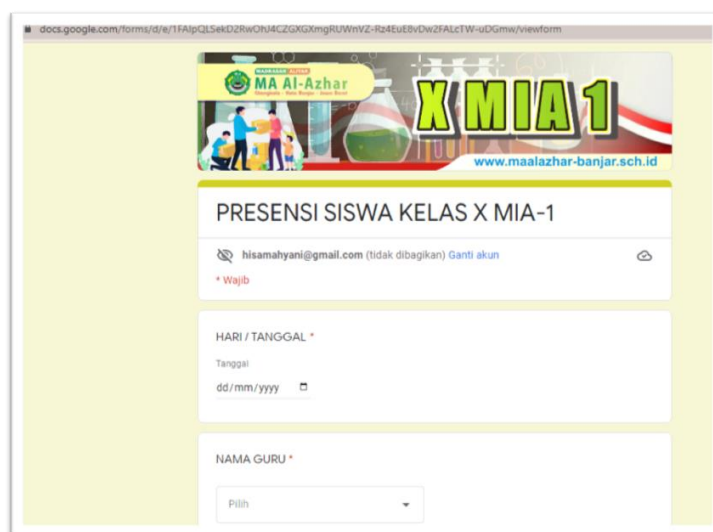
Figure 3. Class Agenda (Journal)

Based on the opinions of these experts, it can be concluded that management is a unique process through planning, organizing, mobilizing and controlling which is carried out by organizational managers who in this case are teachers by empowering human resources in order to achieve shared goals that have been set effectively and efficiently. Effective means that the targets to be achieved are met according to the plan, while efficient means that tasks are completed in an

orderly, organized and according to the agreed time. It should be understood that learning and learning are two things that have different meanings. Learning is a learning activity facilitated by teachers to develop cognitive, affective and psychomotor aspects so that they can manage new knowledge. This learning becomes an action in increasing significant understanding of the lesson content. While learning means an effort to acquire knowledge that is influenced by action or experience. In relation to the supervision carried out by the principal through online through an online recapitulation based on the website, figure 3 is an example of supervision carried out by MA Al Azhar Banjar.

Class agenda at MA Al Azhar Banjar. This agenda is intended for distance learning based on blended learning by utilizing the school's website. Class Agenda (Journal) Teaching MA Subject Teachers Al Azhar tp. 2021/2022 is the entire teacher's agenda for one semester (Madrasah Aliyah Al Azhar Banjar, 2021). Broadly speaking, the task of the school/madrasah supervisor is to identify the problems that occur, from starting to compose a supervision program, implementing a supervisory program, evaluating and analyzing the results of supervision, besides that at MA Al Azhar Banjar also conducts coaching based on the evaluation results (M Abdurrohman, personal communication, 2021). On the basis of these tasks and functions, activities in terms of supervision must be arranged in an operational activity plan which is often referred to as an action plan or action plan. and teaching and learning situations, especially in the MA Al Azhar Banjar.

In evaluating the learning system as a control rather than learning at MA Al Azhar through daily, weekly, and monthly class agendas by the principal / deputy principal of the teachers and employees in MA Al Azhar Banjar. The view (Sumarna, 2010) in his article explained that there are several important meanings why in every supervision or supervision activity planning needs to be carried out, among others: 1) to seek the truth of the facts obtained and presented so that they can be accepted by various parties with an interest in the results. supervision that has been carried out, 2) From the planned supervision activities, objective data will be obtained, 3) Well-planned supervision, accompanied by fair and healthy considerations, 4) Planned supervision activities are activities carried out with full awareness of the reasons, goals, and how to do it, 5) Programmed or well-planned supervision can be used as a holistic integral part of the general education development program and the development of schools/madrasahs in particular, so that the benefits can be directly felt. In this case, MA Al Azhar Banjar in supervising and evaluating related to the assessment of student learning outcomes seen from the results of the Presence of Student Attendance at MA Al Azhar Banjar, this is used as supervision and evaluation as well as assessment of student learning outcomes.



The image shows a Google Form interface for student attendance. At the top, there is a banner for 'MA Al-Azhar' with the text 'X MIA 1' and the school website 'www.maalazhar-banjar.sch.id'. Below the banner, the form title is 'PRESENSI SISWA KELAS X MIA-1'. The sender is identified as 'hisamahyani@gmail.com (tidak dibagikan) Ganti akun'. There are three main input sections: a required field for 'HARI / TANGGAL' with a date picker (dd/mm/yyyy), and a required field for 'NAMA GURU' with a dropdown menu labeled 'Pilih'.

Figure 4. Student Presence

Supervision through the use of google doc on the MA Al Azhar website is also used as a means of monitoring and evaluating student performance (student learning assessment) (A. Anipudin, personal communication, 2021). This is done to facilitate the evaluation and supervision of students and teachers in carrying out learning in MA Al Azhar Banjar (figure 4). According to (Gasong, 2018, p. 8) learning is something that happens in a person's mind, namely in the brain as a process because it can be formally compared to organic processes such as digestion and respiration. This means that this process occurs as naturally as humans breathe and digest food. This learning process is the same as the digestive system in the human body because the process is very complicated and complex. Knowledge about learning must be accumulated by scientific methods so that it can be verified correctly. This kind of knowledge can be seen as a principle in learning which when interrelated will have a rational meaning.

Furthermore, Mayer (1999: 143) as followed by Suryatniani in his journal mentioned that in learning there are three things that need to be considered. a). Learning occurs when a person strengthens or weakens the relationship between stimulus and response, b). Learning is the addition of knowledge because at the time of learning someone tries to put information into long-term memory (long term memory), c). Learning is a process of constructing knowledge in working memory. Based on some of these opinions, learning is an individual internal process that occurs through a process of interaction with the surrounding environment (Suryatniani, 2020, p. 39).

While learning according to Zahorik as quoted (Adisusilo, 2014, p. 90) says that learning is a process of activating existing knowledge, meaning that everyone already has basic knowledge and then constructs it with new knowledge so that it becomes a unified whole. This old and new knowledge are related to each other. The view (Adisusilo, 2014, p. 98) in his book explains that true learning must emphasize efforts to help students to be able to learn something or in Latin (learning how to learn). Learning as a learning process for students is planned or designed, implemented and evaluated systematically so that the learning process can be achieved effectively and efficiently. Learning can be realized if educators (teachers) are able to know knowledge about the responsibilities of planning and delivering the learning process. According to (Gasong, 2018, p. 16) learning has a goal to improve learning, teachers must have knowledge about what learning is and how learning occurs. Educators who facilitate learning or learning designers must understand the principles of learning to ensure planned success. As a learning manager, educators (teachers) must observe the process of whether learning is delivered effectively to students, either by oral communication or other media. This means that as a learning manager must regulate learning conditions in such a way that learning objectives can be achieved.

The meaning of learning is also stated in Law no. 20 of 2003 concerning the National Education System states that learning is a process of interaction between students and educators and learning resources in a learning environment. Meanwhile, according to Sujadna as quoted (Zuhri & Mutmainah, 2019) learning is a systematic and deliberate effort made so that there is a process of educative interaction between educators and students. Thus, it can be concluded based on these opinions that the management of the educational process is a process or method in managing which includes planning, organizing, actuating and evaluating activities related to all learning components in order to achieve learning objectives.

Research as conducted by (Ahyani et al., 2021) that in learning it is necessary to have basic principles of Education Management which contain various general principles that are flexible so that they are in line with good progress and development. It is these principles that distinguish education management in general from Islamic education management. Regarding the principles of Islamic education management, many Islamic education experts have different opinions. Therefore, in this all-digital era, namely the Industrial Revolution Era 4.0, it is necessary to revitalize the study of principles in Islamic education management in order to realize strong and superior management.

This is done to organize all learning activities including the core curriculum and supporting curriculum. This relates to the educational objectives contained in Law no. 20 of 2003 concerning the National Education System Article 3 which reads that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life which aims to develop the potential of students to become human beings who believe and fear God Almighty, have good character. noble, healthy, knowledgeable, capable,

creative, independent and become a democratic and responsible citizen. This provides an understanding that every educator (teacher) must be able to manage learning activities by applying various strategies and methods that are adapted to the topic of discussion in the learning material. In addition, as an educator, he must be able to create an active, innovative, creative, effective and fun learning atmosphere.

Discussion

Process management of the distance learning approach during the covid-19 pandemic

The nature of learning and learning has a very close relationship. Learning is a process that is carried out continuously and lasts from birth to the end of life. When students learn, it is expected that there will be changes in behavior that are permanent, these changes are also influenced by aspects of motivation, emotions, attitudes and other external factors. The main elements in learning are individuals, needs as a source of encouragement, learning situations that allow learning activities to occur. While learning is a process of interaction between teachers and students and learning resources in a learning environment (school). In other words, learning can occur if there are teachers, students and learning media.

This learning process literally usually occurs in the school environment. However, during the covid-19 pandemic, the learning process cannot be carried out in schools. covid-19 is a new type of virus that was discovered in Wuhan, Hubei, China in 2019. This virus has a huge impact on the world of education in Indonesia today. According to (Atsani, 2020, p. 19) in accordance with the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the covid-19 Emergency Period. The learning process must continue to run smoothly even if it is carried out from home or distance learning. Distance learning is learning that is carried out when teachers (teachers) and students (students) are not physically present at school at the same time. The implementation can be completely remote or a mix of remote with class. According to (Holmberg, 2005, p. 13) as one of the efforts made in learning, the first appeared in an advertisement entitled Caleb Philipps, The Teacher of the new method of short hand this ad was used as an effort to find students who wanted to learn by distance learning. far. One of the first distance learning efforts was also experienced by Isaac Pitman in 1840 in writing a work (Simonson, 2019, p. 18) called shorthand by sending some texts transcribed into shorthand on postcards and receiving transcripts from students as feedback. come back. An important innovation of this system is the element of feedback. In addition, there is a unique and interesting learning approach where teachers and students at MA Al Azhar Banjar, carry out learning through two systems, Offline and Online as well as offline learning in MA Al Azhar Banjar.

As a result, distance learning has its own advantages, for example, access to education at the tertiary level will reach a wider range of both public and business because the scheduling structure is certainly more flexible, thereby reducing time and place constraints. But not vice versa for basic education or even educational institutions located in remote areas. Often obstacles arise in the form of ineffective learning such as household disturbances and even unreliable technology (no internet network), inadequate interaction between educators and students.

In connection with this situation, distance learning during the COVID-19 pandemic must of course use the right method so that the learning process can run effectively. According to (Setiawan, 2020) said that distance learning requires an agreement between educators and students in order to reduce the potential for failure in the learning process, interaction must use an agreed platform and continue to carry out interactions. Implementing distance learning is not easy to do because of the lack of interaction between educators and students. Therefore, choosing one of the media to be used is of course very necessary so that the learning process can run effectively and efficiently. According to (Hutami & Nugraheni, 2020) in terms of various WhatsApp features that can be used in distance learning during the COVID-19 pandemic, which includes WhatsApps for educators which can send text messages, voice messages, video calls and so on, it can be in the form of links. on youtube or something else.

In the distance learning approach there are two things that must be considered network distance learning (online) and distance learning outside the network (offline). Both of these can be applied according to the needs of the education unit, as well as in MA Al Azhar Banjar based on the readiness of educational institutions that are ready in terms of supporting facilities and infrastructure in learning where Blended Learning at MA Al Azhar Banjar focuses on students (MB Rijal, personal communication, 2021). Students must be independent at certain times and are responsible for their learning, so that the creation of a Blended Learning (Mixed) learning atmosphere will require students to play a more active role in their learning, such as the use of media on Google Classroom where students must be able to solve material and questions. In the learning delivered by the teacher in the online class through Google Classroom. In addition, students must be able to make designs and look for materials with their own efforts and initiatives so that students / students do not become spoiled where the material continues to be given by the teacher, but with this GS media students are more independent (E. Nurhasanah, personal communication, 2021).

This blended learning model does not necessarily mean replacing conventional learning models in the classroom, but instead can strengthen the learning model through various technological developments used in learning. The facilities and infrastructure utilize gadgets (gadgets) or laptops through several portals or online learning applications. The online learning process consists of virtual face-to-face or discussions in WhatsApp groups (M. Abdurrohman, personal communication, 2021). The next stage related to learning at MA Al Azhar is through learning management system (LMS) activities, namely an online integrated learning management system through an application system. Offline learning can use the media of books, modules and teaching materials in the Al Azhar MA Banjar environment, it can be with television media, regional radio and so on. Educators (teachers) as directly responsible for the teaching and learning process can determine distance lessons with considerations such as educators must choose and determine priority subjects and instruct students to study independently at home, then teachers are allowed to determine the right method so that it fits the material. Learning and educators must be selective in determining or utilizing media as learning resources, whether obtained through manuals (libraries) or digitally (online libraries) (A. Anipudin, personal communication, 2021).

Furthermore (Suhada et al., 2021) explains that Islamic educational institutions are a necessity, where Islamic educational institutions in Indonesia, especially in terms of the existence of educational institutions that are desperately needed by today's society, where era 4.0 (disruption) and Scoety 5.0 also become a necessity that needs to be considered in maintaining the existence in every educational institution, especially educational institutions with private status which still exist today. As a result, success in managing an organization, especially in Islamic educational institutions is expected to be able to boost the level of welfare of the human resources and also the institutions managed by the educational institution. Along with the development of an advanced era like today which has entered the era of disruption 4.0 where the community has become a digital society (Scoety 5.0), it is necessary to have a special strategy in managing an Islamic educational institution, for example by improving learning facilities and adequate facilities and infrastructure so that they are not left behind. with other Islamic educational institutions in Indonesia today.

Therefore, during the covid-19 pandemic, distance learning is one of the right choices and in accordance with health protocols. So that in an effort to maximize teacher education as the spearhead, the front line in teaching and learning activities must maximize the learning process so that it remains active, innovative, creative, effective, fun and efficient. So that the process of transfer of knowledge and transfer of value as expected will continue to be carried out in accordance with the goals of education itself. In this time of the covid-19 pandemic, the role of an educator is very much needed in managing distance learning both online and offline to ensure the quality of learning as much as possible both from managing planning, organizing, implementing and evaluating. The planning in question is the most basic activity in each of these activities. achieve the expected target in the form of accommodating actions related to various things related to work. Organizing at the MA Al Azhar Banjar is also management in learning which is a separate reference/direction for students today, where the principal always carries out collegial collective

organized supervision in institutions led by the principal, especially in MA Al Azhar Banjar (Hapidin). et al., 2021).

The teachers at the MA Al Azhar Banjar in providing educational services to students are carried out based on their respective main tasks and functions in accordance with the organizational principles in the MA Al Azhar Banjar, namely by delegating each school personnel in accordance with competencies, subjects, authority and responsibilities (M. Abdurrohman, personal communication, 2021). Organizing as a benchmark in learning so that the direction and responsibility are clear. This is in line with the opinion (Wibowo, 2013, p. 116) that implementation consists of implementation rather than planning with the basis of various organizing, so that there is a realization of planning that has been implemented through various selection and analysis in order to realize and apply learning conducive. While the evaluation carried out at MA Al Azhar Banjar by the principal and the deputy principal together with all school members in all activities carried out regarding the process to determine the value of something. In conducting an evaluation there is always a measurement which is usually about the success or failure of an activity, this is usually done by teachers to students, principals to MA Al Azhar teachers.

This is as research proclaimed by (Khoiriyah, 2018) that the educational goal to be achieved is if the learning objectives in the classroom are also achieved. So that at MA Al Azhar Banjar learning is defined as the most important part of the educational goal, namely educating students and also humanizing humans (M. B. Rijal, personal communication, 2021). Ideal learning can be categorized as learning that is managed effectively and generally student-centered. Furthermore (Ahyani, 2021) in his journal explained that the curriculum management and assessment system in the current era of disruption is education that focuses on student learning outcomes without disturbing students' psychology. Moreover (Utomo & Maheasy, 2021) explained that in the implementation of distance learning there are three factors, namely 1) policy; 2) distance learning process; and 3) the activeness of the teachers and human resources. So that the teachers at MA Al Azhar Banjar also need to master good learning management, especially during the covid 19 pandemic like now. These three factors can be a contribution/recommendation to education in Indonesia in order to be part of improving the quality of distance learning education during the Covid-19 pandemic.

CONCLUSION

Currently the covid-19 pandemic in relation to distance learning process management is very important to implement and make innovations, this is because the learning process is required to continue to run efficiently and effectively. Therefore, it is necessary to manage the learning process, where the management of the learning process in this case is a learning trick or process/method in managing which includes planning, organizing, actuating and evaluating activities related to all learning components in order to achieve learning objectives in MA Al Azhar Banjar. This is done to organize all learning activities and this is done by the teachers at MA Al Azhar Banjar covering the core curriculum and supporting curriculum. This relates to the educational objectives contained in Law no. 20 of 2003 concerning the National Education System Article 3 which explains that national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life which aims to develop the potential of students to become human beings who believe and fear God Almighty, noble character, healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen.

As a result, at MA Al Azhar Banjar, at the planning stage, the previous school had formulated a special curriculum that was adapted to the Blended Learning learning model carried out during the Covid-19 Pandemic, this was also supported by very adequate learning facilities and infrastructure. At the implementation stage, there are differences in the use of the learning approach with real events in the field, namely the time shift in utilizing learning. MA Al Azhar Banjar applies a 50% system: 50% in the use of learning, a week of face-to-face learning and the following

week is an online system. At the evaluation stage, MA Al Azhar Banjar carried out face-to-face and online-based evaluations such as the use of evaluations through recapitulation results on Google Classroom and Excel on Google Classroom.

With the current era (4.0), the situation that exists in educational institutions in Indonesia, especially regarding distance learning during the COVID-19 pandemic, must use the right method so that the learning process can run effectively. There are two approaches to distance learning which include distance learning including network (online) and distance learning outside the network (offline). Distance learning has its own advantages, for example, access to education at the tertiary level will reach a wider audience, both public and business, because the scheduling structure is certainly more flexible, thereby reducing time and place constraints. But not vice versa for basic education or even educational institutions located in remote areas. Often obstacles arise in the form of ineffective learning such as household disturbances and even unreliable technology (no internet network), inadequate interaction between educators and students. Distance learning should be carried out using learning innovations, for example by utilizing the Mixed Method (Offline and Online) or face-to-face and scheduled online. When in the learning process there are unavoidable disturbances (no internet network), then learning should be done offline (face to face) while still complying with health protocols.

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