

# Effective Learning Approach In New Normal Era

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## **A. Introduction**

Corona virus has an impact on various sectors of human life throughout the world. Corona is a term to mention "covid-19" acronym for Corona virus disease (covid-19), (ZA et al., 2020). Sectors affected are starting from the economic sector, social culture, education and even to the implementation of worship. Employees are asked to work from home, as a result some sectors that cannot replace the role of humans in working cannot run well. Some companies reduce their employees, and some even lay off employees because due to high operational costs.

The issuance of Government Regulation number. 21 of 2020 concerning large scale social restrictions in the framework of accelerating handling of Corona Virus Disease 2019 (COVID-19) for several regions in the red zone is an attempt by the government as a policy maker in breaking the chain of distribution of covid-19. After the enactment of the Large Scale Social Restrictions (LSSR), with the condition of the spread of covid-19 which continues to increase while several sectors have had to operate and for the sake of maintaining national stability so that people are required to be able to make peace with

this virus by adapting to new normal situations (New Normal).

New Normal is defined by Sigit Pamungkas is interpreted as a new way of life or a new way of living life activities during the COVID-19 pandemic, (Habibi, 2020). New habits are physical distancing, social distancing, not shaking hands, wearing masks, and as often as possible to wash hands with soap in running water for at least 60 seconds. These habits are not done before covid-19, therefore it becomes a new habit that must be done to avoid the covid-19 virus. The habit to always follow health protocols in conducting activities is regulated by the government through Minister of Health Decree Number HK.01.07/MENKES/328/2020 concerning Guidelines for Prevention and Control of Corona Virus Disease 2019 (covid-19) in office and industry workplaces in support of business continuity on pandemic situations, and Minister of Home Affairs Decree Number 440-830 of 2020 concerning Guidelines for Productive and Safe New Normal Order Corona Virus Disease 2019 for State Civil Apparatus within the Ministry of Home Affairs and Local Governments. A number of preparations and technical criteria in the new normal order are only regulated in this decision, so that the community can avoid this virus infection, but the implementation of government can run well in the Covid-19 situation.

The education sector is one of the sectors that is very significantly affected by covid-19. This outbreak causes activities such as seminars, workshops, learning processes in schools even to the implementation of worship is not done as usual, (Mertayasa, 2020). All schools in the pandemic period starting from elementary, secondary to tertiary levels, cannot carry out learning activities as usual in schools. While education is an

important asset in the creation of complete Indonesian human resources. If education does not go well, it will have an impact that the potential for the children of the nation will not be developed, which is the main capital in supporting national development. The learning process is the core of the overall education process that aims to change the behavior of children, (Kirom, 2017). Therefore, the government issued a reference that could become a guideline for learning in the pandemic period through the Circular of the Secretary General of the Ministry of Education and Culture number 15 of 2020 concerning guidelines for organizing Learning From Home in the emergency period of the spread of Corona Virus Disease 2019 (Covid-19).

This Circular is intended as a Guide for education providers, educators, students and parents and the community in organizing the educational process during the Covid-19 pandemic. Teaching and learning process can still be done by adjusting the educational resources owned by the educational unit. The intended educational resources are all things used in the administration of education which include education staff, the community, funds, facilities, and infrastructure (UU No. 20, 2003). In the situation of covid plague which continues to experience an increase in educational institutions, it is still required to educate Indonesian human resources optimally by utilizing the facilities owned optimally, so that the learning process can still take place amid the covid-19 pandemic outbreak.

During the Covid-19 pandemic and the new normal, learning can be done with distance learning programs through online and offline approaches or collaboration, both of which have been regulated by the government. The use of the two approaches recommended by the government cannot be separated from the involvement of

learning components that are interrelated to one another. These components are the objectives, teaching materials, methods and media, evaluation, students, and the presence of educators/teachers, (Riyana, n.d.). Among the components involved in the teaching of educators is the frontline that determines the success of education, because the learning process of educators who serve students in learning activities, and assess or measure the level of learning success with the specified procedures, (Zein, 2016). Educators and students are not very closely related and even learning cannot occur without both. Abdullah, (2017) revealed that the main variables in learning activities are teachers and students.

The effectiveness of learning is very dependent on the learning method or approach used by educators. Achieving good learning outcomes a teacher needs to know, learn several teaching methods, and practice it when teaching, (Nasution, 2017). Choosing the right teaching method will affect the changes that are expected to occur in students after learning is complete. Mistakes in choosing and applying teaching methods will have an impact on the lack of student learning motivation so that it also impacts on the achievement of learning objectives, (Mertayasa & Suardika, 2019). An educator is sometimes not right in choosing the method to be used or handling students in learning which is one of the determinants of success in learning, (Dolong, 2016).

Educators need to consider carefully the selection of teaching methods that are appropriate to the characteristics of students. Therefore learning requires the ability of teachers to apply learning methods that are appropriate to the characteristics of their students, (Nasution, 2017). In the new normal period learning cannot be carried out the same as before the outbreak of Covid-19, so educators need to be more creative in

choosing approaches and determining ways of teaching which can be relevant to certain regional situations during New Normal. Educators need to plan well the learning process that will be done, so that learning can be fun as well as psychological therapy students for the achievement a generation of believers and devoted to God Almighty, noble, healthy, knowledgeable, competent, creative, independent, become democratic and responsible citizens.

## **B. Discussion**

### **1. Learning Approach**

Learning is a process of interaction from several components in learning. The term learning refers to the existence of reciprocity between the two main components, educators and students. Learning is the process of student interaction with educators, with learning material, delivery methods, learning strategies, and learning resources in a learning environment, (Pane & Darwis Dasopang, 2017). Learning requires interaction between some of these components. Interaction between students and educators requires an approach and method that is safe and comfortable to do, preparing teaching materials and other learning resources needed by students.

In the new normal era interaction between learning components cannot be done directly in the classroom, but is carried out in accordance with regulations issued by the government through the Ministry of Education and Culture. Learning can be done online or offline or combining both according to the availability of supporting facilities and infrastructure owned by schools, educators and students. The approach is expected to provide results in the form of good learning for educators and students.

The implementation of learning has an impact on learning outcomes for educators in the form of instructional effects in the form of learning outcome data (values) and for students as the impact of learning accompaniment (nurturant effect) in the form of knowledge and abilities in certain fields, (Riyana, n.d.).

In the new era of normal learning still refers to the Circular of the Secretary General of Ministry of Education and Culture No. 15 of 2020, namely by approaching Daring and Luring or combining the two. The Daring approach to learning is done networked/online while Luring is Networkless learning/offline. In the implementation of learning during the New Normal period, can choose one or use both of them according to the circumstances in which the education is taking place.

The learning approach can be interpreted as a starting point or our perspective on the learning process, (Abdullah, 2017). The perspective of a learning process, which then is a method of learning and learning techniques. Educational methods are ways that can be taken in facilitating the achievement of educational goals, methods are closely related to the approach used, (Kamsinah, 2008). Approaches and methods are related to implementing an effective learning process. The learning method applied by educators is very dependent on the approach chosen, so that each approach has its own way or method of implementing learning.

The learning method is a very familiar term and cannot be released in education, because the learning method provides an important role in the process of achieving educational goals. The learning method consists of two words, the method and learning. The method is an orderly way to carry out a job achieving the desired; systematic work methods to facilitate the implementation of an

activity in order to achieve the specified goals, (*Kbbi Daring*, 2020). The method has a system and regular in its implementation in order to achieve the goals set. Learning is a process of interaction between students and educators and learning resources in a learning environment, (UU No. 20, 2003). Therefore the learning method is a systematic way of creating student interaction with various learning resources so that it can achieve the expected learning outcomes. Student learning outcomes is one of the objectives of the learning process in schools, (Nasution, 2017).

Learning approaches and methods need to be well understood by educator, because to be able to achieve good learning outcomes requires appropriate teaching method so that students can understand the teaching material provided, and can gain useful learning experiences in their lives. Good learning methods are able to have a positive impact on student learning outcomes, (Kamsinah, 2008). Therefore the learning method becomes one of the important components in learning as an effort to develop students' cognitive, affective and psychomotor. The development expected by education is in accordance with the objectives of national education, namely the development of the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, independent, and become citizens of a democratic and responsible answer, (UU No. 20, 2003).

Teachers as education implementers who interact directly with students need to understand and comprehend and have skills that can support the implementation of their main tasks. The new era is normal with an alternative online approach that requires educators to understand and be able to utilize information technology in the learning process. Learning

that was originally carried out without using information technology but now must be modified in such a way as effective and efficient distance learning in the new normal period. The learning method used is expected to be able to provide students with knowledge and values that can be useful in their future lives. Therefore, learning in the new normal period requires adequate hard skills and soft skills from educators.

## 2. Online Learning

Online is distance learning in a network using gadgets or Personal Computers through several online learning portals and applications, (Suharto, 2020). This Distance Learning System utilizes internet network facilities and learning applications that have been provided by the government. Because of utilizing internet access, this learning will only be carried out in areas that have good internet access, and are supported by adequate devices or Personal Computers.

The learning resources and media in the online system have been prepared by the Ministry of Education and Culture, as follows:

No	Media	Link
1.	Rumah Belajar oleh Pusdatin Kemendikbud	<a href="https://belajar.kemdikbud.go.id">https://belajar.kemdikbud.go.id</a>
2.	TV edukasi Kemendikbud	<a href="https://tve.kemdikbud.go.id/live/">https://tve.kemdikbud.go.id/live/</a>
3.	Pembelajaran Digital oleh Pusdatin dan SEAMOLEC Kemendikbud	<a href="http://rumahbelajar.id">http://rumahbelajar.id</a>



No	Media	Link
4.	Tatap muka daring program sapa duta rumah belajar Pusdatin Kemendikbud	<a href="http://pusdatin.webex.com">pusdatin.webex.com</a>
5.	LMS SIAJAR oleh SEAMOLEC, Kemendikbud	<a href="http://lms.seamolec.org">http://lms.seamolec.org</a>
6.	Aplikasi daring untuk paket A,B,C	<a href="http://setara.kemdikbud.go.id/">http://setara.kemdikbud.go.id/</a>
7.	Guru berbagi	<a href="http://guruberbagi.kemdikbud.go.id">http://guruberbagi.kemdikbud.go.id</a>
8.	Membaca digital	<a href="http://aksi.puspendik.kemdikbud.go.id/membaca-digital/">http://aksi.puspendik.kemdikbud.go.id/membaca-digital/</a>
9.	Video pembelajaran	<a href="http://video.kemdikbud.go.id/">http://video.kemdikbud.go.id/</a>
10.	Suara edukasi Kemendikbud	<a href="https://suaraedukasi.kemdikbud.go.id/">https://suaraedukasi.kemdikbud.go.id/</a>
11.	Radio edukasi Kemendikbud	<a href="https://radioedukasi.kemdikbud.go.id">https://radioedukasi.kemdikbud.go.id</a>
12.	Sahabat keluarga Sumber Informasi dan bahan ajar pengasuhan dan pendidikan Keluarga	<a href="https://sahabatkeluarga.kemdikbud.go.id/laman/">https://sahabatkeluarga.kemdikbud.go.id/laman/</a>
13.	Ruang guru PAUD Kemendikbud	<a href="http://anggunpaud.kemdikbud.go.id/">http://anggunpaud.kemdikbud.go.id/</a>
14.	Buku sekolah	<a href="https://bse.kemdikbud.g">https://bse.kemdikbud.g</a>

No	Media	Link
	elektronik	o.id/
15.	Mobile edukasi Bahan ajar multimedia	<a href="https://m-edukasi.kemdikbud.go.id/medukasi/">https://m-edukasi.kemdikbud.go.id/medukasi/</a>
16.	Modul Pendidikan Kesetaraan	<a href="https://emodul.kemdikbud.go.id/">https://emodul.kemdikbud.go.id/</a>
17.	Sumber bahan ajar siswa SD, SMP, SMA, dan SMK	<a href="https://sumberbelajar.seamolec.org/">https://sumberbelajar.seamolec.org/</a>
18.	Kursus daring untuk Guru dari SEAMOLEC	<a href="http://mooc.seamolec.org/">http://mooc.seamolec.org/</a>
19.	Kelas daring untuk siswa dan Mahasiswa	<a href="http://elearning.seamolec.org/">http://elearning.seamolec.org/</a>
20.	Repositori Institusi Kemendikbud	<a href="http://repositori.kemdikbud.go.id">http://repositori.kemdikbud.go.id</a>
21.	Jurnal daring Kemendikbud	<a href="https://perpustakaan.kemdikbud.go.id/jurnal-kemdikbud">https://perpustakaan.kemdikbud.go.id/jurnal-kemdikbud</a>
22.	Buku digital open-access	<a href="http://pustaka-digital.kemdikbud.go.id">http://pustaka-digital.kemdikbud.go.id</a>
23.	EPERPUSDIKBUD (Google Play)	<a href="http://bit.ly/eperpusdikbud">http://bit.ly/eperpusdikbud</a>

Source: (SE. Kemendikbud No. 15, 2020)

These learning resources are prepared to be accessible to the whole community both educators and students during the new normal era of learning. Therefore online learning can be done from home by educators and students using internet facilities and devices or Personal Computers. Students do not need to come to school because learning

material has been uploaded on the website and students can access or download it from home as long as it is connected to the internet network. In addition interactions can also be done with educators and will provide feedback and can be consulted related to learning.

Learning From Home (LFH) with an online system requires collaboration from all relevant components, namely educational institutions in this case schools, educators, parents, the community and students. These components need to work together in realizing the success of learning conducted by the teacher. Some of the responsibilities of schools and teachers in the pandemic period shifted to parents, because starting from supervising learning, guiding, and directing students was replaced by parents at home. The teacher in this learning functions as a provider of learning material, communicates it through the Learning Management System (LMS), evaluates and receives feedback from students and communicates with parents.

Learning From Home (LFH) during the new normal period carried out by the online system is considered to be more effective in avoiding transmission of learners to covid-19. Learning from home by using an online system, can avoid contact between individuals, especially OTG with children, and the surrounding air that might have been contaminated with viruses. Covid-19 transmission occurs through droplets/sparks when coughing, sneezing or talking, (Masrul et al., 2020). Therefore, by carrying out online learning physical distancing and social distancing have occurred, so that the spread of Covid-19 can be minimized in the educational environment. Online learning is also carried out as an effort to encourage students to remain silent at home because of the possibility of airborne transmission is very possible,

because previously on July 9, 2020, the World Health Organization (WHO) updated a scientific summary of transmission and recommendations for prevention of Covid-19 by adding the possibility airborne transmission, (Tim, 2020).

Online learning requires educators and students to use technology such as gadgets or Personal Computers. Therefore learning in the new normal era makes educators and students learn to utilize technology, even though before the pandemic did not really understand, or understood it only as a medium of communication. Educators and students are forced to be able to use technology, because if they do not have these abilities, the learning process as the main task of educators cannot run well, so students are required to understand the use of devices as learning media. Parents' insights are also increasingly related to information technology, which was originally understood only as a medium of communication and has now shifted into a learning medium that is very much needed during the new normal era.

The new normal era in the field of learning is the implementation of effective and efficient learning and the protection of students from Covid-19. Online learning is very effective and efficient during the Covid-19 pandemic. Learning material in a short time can be obtained, only by accessing the sites that have been prepared by the Ministry of Education and Culture. Learning by students, too, can be done easily and without time limit. Information technology as the main point in online learning is very easy to get a variety of information, both information related to the material and other things that support. Information can be obtained by typing keywords in Google and it will greatly help students and educators in broadening their horizons to achieve learning goals.

Online learning is essentially learning that is flexible where and at any time can be done as long as there is a good internet connection. Internet access makes communication possible in unlimited space, likewise online learning is not limited by space and time, so that it can be done by students anytime and anywhere as long as there is an internet connection. Learning does not require students to be in school, and not necessarily indoors, so students are more free to choose a place of learning that is considered comfortable for learning.

In online learning systems the teacher's burden is reduced because learning is replaced by applications, and some teacher responsibilities must be replaced by parents. Educators only do the controlling besides giving the material and uploading it on the page provided and evaluating the success of learning. On the one hand educators are facilitated by online learning, but on the other hand educators have difficulty in conducting assessments related to student attitudes and skills.

Online learning requires internet connection and uneven internet access in all regions of Indonesia. Some areas that cannot reach the internet network certainly cannot take part in online learning. Media or learning resources that can be accessed by internet facilities cannot be enjoyed by students in certain areas with limited internet access. This is a weakness in the use of online systems, because not all Indonesian people can use it. Online can only be done in urban and surrounding areas that have internet access, but for areas included in the lagging, leading and outermost does not implement the system.

Online learning will reveal the economic inequality of people who have the ability to facilitate their children with expensive gadgets, but it will also appear children from underprivileged families, and even have to join with

friends to be able to learn. The imbalance will be very clear, especially during the outbreak of Covid-19, many employees were laid off and there were also companies that laid off their work. In such difficult times it will be very difficult to buy a device or Personal Computers for the needs of their children, because to meet their daily needs is difficult, especially to buy gadgets that are classified as luxury goods for some people.

This has an impact on the uneven ownership of hardware for online learning. The plague of Covid-19 had a devastating effect on the economy of Indonesia and even the world. The impact is felt by the people of Indonesia so they need to fight hard to meet their daily needs. This has become a weakness in the implementation of the system from the new normal period, because the economy has not recovered and is just moving towards a better direction. Meeting the needs of the internet quota for students will also be difficult to meet by parents, because for the fulfillment of the needs are still not fulfilled properly.

Internet access for some areas that are not included in the 3T (lagging, leading and outermost) region has certainly been able to access the subject matter well, but in some places sometimes the internet is unstable, and in certain places that have strong network quality. Therefore it will be an obstacle in online learning, because to get the network must go to certain places that might be located very far from their homes. The problems faced become complex when students and educators do not have the same ability to use devices or Personal Computers. Moreover, for all this time understanding gadgets are only as a communication tool, not as a learning medium. Educators who have entered old age, will be very difficult to learn, so online learning cannot be done, because learning requires mastery of technology both educators and students.

### **3. Offline Learning**

Online learning is highly dependent on internet access, and is even a factor that is crucial for implementation, because online learning cannot be implemented without an internet network. To overcome this, the government has issued a Circular of the Secretary General of the Ministry of Education and Culture which provides alternatives to the condition of schools that are not possible to carry out online learning. An approach other than online that can be applied in the new normal period is by implementing an offline system. Offline approach is defined as learning using television, radio, independent learning modules and worksheets, printed teaching materials and teaching aids and learning media from the surrounding environment, (Suharto, 2020). Offline learning does not require internet access, because in its implementation learning is carried out by teachers with technical implementation arranged so that it does not violate health protocols.

The offline learning system is mainly implemented by educational institutions located in remote areas of Indonesia. regions with inadequate facilities and infrastructure as well as infrastructure for easy access to education are still lacking, namely frontier, outermost and disadvantaged regions (3T), (Syafii, 2018). Basically there are 122 regions in Indonesia included in the 3T region, (Putra & Rhussary, 2018). The region is an area with learning facilities and infrastructure, including inadequate access to the internet for online learning. Some of these regions have not or are very difficult to access the internet, therefore in the new normal era educators are expected to continue to carry out teaching and learning processes by utilizing the facilities of the education units.

Learning at home offline during Learning From Home (LFH) can be carried out through:

- a. Television, for example Learning Programs from Home through TVRI;
- b. Radio;
- c. Self study modules and worksheets;
- d. Print teaching materials; and Teaching aids and learning media from objects and the environment, (SE. Kemendikbud No. 15, 2020).

Learning with the Offline approach can also be applied by educators in areas that have internet access, therefore it is not absolutely necessary to use online. The application can be done by paying attention to the condition of students, parents and the community environment where the students live. Things that can be taken into consideration for educators who have internet access to continue implementing the offline system are as follows:

**a. Student Internet Quota.**

The limitation of internet quota ownership is also a problem in online learning so that the learning process continues, educators can choose to teach without using internet facilities. This is because the economic level of parents of students is not evenly distributed, especially in the midst of the outbreak of co-19 which resulted in some companies laying off their employees, even data from the Ministry of Manpower in the second week of April 2020 there were 2.8 million workers who were laid off and laid off as the impact of Covid-19, (Bagus P et al., 2020).

The income of the community has decreased because since the increase in positive cases in the 19th the government has urged the public to remain silent at home and implement Large Scale Social Restrictions. Since the implementation of social distancing or physical distancing, many economic activities have stalled, making



the production, distribution and consumption process faltered as well as many manufacturing, trade and service industries that have stopped operating, (Bagus P et al., 2020). According to Sri Mulyani, Indonesia could technically experience a review, which had an impact on the difficulty of finding employment, followed by a fall in people's purchasing power due to reduced income, (Yuniar, 2020).

Some of these things have an impact on the decline in people's purchasing power which also has an effect on one of them is the internet quota purchasing power, especially for students. Parents with uncertain income, especially for daily workers, will have difficulty in meeting their children's internet quota needs. Meanwhile the need for internet quota is a priority when studying online, (Jelita, 2020). The situation and conditions become one of the considerations for educational institutions, especially educators in choosing a learning approach so that learning can continue to run in the new normal period. The internet quota burden is quite heavy for some parents of students so that the offline system can be applied as an alternative so that the learning process can run.

#### **b. Unstable Internet Access**

Some regions in Indonesia already have an internet connection, making it possible for learning to be carried out online, but in certain regions internet connections are unstable which causes disruption to the learning process. It is undeniable that some regions in Indonesia have often unstable internet access, (Jelita, 2020). These conditions make learning with an online system unable to run effectively, and it requires another alternative teaching system, namely an offline system. These areas are mainly found in rural areas which usually consist of only one

tower built in one district by the provider to emit signals, so the quality of the received signal is weak, especially for places located far from the tower.

Offline learning can also be applied by educators whose student area is on an internet network that is dependent on PLN Electricity. This happened in several places, especially rural areas, when the electricity went out soon afterwards the internet network was also cut off. This is an obstacle in the implementation of online systems during the new normal era, although in fact the internet network can be accessed properly when there is no blackout.

### **c. Ownership of students' devices**

The purchasing power of Indonesian people is uneven, there are parents who are able to buy their children with fantastic prices, but there are also some who are unable to buy their children. Problems in applying distance learning with an online system when not all students have adequate devices. For students who live with the privilege of having a device or laptop that can be connected to the internet will not find it difficult in online learning, (Karwayu, 2020) but the problem lies in some students who do not have or in an economic life that is completely lacking. Both laptops, Personal Computers and gadgets are the main means of online learning, so if ownership of the facility is uneven or only a few have, it is advisable for educators to implement an offline system. Even if viewed from the aspect of network availability is very adequate, students do not have devices, so online cannot be done. Therefore, educators need to think about and make aspects of ownership of facilities, especially hardware, as a consideration for implementing an offline system.

Unequal ownership of facilities causes psychological impact on children if online use continues. There are two possibilities that arise if it is still done by educators, first

is that children from poor families will feel to be disadvantaged children and feel inferior compared to their friends. Both children will force parents to buy so they can be the same as their friends. These two things are not good for children, so educators must have their own way to anticipate this if they continue to use the online system.

#### **d. Educators Limitations In Utilizing Technology.**

Learning with online systems requires adequate understanding and skills in the use of technology. Both educators and students are required to be at least able to operate computers and smart phones so that online learning can be carried out. Some teachers cannot use technology, others with technology both teachers and students, (Karwayu, 2020). On the other hand, the facilities and infrastructure are sufficient for online implementation but the resources that will carry out do not understand usage correctly in accordance with the principles of learning. Educators and students need to understand the use of the existing system as a learning medium as learning needs in the new normal era. (Karwayu, 2020). Hardware, software and internet access are available, but users do not yet understand the procedures for using online systems as needed. The use of internet access and other facilities have not been fully utilized in learning needs. Some students and even educators so far are more likely to use it to open social media with a longer duration than learning.

In situations educators can use alternatives to implement offline systems that do not require too many skills in the use of information technology. Devices and internet access can be used as support, for example in working on assignments given by the teacher or in adding references in learning. Students who are unable to utilize technology

will be able to take advantage of other means of carrying out the tasks assigned. Other means can be in the form of reading from books or asking people around them who they think understand.

#### **e. Transfer Of Value In The Learning Process**

Learning basically does not only teach students to be able to know something, but rather to the understanding and inculcation of values that can mature them. Learning is not only the transfer of knowledge, but convey and transfer of value that is useful to mature, (Kirom, 2017). The end of learning by the teacher is expected to result not only in students mastering the cognitive aspects, but also the affective and psychomotor aspects. Affective aspects as characters possessed by students after participating in the learning process. Character education in its implementation is the application of the values contained in the basis of the State namely Pancasila, (Mertayasa, 2019). Character education has been outlined as one of the important points in the K13 curriculum which is still being implemented by the Ministry of Education and Culture. Character values as a result of learning in the form of noble character that can be implemented by students in social life.

In the online learning system, between educators and students are not in a face to face position, because this system uses internet connection facilities that connect between educators and students and other learning resources. This is certainly not the same as learning in class, where educators and students face to face and converse. The online system makes the movement of educators in observing the movements and expression of students limited, so that in online learning there is little opportunity for teachers to transfer of value and be dominated by the transfer of knowledge.

The incorporation of online and offline systems in learning during the new normal era can be done by educators taking into account the things mentioned above. This learning can be done by educators whose working area has internet access, because learning is not entirely done offline. This system is carried out as an effort to cover up weaknesses in the online learning system, and weaknesses in the offline learning system. Because this mix is a very effective system to do in learning during the new normal era.

### **C. Conclusion**

Educators need to understand the approach to learning in the new normal era, so they can carry out learning while still avoiding covid-19 exposure. The approach that educators can use is to use an online and offline system approach. Online can be used if the conditions in the area where the education is carried out have internet access, and can be reached well by educators and students. The offline approach can also be applied especially in areas that do not have internet access, because this learning is offline or outside the network. In certain situations educators can also apply by combining the two approaches, taking into account the things that are considered important in the implementation of learning and the achievement of learning objectives.

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