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Learning Plan with Blended Learning in Elementary School

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ABSTRACT

Information and communication technology in the education world during the Covid-19 era played an extremely important role. Everything can be easily done without any limit because each individual can do it himself. Technology is giving new colors and faces to education systems in all parts of the world today. This is evidenced by the development of many learning models that refer to independent learning based on information technology. The purpose of this paper is to develop a blended learning model for thematic learning in elementary schools according to the needs of learning activities. This development method refers to the Dick, Carey (2009:6-7), development model and adapts the Blended learning model. The application of the blended learning model refers to the curriculum that is being used during the Covid-19 pandemic, namely the 2013 curriculum which is simplified independently in elementary school.

Keywords: Development, Blended learning Model, Online learning

INTRODUCTION

The learning process in schools is the best public policy tool as an effort to increase knowledge and skills. It has long been understood that schools as a whole are a medium for interaction between students and teachers to improve cognitive, skill and affective abilities among them. A circular on the policy launched by the Minister of Education and Culture also provides a provision, that the learning process is carried out from home through *online* or distance learning (Mendikbud, Nomor 36962/MPK.A/HK/2020). The *School from Home* policy is a non-negotiable option. Ready or not, all levels of education from pre-school to college must carry out learning activities from home. This change is not easy for all students to make. Good cooperation with parents especially for early childhood such as kindergarten and elementary school is needed because they really need extra guidance and assistance during distance learning activities. In the

implementation of distance learning, abbreviated as (PJJ) during the Covid-19 pandemic to the new normal phase, challenges and obstacles are not only limited to technological support facilities and internet networks. Other obstacles to the implementation of PJJ during the Covid-19 pandemic to the new *normal phase*, among others, relate to the readiness of human resources, unclear government directions and policies, and the absence of a proper PJJ curriculum. The readiness of human resources is an important part of the successful implementation of distance learning, this readiness is related to the ability of teachers and learners to use and manage all technological systems used in the distance learning process.

Home study policy at the Santa Lusia Bekasi Elementary School as the organizing agency education also faces its own challenges. Schools are required to be alert and make quick response actions to facilitate all changes concerning learning activities. Technology is the main key to distance learning activities during the Covid-19 pandemic. At first glance, *online learning* activities may seem simpler and more fun but turn out to be difficult and challenging. Teachers as motors for *online learning* are not ready because of the lack of mastery of technology. Programs and all learning activity devices are transformed into learning activities using *online* media and methods. School programs must really be conveyed to all school members. Emphasis on learning at home to students must be properly monitored so that teaching staff through *online* media remains smooth and smart in delivering teaching materials that must be understood by students.

Learning activities at SD Santa Lusia Bekasi with limited abilities are packaged in the form of electronic learning known as *e-learning (electronic learning)* which is one of the results of a combination of the use of technology and learning. It is hoped that this *e-learning* learning activity can be accessed quickly and not limited by distance and time through the use of internet technology. However, not all students are able to take advantage of this facility because of the limited facilities and infrastructure they have. In PJJ activities students remain the center of learning known as the "*student center*". Therefore, schools as providers of education design and design *blended learning* with attention to the characteristics of the needs of the lesson content. The development of *blended learning* model is considered as an effort to help facilitate learning for students to improve the quality of learning so that learning outcomes are fulfilled. The term *blended learning* is a term that refers to learning that uses more than one type of strategy or learning. Currently, the term "*blend*" in learning has been commonly associated with electronic learning or e-learning. Littlejohn and Pegler (2007: 226) define *blended learning* as *learning that combines different technologies, in particular a combination of traditional (e.g. face-to-face instruction) and online teaching approaches and media*. Learning that incorporates different technologies, especially a combination of traditional approaches (ie, face-to-face instruction) and *online* teaching and media). With the term independent learning, it allowed schools during the Covid-19 pandemic to develop *blended learning* in *online learning* with a mix model not only in the approach or strategy / learning model, but also included in the use of media in learning. Learning Implementation Plan (RPP) for independent learning is designed according to the characteristics of the lesson content with a *blended learning* model so that it helps students improve the quality of learning during the Covid-19 pandemic. The purpose of this discussion is to improve the quality of student learning during the Covid-19 pandemic by modifying the development of a *blended learning* model with the learning center being the students themselves. The development of a *blended learning* mix model, namely by combining the advantages of *online learning* to improve independent learning by students during the Covid-19 pandemic.

METHOD

The method of analysis in writing this article uses a literature review (*literature review*) with a literature review step as developed. The literature review step consists of 4 steps, namely selecting the topic to be reviewed, finding and selecting articles related to the topic, analyzing and synthesizing literature, and organizing the writing. The focus of the discussion topic in this article consists of a literature review on the development of independent learning *blended learning* during the Covid-19 pandemic from various perspectives and theories. Another focus of literature review relates to the topic of *blended learning* literacy from various aspects. The two topics that are the focus of the study will lead to the implementation of the (*blended learning*) model during the Covid-19 pandemic as an effective learning model to support the implementation of distance learning activities during the Covid-19 pandemic in order to achieve good learning outcomes.

LITERATUR REVIEW

No matter how advanced technology, with all its derivatives, the presence of teachers cannot be replaced. The teaching profession remains something very important in the world of education. Although *e-learning* can be used independently by students, the existence of a teacher in the Vocational Education Journal, Vol 2, Number 2, June 2012 is very meaningful as an adult whose function is to support and assist students in the learning process (Plummer, 2012: 1). According to Castle and McGuire (2010: 36), e-learning can improve the learning experience because students can study anywhere and under any condition as long as they are connected to the internet without having to take face-to-face learning. The same thing was conveyed by Sari, A. R. (2013: 33) *Blended learning* is a type of learning that combines classical teaching (*face to face*) with *online* teaching. *Blended learning* offers more flexibility in terms of time, place and variety of learning methods compared to *online* and *face to face* methods. Meanwhile, according to Husamah (2014: 16) *Blended learning* is a method of learning with combining the advantages of face-to-face learning with virtual / virtual or *online*.

Fitri, E., Ifdil, I., & Neviyarni, S. (2016: 91) said that the *blended learning* method was effective in increasing student learning motivation. With this method, students can reduce boredom in learning. According to Mosa, Yoo, and Sheets (2011: 56), mixed learning patterns are two main elements, namely learning in class with *online learning*. According to Catlin R. Tucker (2012: 117) in general, there are 6 models of *Blended learning*, namely: 1. Face-to-Face Driver Model Involving students is not just *face to face* in a classroom or laboratory, but involves students in outside activities. class by integrating *online* web technology. 2. *Rotation Model* Integrating face-to-face *online learning* in the classroom with the supervision of teachers or educators. 3. Flex Model Utilizing internet media in delivering learning to participants. In this case the participants can form discussion groups. 4. *Online learning* Model Wipe that takes place in a computer laboratory room with all learning materials provided in softcopy, where participants interact with the teacher *online*. In this case the teacher is assisted by a supervisor so that discipline in learning is maintained. 5. Self Blend Model In this case the participants take an *online* course, this is as a complement to the traditional class which is done not necessarily in the classroom but can be outside the classroom. 6. *Online* Driver Model Is *online learning*, where in this case a teacher can upload learning material on the internet, so that participants can download / download it remotely so that participants can study independently outside the classroom and continue *face to face* based on the time that has been agreed upon. In doing so, it is important to remember the

basic principles of implementing education inclusive, flexible, open, accommodate needs, and availability make system changes (Murniarti, 2016)

According to (Charles Dziuban, 2018) Blended Learning coalesces around access, success, and students' perception of their learning environments. Success and withdrawal rates for face-to-face and online courses are compared to those for BL as they interact with minority status and although blended learning preceded modern instructional technologies, its evolution will be inextricably bound to contemporary information communication technologies that are approximating some aspects of human thought processes. According to, (Harahap, 2019) The significant predictors of blended learning effectiveness taking student characteristics/background and design features as independent variables and learning outcomes as dependent variables. A survey was administered to 238 respondents to gather data on student characteristics/background, design features and learning outcomes. According to, (Mugenyi Justice Kintu, 2017) Students preferring the online lesson cited speed and convenience of study and flexibility of time and place of study as reasons for their choice. Skilful implementation of online lessons can enhance a language course but should not undermine the value of face-to-face instruction with EFL teachers. According to, (Prescott, 2018) the blended learning strategy found significantly more effective in enhancing students' learning achievement and science process skills in plant tissue culture course as compared to the conventional learning strategy. According to, (Prescott, 2017) Student progress in the online component of the blended learning program was a significant predictor of growth in reading performance on a standardized reading assessment. initial student skill level, and English learner status; however, students in kindergarten through Grade 2 showed more substantial gains than students in later grades. These results suggest there is a benefit of a blended learning approach to literacy instruction for a diverse cross-section of students, particularly when beginning instruction in the early grades.

As expressed by McCarthy and Murphy (2010: 67) that with the implementation of *Blended learning* students will be able to complete learning tasks in a short time. This is because students easily search and find through the world of technology, to be precise, students easily browse the internet. Marsh (2012: 4) identifies several advantages of *Blended learning*: providing a more individualized learning experience, providing more personal learning support, supporting and encouraging independent and collaborative learning, increasing student involvement in learning, accommodating various learning styles, providing a place to practice language target outside the classroom, reduce stress in practicing the target language, provide flexible learning, anytime or anywhere, to meet the needs of students, and help students develop skills. Syarif (2012: 238) says that through the *Blended learning* model, the learning process will be more effective because the conventional teaching and learning process will be assisted by e-learning, which in this case stands on the information technology infrastructure and can be done at any time. and wherever.

DISCUSSION

The Concept of Distance Learning during the Covid-19 Pandemic

Distance learning is a learning system that does not take place in one room and there is no face-to-face interaction between the teacher and the learner. In line with this, and emphasizing that the focus of distance learning lies in technology-assisted learning methods with the aim of sending learning material to students who don't meet physically like learning in traditional classrooms.

Interaction is carried out in a virtual system with the help of technology that allows interaction and transfer of knowledge from teacher to learner. The educational platform is changing. *Online learning* activities are carried out by live e-learning through various available application platforms such as Zoom, Google Meet, Google Classroom, Messenger Group, WhatsApp which is an application-based media that can be optimized for learning containers (Syaharuddin, S. (2020).

During the Covid-19 pandemic until the new normal phase the learning process was carried out with the "Flexible Learning" system which is more trendy with the term "independent learning". This system has several characteristics, namely 1) learning dimensions that can be carried out anywhere and anytime, 2) learners can learn whatever they want, 3) learning resources can come from direct teachers or various sources available on various media such as the web, 4) teachers have ample opportunity to determine the implementation of learning (tutoring, independent study, and *online* discussions), and 5) the implementation of the assessment can use a system that provides more flexibility for students in reporting any activities carried out during the Covid-19 pandemic.

The success factor of distance learning lies in 3 main factors, namely teachers, learners and technology. In distance learning, teachers must have the ability and skills in using learning support media or packaging learning models, besides that the teacher must have creativity and experience in carrying out and packaging virtual interactions with learners. Learning factors, which will affect the implementation of distance learning include culture, socio-economic background, interest, experience and level of education. Furthermore, another determining factor for the success of distance learning is technology, technology is the media, tools and means of supporting the interaction process between instructors and learners.

The Concept of *Blended learning*

The rapid development of technology requires innovation in learning. One of these innovations is *Blended learning*. The concept of *Blended learning* is a mixture of conventional learning models with *online learning*. *Blended learning* comes from the words Blended and Learning. Blend means mixture and Learning means learning. From the two elements of the word, it can be seen that *Blended learning* blends learning patterns. According to Mosa (in Rusman, 2011: 242) said that mixed learning patterns are two main elements, namely classroom learning with *online learning*. In *online learning*, there is learning using an internet network in which there is web-based learning. Online class learning has been a choice of study mode for those who do not intend to attend the classroom, mostly the millennials. It suits those engaged with their work, live with low economic level, or live in an area far away from the university due to its flexible time, tuition, and place. What they need is just an internet connection (Murniarti, 2020).

In the conditions of the COVID-19 pandemic, the role and position of the educational aspect is very crucial. *Blended learning* or mixed / mixed learning is a learning strategy that aims to achieve learning objectives carried out *online* (Widiara, 2018: 51). One of the ideal learning models in the new normal era is the independent *blended learning* model. *Blended learning* basically combines the positive aspects of two types of learning environments, namely classroom learning and e-learning (Bonk and Graham, 2006). As stated by Noord et al (2007), *blended learning* is a combination of various *online*, offline and face-to-face learning modes (in-person learning).

Blended learning is becoming more robust and well known for the availability of options, both synchronous and asynchronous learning. This means that *blended learning* is learning that has the characteristics of combining the best strategies from two traditional learning settings (synchronous, in-class) and *online* (asynchronous, outside the classroom) as during the Covid-19 pandemic.

Blended learning can be applied because of the shortcomings of face-to-face learning and e-learning models. The advantages of blended learning are: (1) students are free to learn subject matter independently by utilizing material available online; (2) students can discuss with teachers or other students that do not have to be done in class (face to face); (3) learning activities carried out by students outside face-to-face hours can be managed and controlled properly by the teacher; (4) teachers can add enrichment material through internet facilities; (5) teachers can ask students to read the material or take tests that are done before learning; (6) the teacher can administer quizzes, provide feedback, and make effective use of test results; (7) students can share files with other students (Husamah, 2014). Meanwhile, according to (Tang, 2013) in the blended learning model, students benefit from flexibility in time and place as well as accessibility. Students enjoy greater autonomy over their learning progress and take greater responsibility for their studies. Self-disciplined students can progress at their own learning pace, and they are likely to be high-grade performers. Active participation, which gives students a stronger feeling of involvement and a better perception of the quality of learning, is the key for students to do well in mixed learning courses (Owston, 2013).

"*Blended learning* is a form of learning system that combines in such a way between synchronous and asynchronous learning strategies in order to create learning experiences to achieve optimal predetermined learning outcomes." *Blended learning* provides two ideal methods with the idea of an education system by Mendikbud Nadiem Makarim in the midst of this pandemic. In the new normal era, teachers can do face-to-face learning at school by explaining material to students, in addition to maintaining a safe distance, teachers can take advantage of technological sophistication such as trending applications for assignment collection or supporting learning media through e-learning. *Blended learning* is applied, with the hope that students' understanding of the teaching material increases. It is in line with Usman (2018: 140) that the advantages of *blended learning* are learning anytime and anywhere, learning can be done independently and face-to-face which complement each other, learning becomes effective-efficient, students easily access subject matter because it is stored in files be it on Google Classroom, Google meet, WhatsApp.

Independent learning with a blended learning model still has to pay attention to: (a). Formulating learning outcomes. Designing a *blended learning* system is to formulate learning outcomes. There are several levels of learning outcomes, here we limit the learning outcomes in question, namely the learning outcomes at the elementary school level. Allan in Butcher (2006) explains that many terminologies are used to describe educational intents, including; learning outcomes; teaching objectives; competencies; behavioral objectives; goals; and aims. Learning outcomes are an expression of educational goals, which is a statement of what is expected to be known, understood, and can be done by students after completing a learning period. (b). Map and organize learning materials. Mapping and organizing the subject matter of learning is an effort to determine and group the subject matter of learning into subjects, sub-topics, and subject matter in

accordance with predetermined learning outcomes. (c). Select and define synchronous and asynchronous learning activities.

In this step, the criteria for selecting and determining relevant learning strategies are presented as a guide. (d). Designing asynchronous learning activities. The next step, is to design asynchronous learning activities by referring to the subjects that will be pursued through the asynchronous learning strategy. Designing asynchronous learning activities consists of two steps, namely: (1). Compile an asynchronous learning plan, as an outline of the design; and (2). arranging the asynchronous learning flow as a more detailed asynchronous learning flow for each subject matter as a learning object. (e). Design synchronous learning activities. Similar to the fourth step, referring to the topics that will be pursued through synchronous learning strategies, the next step is to design synchronous learning activities. Designing synchronous learning activities also consists of two steps, namely: (1). Compile an asynchronous learning plan, as an outline of the design; and (2). arranging the asynchronous learning flow as a more detailed asynchronous learning flow for each subject matter as a learning object.

Implementation of *Blended learning* Model RPP at Santa Lusia Elementary School during the Covid-19 Pandemic

Blended learning is a learning model that combines the e- learning with conventional or face-to-face learning models, (Stein 2014) that: "... This guide focused on blended courses as a combination of onsite (face-to-face) with *online* experiences to produce effective, efficient and flexible learning. *Blended learning* is a combination of face-to-face learning and a computer approach to produce productive, effective, efficient and flexible learning. *Blended learning*, the main focus is students. The learning atmosphere of *blended learning* requires students to take an active role in learning both inside and outside the classroom. *Blended learning* is not made to completely replace conventional learning models in the classroom, but to strengthen this learning model through the development of educational technology.

During the Covid-19 pandemic, with independent learning, it is possible that the varied learning process is not monotonous so it is not boring and makes students bored. *Blended learning* is an appropriate learning model to be applied in learning, because *Blended learning* combines learning with a one-way lecture method, with technology-based learning. The technology-based learning referred to here can be accessed offline and *online*.

The *Blended learning* Design Process according to Jared M. Carmen, a President of Aglint Learning mentions five keys to development, namely: a). Live Event; Direct or face-to-face learning (instructorled instruction) in an integrated manner at the same time and place (classroom) or at the same time but in a different place (such as a virtual classroom). For certain people, this direct learning pattern is still the main pattern. However, even this direct learning pattern needs to be designed in such a way as to achieve the goals as needed. b). Self-Paced Learning; Combining conventional learning with self-paced learning which allows students to learn anytime, anywhere using a variety of content (learning materials) specifically designed for self-study, both text-based and multimedia-based (video, animation). , simulation, image, audio, or a combination thereof). These learning materials, in the current context, can be sent *online* (via the web or via mobile devices in the form of streaming audio, streaming video, e-books) or offline (in the form of a CD,

print). c). Collaboration; Combining collaboration, both teacher collaboration, as well collaboration between students who both can cross schools or campuses. Thus, *blended learning* designers must concoct forms of collaboration, both collaboration between students or collaboration between students and teachers through possible communication tools such as chatrooms, discussion forums, e-mails, websites / weblogs, mobile phones. d). Assessment; Of course, in the learning process, Don't forget how to measure learning success (assessment techniques). In *blended learning*, the designer must be able to formulate a combination of assessment types, both tests and non-tests, or tests that are more authentic (authentic assessment / portfolio) in the form of projects, products and others. In addition, it is also necessary to consider the forms of *online* assessment and offline assessment. So as to provide convenience and flexibility for participants to learn to follow or carry out these assessments. e). Performance Support Materials; This is the part that should not be forgotten when combining face-to-face learning in class and virtual face-to-face, ensuring the readiness of resources to support this. Learning materials are prepared in digital form, whether the learning materials can be accessed by learning participants both offline (in the form of CDs, MP3s, DVDs, etc.) or *online* (via certain official websites). If *online learning* is assisted by a Learning / Content Management System (LCMS), also make sure that this system application has been installed properly, is easily accessible, and so on.

MIXED RPP (BLENDED LEARNING)






BLENDED LEARNING LESSON PLAN SANTA LUSIA ELEMENTARY SCHOOL BEKASI SCHOOL YEAR 2020/2021 Jl. Kemuning V Bojong Menteng Rawalumbu West Java sdsainluciabks@gmail.com	
Education Unit	: Santa Lusia Elementary School Bekasi
Class/Semester	: VI/II
Theme	: 2 Unity In Difference
Sub Theme	: 1 Getting Along In Difference
Learning	: 3
Time Allocation	: 1 x Meeting (4 x 35 minutes)
Date	: 26 January 2021
A. BASIC COMPETENCIES	B. ACHIEVEMENT INDICATORS
Bahasa Indonesia 3.3 Explore important information from the history books using what aspects, where, when, who, why and how 4.3 Present important information from the history books orally, write and visually using what aspects, where, when, where, who, why and how and pay attention to the use of standard vocabulary in effective sentences	3.3.1 Mention important information using what aspects, where, when, who, why and how on the mind map 3.3.2 Develop information on the mind map through writing. 4.3.1 giving important information through history book.
Science 1.2 Analyzing how living things adapt to the environment. 4.3 Presents work on how living things adapt to their environment because of searching for various sources	1.3.1 Mentioning how plants adapt. 1.3.2 Finding ways plants adapt. 4.3.1 Making a comment on how plants adapt and protect themselves in their environment


C. LEARNING OBJECTIVES



- ❖ Expected student character: Religious, Nationalist, Independently, Mutual Cooperation, Integrity, Critical Thinking, Collaboration, Communication, and Creativity









D. LEARNING ACTIVITIES

Activities	Description of Online Face-to-Face Activities	Time Allocation	Description of Online Face-to-Face Activities	Time Allocation
Introduction	<ul style="list-style-type: none">  The day before the learning starts, the teacher has shared an agenda about what is needed for the next lesson through the parent whatsapp application. Includes notice of implementation of video conference.  The teacher greets and invites all students to pray led by one of the students through Zoom or Google Meet. (Religious)  Students and teachers sing along to the national anthem "Hari Merdeka" through Zoom or Google Meet. (Nationalist)  Students listen to the teacher's explanation of the theme to be studied, namely Theme 3 on "Unity In Difference" Subthema 1 Learning 3. (Independently)  The teacher conveys the stages of activities that include observing, sharpening, exploring, communicating, and concluding. (Communication) 	10'		

<p>Core Activities</p>	<ul style="list-style-type: none"> Searching Online Information 	<p>60'</p>	<ul style="list-style-type: none"> Before the virtual face-to-face learning begins, students have accessed the learning videos that the teacher has prepared through a link shared via google classroom or whatsapp. 	<p>2 days before virtual face-to-face learning</p>
<p>Stimulation</p>	<ul style="list-style-type: none"> At the beginning of the lesson, teachers classically conditioning students and motivating students about the importance of clean and healthy living behaviors related to covid-19. <p>(Communication)</p>			
<p>Statement</p>	<ul style="list-style-type: none"> Students observe the plants shown by the teacher through zoom. It can be native plants or images that are hydrophyte, higrofit, and Xerophyte plants. <p>(Critical Thinking)</p>		<ul style="list-style-type: none"> Learning Video links that previous students should learn: 	
<p>Statement</p>	<ul style="list-style-type: none"> Students write questions about plants/vegetables they see in relation to their habitat. (Observing, Asking, Critical Thinking) 		<p>https://youtu.be/x7LYpciSldA</p>	
<p>Statement</p>	<ul style="list-style-type: none"> Students express their opinions about plant images shown by teachers and identify included in hydrophyte, higrofit, or Xerophyte plants through zoom meetings or writing in chat rooms. (Asking, Exploring, Collaboration, Critical Thinking) 		<ul style="list-style-type: none"> QR Code that can be accessed: 	
<p>Statement</p>	<ul style="list-style-type: none"> Students re-observe learning videos about plant species based on habitat. <p>https://youtu.be/x7LYpciSldA</p>			
<p>Data collection</p>	<ul style="list-style-type: none"> Students access the student's Worksheet to observe one of the plants around their home and identify the plant as habitat-related and how to protect itself and the results of observations are typed in word or written in a book and sent via google classroom. (Observing, Critical Thinking, Creativity). 		<ul style="list-style-type: none"> Through zoom meeting or chat room in zoom meeting. 	
<p>Data processing</p>	<ul style="list-style-type: none"> Students will present their findings on the habitat and ways of adapting plants they are looking for information at the next virtual meeting. (Communicating, Critical Thinking, Creativity, independently) 		<ul style="list-style-type: none"> Worksheets are shared via zoom meeting or chat room in zoom meeting. 	
<p>Statement</p>	<ul style="list-style-type: none"> Students observe and listen to the video titled "Proclamation of 			

	Note : Recordings during zoom meetings and google meet can be uploaded on youtube to be replayed.	
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E. LEARNING RESOURCES, MEDIA AND MODELS

Source	Media	Model
Student Book Theme: 2 Unity in Class 6 Differences (Thematic Book Terpadu Curriculum 2013 Rev.2017, -Jakarta: Ministry of Education and Culture, 2013).	<ul style="list-style-type: none">  Learner Videos: https://youtu.be/x7LYpciSldA  HP or Laptop  Worksheets 	<ul style="list-style-type: none">  <i>Blended Learning</i>  Scientific  Problem Based Learning  ICT Learning  21st Century 4C Skills

Bekasi, 26 January 2021
Grade 6A Teacher

Principal of Santa Lusia Elementary School

Retna Panjaitan, S. Pd

Retna Panjaitan, S. Pd

Attachment

ASSESSMENT OF LEARNING

1. Science

Science Report are assessed by checklist

Assessment Indicators	Exist	None
Report contains plant names		
Report contains plant habitat		
Report on how plants adapt		
The report contains how plants protect themselves		

2. Bahasa Indonesia

Student writing is graded using a checklist

Assessment Indicators	Exist	None
Mention important information with APA elements appropriately		
Mention important information with WHO elements appropriately		
Mention important information with the item WHERE appropriately		
Mention important informasi with the element WHEN appropriately		
Mention important informasi with the element WHY appropriately		
Mentioning informasi is important with the element HOW appropriately		

ENRICHMENT ACTIVITIES

Students can choose to create a mini-book containing their plants and habitats. Mini books can be stored in the corner of the class to be used as reading material for friends.

REMEDIAL ACTIVITIES

1. Students who still have difficulty in finding important information can train it with teachers.
2. The teacher selects a simple paragraph, then together finds important information.

**THEME WORKSHEET / SUBTHEME : 2 UNITY IN DIFFERENCE / 1. PILLARS IN DIFFERENCES LEARNING
LEARNING: 3**

NAME: _____ NO. ABSENCE : _____ CLASS : _____

HOW PLANTS
ADJUST

ACKNOWLEDGEMENT

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CONCLUSION

This model is the development of a *Blended learning* model which is adapted for thematic learning in elementary schools. During the Covid-19 pandemic, distance learners with independent learning allowed the *blended learning* model as a suitable reference. *Blended learning* is a learning

process that utilizes various approaches. The approach taken can take advantage of various media and technologies. Learning takes place conventionally (*face to face*), independently, and independently via *online*. Offline independent study materials are prepared in digital form, such as in the form of CDs, MP3s, DVDs, etc., while *online* self-study materials are prepared in the form of Google Classroom, WhatsApp, Mailing List, Learning Management Systems (LMS) and so on. The implementation of *online Blended learning* learning can be applied in several models, namely web courses, web centric courses, zoom, google meet, and web enhanced courses. In its implementation, learning with *blended learning* at primary and secondary education institutions is more appropriate by applying the web centric course model, and web enhanced courses, because in primary and secondary education, face-to-face in the classroom is still required. During the Covid-19 pandemic, all of this became an option in learning activities. Students remain at the center of learning or student center. In implementing *Blended learning*, educators should be able to ensure that all participants have adequate facilities and infrastructure, so that in independent learning via *online* there are not many obstacles due to inadequate facilities and infrastructure. In addition, educators have prepared the best solutions in overcoming problems that may arise. The distribution of learning materials must be properly allocated, taking into account the content of teaching materials, as well as the learning objectives, which should be discussed face-to-face, or can be studied independently. In organizing learning, educators must also prepare an organized schedule for face-to-face and early independent learning, so that participants know clearly the schedule.

SUGGESTION

It is suggested that several things related to the development of *blended learning* during the Covid-19 pandemic in the learning process activities above include: Creating a *blended learning* model for more creative and innovative learning activities so as to create learning model development teachers. Professional. To develop a learning model requires courage in creating new works in order to achieve the goals and quality of educating education during the Covid-19 pandemic. It is hoped that there will be criticism and suggestions so that the upcoming writing will be better.

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