

Learning Management for New Students in the New Normal Era

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Abstract: This qualitative study examines how new students' learning is managed in the new normal era at UPT SMK Negeri 3 Muara Enim using a network infrastructure and few face-to-face encounters. According to the study's findings, the implementation of learning management for new students in the new normal era includes planning, organizing, implementing, and evaluating, but it is difficult to implement if not supported by all school members, because there are many limitations that come from schools, teachers, and students. student.

Keywords: Learning Management, Students, New Normal

1. Introduction

This study was inspired by the findings of Saifulloh and Darwis (2020), who said that learning management has a critical role in increasing the efficacy of the teaching and learning process, particularly during the emergency time of the spread of Corona Virus Disease-19 (Covid-19). Furthermore, Apriani et al. (2021) did study on online implementation management and the challenges associated with online learning. Adri et al (2021) did another study on the use of Blended Learning-based learning, with the goal of determining the management, learning planning, and assessment of Blended Learning-based learning. In addition, Solong's (2021) research demonstrates a distinction between online and offline learning management. The Covid-19 epidemic progresses, the educational sector faces new obstacles. Covid-19 affects 28.6 million elementary schools, 13.1 million junior high schools, 11.3 million high schools, and 6.3 million universities, according to data from the Ministry of Education and Culture in 2020

(Ananda, Rizki., Fadhilaturrahmi., 2021).

Countries halted schools and enacted additional measures, such as restricting travel, shutting restaurants, games, museums, and other meetings (Bourion-Bédès et al., 2021). According to the UNESCO website, the COVID-19 epidemic affects 577 million kids worldwide. There are 39 nations that are adopting school closures, with a total of 421,388,462 pupils affected. There are 577,305,660 possibly at-risk students ranging from pre-primary to senior secondary school. Meanwhile, there are 86,034,287 students who are possibly at danger of dropping out of college (Purwanto et al., 2020).

The government has enacted many regulations in response to the Covid-19 epidemic in order to break the chain of transmission (Siahaan, 2020). Large Scale Social Restrictions, which require teaching and learning activities to be carried away from home, are among the policies (Sajow, 2021). Other policies and programs implemented during the Covid-19 pandemic included internet data quota assistance, flexibility in the use of BOS funds, allocation of Affirmation BOS and Performance BOS for Covid-19 assistance in public and private schools most affected by the pandemic, and subsidized assistance. Wages for teachers and non-PNS education employees, an emergency curriculum, teacher learning programs, teacher sharing pages, home learning programs on TVRI, and a series of webinars.

The Covid-19 epidemic is harmful on many fronts, but it is also a shift from the traditional technique of learning to the digital era, with the introduction of PJJ (Distance Learning). Whether we like it or not, all techniques, systems, and classes are gradually transitioning to the digital realm. Everyone is compelled to learn new ways and technology (Maksum, 2021). Previously, teachers were hesitant to enter the digital world. However, the Covid-19 pandemic dilemma necessitates a shift in teaching and learning approaches via the digital realm. As a result, the usage of digital applications is increasing (Ratten, 2020). Teachers employ multimedia technology to help pupils absorb the content that is being imparted to them. Knowledge management is a synthesis of technology and the human intellect (A. Y. Putra, 2020).

Learning changes to online learning throughout the epidemic. Technologies like as Facebook, blogs, Twitter, and WhatsApp may be utilized as effective online communication tools to promote communication, cooperation, and online engagement. Even today, internet video conferencing services such as online discussion forums, webinars, Zoom meetings, and Microsoft Teams remain

popular. Finally, scientific publications, instructor PowerPoint presentations, and lesson demonstrations can be used to promote student learning (Van Wyk, 2020).

Teachers must deal with the following shortcomings and limitations: 1) teachers do not believe it will be necessary to use online learning this soon; 2) not all teachers have the same digital literacy skills; 3) not all teachers and students have online learning tools; and 4) connection quality and data package availability are still limited and require expensive costs (Ananda, Rizki., Fadhilaturrehmi., 2021).

Furthermore, the pandemic's influence has changed students' thinking; practicum activities and outdoor studies cannot be carried out, studying abroad is impeded, and there are several concerns about the online learning system. This objection arises as a result of the fact that not all pupils are accustomed to learning online. Furthermore, there are still many professors and lecturers who are not adept in teaching utilizing internet technology or social media, and the internet network does not cover all places (Mar'ah et al., 2020).

Productive learning (practice) is critical for vocational schools such as UPT SMK Negeri 3 Muara Enim. However, using the online approach, teachers and students have difficulty engaging in effective teaching and learning activities (practice) since good learning (practice) needs students and teachers to be physically present in the practicum room.

Given the huge influence of Covid-19 and the need of productive learning (practice) for vocational students, learning policies were adjusted throughout the epidemic, as approved by four ministers. They made the policy decision after reviewing the findings of a study undertaken by the Directorate General of Vocational Education at the Ministry of Education and Culture on the effects of distance learning during the epidemic. At the SMK level, practical learning necessitates the actual presence of students and teachers in the practicum room while adhering to stringent health procedures. Four ministers state in the SKB that schools located in the green and yellow zones are permitted to undertake face-to-face learning. Meanwhile, Vocational Schools are committed to providing face-to-face practical instruction in all zones while adhering to stringent health procedures. For field practice, the SMK in question is asked to collaborate with the education office and local task force units. As a result of this choice, some productive instructors at UPT SMK Negeri 3 Muara Enim started organizing productive learning for their students (Wahyuni & Kristiawan, 2021).

After feeling as if we were in the midst of a pandemic, we are now in the

New Normal era, or a new existence. New Normal is a new normal or new life, specifically adjusting to life after the Covid-19 epidemic by becoming accustomed to following health measures correctly. The New Normal is also an educational alternative. In announcing the adoption of even semester learning for the 2020/2021 academic year during the Covid-19 epidemic on November 21, 2020, Minister of Education and Culture Nadiem Makarim stated that many students were threatened with dropping out of school due to studying without face-to-face. Not only that, but he also stated that there is a danger of learning loss with remote learning or without constant face-to-face interaction, specifically the loss of protracted learning, which risks long-term learning, both in terms of cognitive and character development. Furthermore, because of the absence of engagement with teachers, peers, and the outside world, persistent distance learning has a propensity to stress youngsters. Domestic abuse in children is unreported by instructors due to remote learning. As a result, the policy to commence face-to-face learning will begin in January 2021 (Muayyadah, 2021).

The school is ready to welcome new pupils in the upcoming academic year, 2021-2022. Face-to-face learning is still practiced in a limited capacity and under rigorous health precautions in this new normal period. Furthermore, in the framework of avoiding and regulating Covid-19, restricted face-to-face learning in educational units must follow stringent health norms and be supervised by local governments in accordance with their jurisdiction by creating a clean and healthy lifestyle (Kebudayaan, 2020).

Every school must provide learning through a hybrid of face-to-face and online approaches. Face-to-face meetings have a capacity of 50% and are only available to schools that have completed their teacher vaccinations and have received a feasibility evaluation from the local government to begin face-to-face learning activities. The school will plan shifts based on the number of days, hours, and groups, while emphasizing the health and safety of the education unit's inhabitants, so that limited face-to-face learning may take place.

Some instructors and even school principals are perplexed about how to handle the learning activities of new pupils in this new academic year. Typically, before engaging in learning activities, there will be an introduction to the school environment (PLS) exercise. PLS strives to familiarize students to the school environment so that they can adjust to their new surroundings, learn about learning and extracurricular activities, and meet school principals, teacher councils, and administrative personnel. PLS, sometimes known as school

orientation, is the socialization of the school's condition to pupils, which encompasses both the physical and social environments. The physical environment of the institution, such as roads to schools, school grounds, sports venues, buildings, school equipment, and other amenities. The school's social environment, which includes principals, instructors, administrative staff, classmates, seniors, school rules or regulations, student services, and student group activities (Kristiawan et al., 2017).

During the Covid-19 epidemic last year, UPT SMK Negeri 3 Muara Enim conducted virtual PLS activities for new students. PLS will be held on a restricted basis this year, each session, and will adhere to rigorous health guidelines.

It is difficult to keep incoming pupils under control, especially in the midst of a pandemic. To carry out learning, appropriate learning management is required. All attempts made by teachers to govern the learning process in order to produce an effective and efficient learning process are referred to as learning management (Erwinsyah, 2017). So, in general, learning management governs all learning activities, both in the core curriculum and in the supporting curriculum.

It is up to the teacher's ingenuity and the students' commitment to reach high levels of learning quality. Students with great determination, joined by innovative professors who can promote this determination, and supported by suitable resources, will succeed in meeting learning objectives. Accuracy between learners, teachers, and facilities is difficult to attain since it requires administration. The administration takes the form of learning management.

The instructor serves as a manager, putting the notion of learning management into action. All activities and student learning processes are included in the activities of planning, organizing, regulating, and assessing (Hazal Fitri, 2015). Learning management is an essential component of learning management systems, particularly for educational institutions, and plays a vital role in assisting learning activities. Management and teaching learning activities are intertwined. Management is an endeavor to attain educational achievement. As a result, in order to develop human resources so that they can accomplish these educational goals as effectively as feasible, management, arrangement, and regulation, or similar activities that are still associated with educational institutions, are required (Sulfemi, 2019).

The existence of learning management is extremely important at the time of the new normal since, during the pandemic, educational institutions from elementary school to university levels were all severely hampered (Agus

Suprijono, 2020). Schools must be prepared to deal with the new normal. With the new normal, there will be fresh optimism, and all components in the school will be ready to embrace it. Learning management in the new normal period indicates that all parts of teaching and learning activities will return with this new normal. As a result, the educational program, whether from the development of the yearly program, the production of the timetable, or the learning process, will continue with some limits. And it is intended that with learning management, all learning programs would function smoothly.

In this new academic year, there are three forms of management of teaching and learning activities carried out at UPT SMK Negeri 3 Muara Enim: KBM with an online system, integrated online and offline learning (block system practice), and restricted face-to-face meetings (PTMT).

This learning management combo is relatively new since it has been tailored to the requirements of the new normal era. However, implementing new student learning management systems in the new normal period is difficult if not supported by all school members, including administrators, instructors, students, and student guardians. And managing effective learning in the face of learning in the new normal period, including welcoming new students whose instructors do not yet know the peculiarities of each of their pupils, is a problem for teachers and principals. The goal of this study was to discover how the learning management of new students at UPT SMK Negeri 3 Muara Enim has changed in the new normal period.

2. Methods

This study employs descriptive qualitative research utilizing a qualitative methodology. The data to be collected will be in the form of field notes and interviews rather than figures. According to Wahid Pure (2017), the qualitative research technique is a method used to answer research questions about data in the form of narratives derived through interviews, observations, and document extraction. According to (Moha & Sudrajat, 2019), qualitative research is descriptive and prefers to apply analysis with an inductive approach. Participatory observation tools, in-depth interviews, and documentation are used in this study. The acquired data was then examined using Miles and Huberman's hypothesis.

3. Results and Discussion

The actions taken by instructors and vice curriculum in adopting learning management for new students at UPT SMK Negeri 3 Muara Enim in the new normal period began with planning. Initially, the waka curriculum and adaptive normative teachers' lesson plans were preparations for online learning, whereas productive teachers' lesson plans were a blend of online and offline. The waka curriculum's online learning planning begins with the creation of a platform that will be used for learning activities by instructors at UPT SMK Negeri 3 Muara Enim, namely Google Classroom with the Kemdikbud learn.id account. According to the curriculum, normative, adaptive, and productive instructors use the Google classroom platform with the learning.id account.

According to an interview with Lutvia, class X DPIB students discovered that not all teachers utilize Google Classroom with the learn.id account; instead, some professors use alternative programs like as WhatsApp and Telegram. The teacher utilizes WhatsApp and Telegram for a variety of reasons. Teachers utilize WhatsApp because many pupils return home after participating in online KBM. Because the majority of X DPIB students' homes are located outside of Muara Enim, it is difficult to signal while utilizing Google Classroom. Furthermore, most X DPIB students do not comprehend how to utilize Google Classroom and are perplexed when submitting homework. The solution is to utilize WhatsApp since it is more practical, simpler to monitor, and interact with kids. Reasons linked to knowledge and abilities in using digital media are also mentioned. There are also instructors that use Telegram for a variety of reasons, such as when their laptop is damaged and they need to utilize the Telegram program to continue teaching and learning. There are also teachers that utilize a mix of Telegram and Zoom to facilitate their students' learning. The reason for this is that he was used to utilizing a mix of these platforms since last semester, thus the teacher carried out learning using a combination of Telegram and Zoom. All teachers that teach class X DPIB, on the other hand, have prepared a platform to send materials and tasks to their students, whether it is Google Classroom, WhatsApp, Telegram, Zoom, or a mix of Telegram and Zoom.

The teacher picket google classroom group is used to track teacher attendance. This category is excellent for presenting proof of teacher instruction. The teacher's material is seen in the screenshot, which was emailed to the picket teacher's Google Classroom. Furthermore, the picket instructor summarizes this material and submits it to the principal. However, some instructors fail to upload

evidence of teaching screenshots to the picket teachers' Google Classroom group. Despite the fact that the instructor educates and delivers content. As a result, the VP of the curriculum and the picket teacher always urge teachers to transmit the proof to the picket teacher's Google Classroom group as soon as possible.

With the picket teachers' Google Classroom group being watched by the curriculum's waka, it is hoped that the presence of teachers to carry out teaching and learning activities may continue as planned. The BK and homeroom instructor both monitor student attendance using the private Google Classroom for absent X DPIB. The Bk instructor always reminds pupils to be able to be absent on time via the WhatsApp group. Despite being told, practically every day, students forget and are late to take attendance. This late absence is the result of a poor signal as well as running out of quota. Every month, absence is reviewed. If students' attendance is determined to be lacking information three times, the BK instructor and homeroom teacher will contact students and parents to arrange for coaching to school. For children who are absent 13 times in a row, a statement of missing is issued, and a summons is sent to the school. Students are encouraged so that the reasons can be identified and avoided in the future. It is not always easy to reach out to pupils. It is often required to speak numerous times by phone and WhatsApp in order for youngsters to attend school with their parents. This is due to parents' activity in earning a living and inactive telephones. However, BK teachers and kids' guardians continue to make attempts to ensure that these pupils attend and get assistance in order for them to be better in the future.

Here, the homeroom teacher and the BK instructor work together. The position of the BK teacher is quite important. The responsibility of the BK teacher as an educator who strives to modify behavior in order to best manage student problems involves more than just providing instruction to pupils. The BK teacher's role is that of a counselor, which includes organizing group guidance, grouping data about students, conducting research on student progress and development (academic, social, physical, and personal), supervising students' daily activities, observing student activities at home, conducting orientation activities, conducting lighting, and arranging and placing students (Rizkilia, 2020).

Creating lesson plans is a vital duty for instructors when it comes to processing student learning. The learning process can be adequately understood if a teacher is able to develop and formulate learning objectives clearly and firmly from the subjects for which they are accountable (Atmoko, 2017). Teachers are

also encouraged to gather learning resources in the form of teacher administration books, which must be collected by August 18, 2021, to enhance the success of the kbm process.

Academic calendars, guidance books, student attendance lists, inventory books, grade books, student transfer books, report cards taking and receiving books, guidance and counseling books, graphs absenteeism, student learning outcomes analysis books, lesson plans, test grids, test results analysis, guest books, improvement and enrichment books are all examples of classroom teacher administration books that should be prepared as a guide to facilitate or support learning activities.

The class teacher administration book is simply a completeness that will promote success in the learning process, so that class instructors may view data on the growth of the learning process in the classroom more easily (Arianti, 2015). The Academic Calendar, Syllabus, Semester Program, Annual Program, RPP, Homeroom Guidance, and Student Attendance are all included in the Administration Book created by UPT SMK Negeri 3 Muara Enim. This teacher administration book is categorized as curriculum. The school supervisor will then approve this teacher administration book. Despite the fact that the deadline has been extended to August 18, 2021, few teachers have yet to obtain their teacher administration books. 96 percent of the 92 teachers that teach have accumulated learning resources, whereas 4 percent have not. And the principal's punishment for failing to collect the administrative book is a delay in providing signatures to complete the teacher allowance file. All instructors, both ASN and honorary, are subject to these sanctions.

As has been observed so far, there are still teachers who are unaware of the importance of drafting the syllabus and lesson plans. Some even did not prepare or create it; others created and placed syllabuses and lesson plans at school, but it was too late and was forced when a team of inspectors or supervisors arrived. Whereas lesson plan is a guideline for carrying out learning in order to make the learning process more systematic and directed, and it is a deciding factor for the success of learning activities (Rahmat, 2020).

It is envisaged that the use of punishments will strengthen teacher discipline, both in terms of attendance at school and in relation to instructional chores such as being late in collecting administrative books (Rosmiati, 2020). As the situation improves as a result of COVID-19 and the issuance of the Governor's circular letter Number 420/8748/Disdik.SS/2021 concerning Limited Face-to-

Face Learning (PTMT) in PPKM Levels 1, 2, and 3, and UPT SMK Negeri 3 is included in level 3, waka curriculum will immediately prepare plans for PTMT activities.

Preparations for PTMT activities are carried out to the greatest extent feasible, beginning with student coaching, preparation of study rooms, construction of covid cluster units, health protocol instruments, and immunization of students. Parents are encouraged to join in the coaching activity for class X DPIB kids so that they may hear firsthand information and PTMT exercises that their children will carry out later. Furthermore, so that parents may track the growth of their children who have been following online learning for nearly two months. The homeroom teacher reviewed the summary of student assignments and notebooks during coaching. Parental consent letters for PTMT are also collected by homeroom instructors. Many X DPIB students still have unfinished homework and notes. As a result, the homeroom instructor advises pupils to complete their homework and return them the next day.

According to a circular letter from the ministry of health on student vaccination for PTMT preparation, which will commence on October 4, 2021, UPT SMK Negeri 3 Muara Enim will also assist kids in being vaccinated for school. Students arrive for school at 7:00 a.m., dressed in white and gray uniforms and carrying a photocopy of their family card. However, because there are only 500 covid-19 vaccinations available, not all pupils receive the vaccine on that day. So, 652 of the 1389 students at UPT SMK Negeri 3 Muara Enim have not got the covid-19 vaccination.

15 of the 38 X DPIB pupils have been immunized. The BK instructor gathers information on kids who have not been immunized. The pupils will next take care of the data recap so that they can be submitted for the covid-19 vaccination. The following information pertains to X DPIB pupils who did not receive the covid-19 immunization. Students who have received the first vaccine will be given the first Covid-19 vaccine card and will be able to proceed to the second shot on October 21, 2021. All of these preparations will result in the implementation of online teaching and learning activities, a mix of online and offline (block system practice), and PTMT.

The second phase is to arrange the measures taken by instructors and waka curriculum in executing the learning management of new students in the new normal period at UPT SMK Negeri 3 Muara Enim. Through vice facilities, facilities and infrastructure are prepared so that teachers can still teach from

school, such as providing wifi facilities and protokol kesehatan in schools so that teachers can carry out online learning from schools, in the organizing activities carried out by the head of the UPT SMK Negeri 3 Muara Enim as a manager. However, this wifi service does not cover the entire school, particularly the rooms utilized for teacher MGMP activities and online learning. The wifi network is still only available in the office, teacher's room, library, computer room, and principal's room. As a result, instructors continue to utilize their own quota to conduct online learning. Similarly, hand washing facilities for classes in the back frequently run out of hand washing soap and water. However, the adoption of online learning is proceeding successfully. Teachers may continue to work online even if the school's wifi network is down, and students can locate alternative places to wash their hands.

The actions done by instructors and the vice curriculum in adopting new student learning management in the new normal period at UPT SMK Negeri 3 Muara Enim are under control. Not all class X DPIB students participated in the online learning that began on Monday, July 19, 2021, utilizing Google Meet. That's because the signal isn't strong enough. However, the learning exercises continue to be well-executed. For students who are unable to participate in the Googlemeet, the homeroom teacher will provide a "biodata" project in order to get to know their pupils better. Students are invited to introduce themselves and where they previously attended school. The assignments are in the form of films that must be uploaded using Google Classroom.

To interact with and inform X DPIB pupils. WhatsApp groups are used by homeroom instructors. However, with a range of student characteristics, it has been shown that certain elements generate difficulty in communication, such as students becoming less courteous when conversing. Adolescence is a time of biological and psychological growth and development that occurs between the life of a child and the life of an adult. Primary and secondary sex growth and development are biologically distinct. While mentally it is characterized by unpredictable and ambiguous shifts in attitudes and sentiments, impulses and emotions (Bariyyah Hidayati & Farid, 2016).

The instructor understands the student's situation, but as they get older, their attitude and character should improve. According to Law No. 20, 2003, the function of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who

believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become citizens (Depdiknas, 2003).

As an educator, the teacher is responsible for developing the character of pupils by teaching values such as student discipline at school, following the rules in class, keeping the standards of decency, establishing national values, and instilling the values of honesty, patience, and morals. the importance of independence (Untung Kurniawan, 2010). For example, the scope of the content for politeness values is the idea of politeness, actions to be courteous, and the advantages of politeness. In this scenario, the homeroom instructor does not only observe the kids' impoliteness in speaking. The homeroom teacher takes firm action right away to rectify student conduct. The homeroom teacher's punishment for disrespectful behavior is to remove the student from the group for a short period of time. This is also a lesson for other pupils to be able to communicate effectively, especially with instructors. If it is judged adequate to dissuade the student, the student is welcomed back to join the class X DPIB group.

The homeroom teacher stated that X DPIB students must pay attention to ethics when contacting teachers if there is a need, such as 1) greeting when starting a chat or chat; 2) don't forget to introduce yourself so the teacher knows who he is talking to; 3) speak well and politely; 4) don't forget to say thank you; and 5) be patient if the teacher has not responded to the chat because the teacher does not always and at any time can reply,

The homeroom teacher's activities are quite successful in changing student attitudes. So that students may preserve excellent manners when chatting and respond more wisely to any information and dialogues that arise in WhatsApp groups. Productive instructors educate offline utilizing a block approach in practical learning (Block system). Offline practice with a block system is done alternately and according to a set timetable. Class X DPIB pupils are separated into groups based on the number of absences in order to participate in productive practices at school while adhering to health guidelines.

On July 26, 2021, the first productive practice for class X DPIB was held. Class X DPIB students practiced the block system from 07.00 – 09.00 (session 1) for absences 1–19 and 10.00 – 12.00 (session 2) for absences 20–38. However, owing to a circular about PPKM level 3, the use of this block scheme was temporarily halted. And practical activities restarted after the Governor's Circular No. 420/8748/Disdik.SS/2021 on Limited Face-to-Face Learning (PTMT) for PPKM Level 1, 2, and 3.

X DPIB students, on the other hand, continued to engage in effective online learning with Googleclassroom and Googlemeet during August. Students in Class X DPIB return to school in the third week (18-22 Oct 2021). They are split into two sessions. Session 1 is 1-19, while Session 2 is 19-38. Session 1 research will take place from 7:00 a.m. to 10:00 a.m. Session 2 study is from 10.30 to 13.30. On the first day of PTMT, however, all class X pupils and their homeroom teachers were requested to come to school and meet on the badminton court to participate in the coaching. Because class X children do not completely comprehend school laws and regulations, this guideline is intended to reprimand them.

School regulations are created by an educational institution to ensure that all present activities function smoothly and without interruption (Mufida, 2014). The purpose of instituting discipline in schools is to avoid undesirable conduct that is contrary to the norms of the school environment. The existence of school regulations is one of the factors that are crucial for the advancement of the school.

Teachers and students will be able to enhance the quality of student conduct if the school community follows the rules regularly. In the presence of school regulations, students will become accustomed to being courteous and obedient to the applicable rules (A. W. Putra et al., 2019). The head of the UPT SMK Negeri 3 Muara Enim, the head of curriculum, the vice head of student affairs, the deputy head of public relations, quality management representatives, BK teachers, the school's covid group team, and the entire board of teachers who teach class X students attended the first day of PTMT coaching for class X students. Ahmad Jon Areli, the principal of UPT SMK Negeri 3 Muara Enim, advised students on how to properly participate in PTMT while maintaining hygiene and health.

Pupils' uniform qualities and hair neatness were evaluated during coaching, since students who had been advised to straighten their hair but did not do so received a punishment, namely a free haircut from their homeroom instructor as well as class X DPIB. Mrs. Dwi Ayu Auliani, S.Pd provided complimentary haircuts to kids who disobeyed the warning. Students with nicely trimmed hair are subsequently escorted to a photo session to get a passport photo as UPT SMK Negeri 3 Muara Enim students.

It is believed that with this direction, order would be established for class X pupils and PTMT activities will function well. Students' parents embraced the PTMT as well, and they advised not to be afraid to scold their children if their

look, attire, and conduct did not fit. This is due to their child's protracted absence from school (Wahyuni & Kristiawan, 2021).

On the first day of PTMT, five X DPIB students who were not present were invited to participate. The homeroom teacher and BK quickly called the children's parents to determine the reason for the student's absence. Cleaning and mutual cooperation activities were carried out on the first day of PTMT to clean the school environment. Class X DPIB's homeroom teacher also urged his students to collaborate in order to build a clean school environment. The school environment must be capable of providing pupils with a safe and comfortable setting in which to learn and play. This, in addition to having an impact on students' psychological well-being, it has an impact on their physical health. Efforts must be taken to maintain, care for, and condition the school environment in order for it to be clean and healthy, which is a shared responsibility for all school members (Rofifah, 2020).

Class X DPIB pupils arrive to school in two groups. However, it was discovered that there were pupils who were unable to obey these regulations at the time of adoption. The kid cannot join session 2 because if he arrives according to the timetable, he would be unable to go to school because there is no bus that transports pupils at that hour. And the student requests a policy in order to attend Session 1. The student can follow the learning in session 1 with all of the policies in place.

According to Dara, X DPIB learning students who participate in PTMT have more fun because they can meet face to face with the teacher, allowing the subject matter to be more easily understood, as opposed to online learning, which has been carried out for nearly two years and causes students to feel bored and bored. Dara, a Lutvia X DPIB student, agreed, saying, learning through PTMT makes them more thrilled since they can congregate with teachers and classmates, and we also miss the learning environment at school.

There was also a socialization for the election of the chairman and vice chairman of the OSIS for the term 2021-2022 on the first day of PTMT activities at school. One example of democratic instruction in schools is the election of the chairman and vice chairman of the OSIS. Democratic education is a process that helps students improve their knowledge, understanding, attitudes, abilities, and willingness to engage in the political process. Democracy is taught to pupils not just in the state or society, but also in democratic schools (Cahyono et al., 2017).

The implementation of democratic education in schools may be carried out by incorporating democratic culture and ideals into numerous school events, one of which is the election of the OSIS chairman. And this democratic party was warmly welcomed by Student X DPIB.

The efforts done by instructors and the waka curriculum in adopting new student learning management in the new normal period at UPT SMK Negeri 3 Muara Enim are being evaluated. Learning evaluation is the process of determining the value of learning through measurement and learning assessment activities. Why is evaluation of learning outcomes essential for students? By completing an assessment of learning outcomes, students may determine how far they have progressed in following the learning offered by the teacher. And the results gained by students from the evaluation of learning outcomes have two options, namely rewarding if students achieve high marks, therefore of course these students get pleasure from the results of their learning efforts and will work hard to do better or keep it.

Unsatisfactory If pupils are dissatisfied with the outcomes of the evaluation, they will work hard the next day to acquire excellent ratings. Therefore, pupils will study hard as much as feasible. However, it may also be the other way around, with pupils who lack willpower being disheartened by the disappointing outcomes they have achieved. The significance of assessing learning outcomes for schools is that teachers will be able to determine which students have the right to continue their studies because they have met the expected minimum competence criterion (KKM), as well as which students have not met the expected competency KKM.

With this guidance, the instructor can concentrate more on children who have not met the expected competency KKM. Furthermore, the instructor may determine whether the learning content offered is acceptable for the kids. Teachers can also determine whether or not the learning tactics employed are acceptable. As a result, the instructor will also reflect and strive to uncover different ways in the learning activities that are carried out (Fahrurrozi & Mohzana, 2020).

For evaluating learning outcomes, data from measuring activities such as homework assignments, quizzes, mid-semester assessments, and the end of the semester are required (Agustina, 2014). During the epidemic, the instructor conducted a portfolio evaluation by reviewing a series of tasks that demonstrated the pupils' development.

The instructor appreciates the assignment as a result of the learning process's effort. And the assigned chores are completed in the exercise book before being submitted to school by the parents. Furthermore, learning evaluations can be conducted directly by the instructor by splitting students into multiple groups with a maximum of seven persons in one class each session and using a health protocol (Afrilia, 2021).

One method of evaluation used by professors in class X DPIB is to offer homework to students via Google Classroom. The homeroom instructor reviews the assignment recap once a month. If there is something that has not been completed, the homeroom teacher will instruct pupils to complete it in the assignment book and submit it to the school. Many X DPIB students, however, have yet to finish their homework. As a result, the homeroom teacher provides a solution by completing chores not covered in one book and submitting them to the subject instructor during the first week of PTMT.

4. Conclusion

According to the findings of the research and discussions, UPT SMK Negeri 3 Muara Enim has implemented learning management for new students in the new normal era that is adapted to the conditions of the new normal era, namely KBM with an online system, learning with a combination of online and offline (practice. block system), and limited face-to-face meetings (PTMT). The adoption of learning management for new students at UPT SMK Negeri 3 Muara Enim in the new normal period include planning, coordinating, executing, and assessing. However, implementing learning management is difficult if it is not supported by all school members, because there are various limits that arise from schools, instructors, and students.

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