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Blended Literacy: Post-Pandemic Literacy Strategies at Integrated *Madrasah Tsanawiyah*

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Abstract

Due to the post-pandemic, *madrasahs* need effective literacy strategies to cope with the challenges posed by the situation. While some *madrasahs* may have implemented these strategies, they may be constrained by common issues. This study aims to analyze blended literacy activities to improve the literacy program at Integrated *Madrasah Tsanawiyah* after the Covid-19 pandemic. This research used a qualitative approach with a case study type. Data were collected through observation, interviews, and documentation. The data was analyzed by organizing, reducing, and interpreting data. Based on the study results, it is evident that the blended literacy strategy used at Integrated *Madrasah Tsanawiyah* combines offline activities (print-based and face-to-face) and online activities (technology and internet-based) in student literacy activities, both within and outside the *madrasah* to improve the quality of *madrasah* literacy. This study can provide a framework for other *madrasahs* or educational institutions to develop their blended activities literacy programs, particularly during times of crisis when traditional teaching methods may not be feasible.

Keywords: Blended Literacy Activities, Literacy Strategy, Students Literacy.

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