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ANALYSIS OF THE IMPLEMENTATION OF BLENDED LEARNING MODEL AT ITBA DIAN CIPTA CENDIKIA (DCC)

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ABSTRAK

Penelitian ini dilakukan untuk menganalisis implementasi Model Pembelajaran Campuran dalam proses belajar mengajar pasca-pandemi Covid-19. Dosen perguruan tinggi menjadi fokus sebagai sumber data utama. Pendekatan kualitatif dengan desain studi kasus dan analisis sederhana digunakan untuk mengungkap fenomena yang terjadi dalam proses belajar mengajar di ITBA DCC selama era pasca-pandemi Covid-19. Hasil penelitian menunjukkan bahwa para guru telah mencoba memanfaatkan teknologi untuk menangani proses pengajaran dengan menggunakan model Pembelajaran Campuran. Beberapa kendala muncul baik dari guru maupun peserta didik, seperti dalam proses penyampaian materi, pemahaman instruksi guru, interaksi yang kurang antara guru dan peserta didik, serta kesulitan dalam penyampaian tugas, misalnya video karena ukuran file yang besar.
Kata Kunci: Implementasi, Model Pembelajaran, Model Pembelajaran Campuran**.**

ABSTRACT

This research was done to have an analysis to the implementation of Blended Learning Model in teaching learning process after the era of post-Covid-19 pandemic. The teachers of the college became the focus as the main data source. A qualitative approach with a case study design and used simple analysis was employed to only reveal the phenomena that occurred in teaching learning process in ITBA DCC during the era of post-covid-19 pandemic. The results indicated that the teachers already put on a trial in utilizing the technology to handle the teaching process by employing Blended Learning model. Some existed from both the teachers and the learners, as in process of teaching the material, in understanding the instructions of the teachers, the narrow width of interaction between teachers and learners, between learners and learners, and the troubles in delivering the tasks for example videos due to its large size of file.
Keywords: Implementation, Teaching Learning Model, Blended Learning Model

INTRODUCTION

Learning activities can be conducted conventionally (offline) and electronically connected (virtual). Virtual learning can utilize cyber learning technology media to make it happen. E-learning in Indonesia has been developed under the auspices of the Educational Telematics Program or e-education program. E-education relates to the use of communication media and information technology, such as computers, the internet, telephones, computers/videos, radios, and other audiovisual aids used in the world of education (Rusman 2013: 286). Furthermore, Abidin (2012) explains that with displays that can combine various elements of information and message delivery, computers can be designed and used as effective technological media for learning and teaching lecture material. Therefore, it can be concluded that computer-based media products provide benefits for many fields and sectors, including in the world of education. Some commonly used learning technologies are Computer Based Learning (CBL), Intelligent Computer Based Instruction (CBI), and so on. The use of this learning technology has also begun to be implemented by several educational institutions in

Indonesia. However, its widespread use has been more pronounced during the COVID-19 pandemic. Nearly every sector of the world has been impacted by COVID-19, including the education sector, which has undergone a shift from in-classroom learning to virtual learning. One virtual learning model, Blended Learning, is assumed to overcome learning challenges that prevent direct offline meetings between teachers and students due to various reasons. Teachers' teaching skills also influence students' achievement.

Teachers play a role in guiding students in achieving independent, confident, creative, active, and critical learning competencies. For teachers accustomed to using electronic or virtual media, this may not be a problem. However, if they are unfamiliar with, or lack the skills to use virtual learning media, it will significantly impact student learning outcomes. Blended Learning has been shown to foster independent learning skills in students, as evidenced by research conducted before the COVID-19 pandemic. Blended Learning facilitates the ability of teachers and students to stay connected anytime and anywhere. Based on these two studies, it can be seen that Blended Learning is relevant for the implementation during this pandemic of COVID 19. The researcher focused on the Blended Learning teaching model used by teachers at the ITBA DCC in Bandar Lampung.

THE UNDERSTANDING OF BLENDED LEARNING MODEL

Blended Learning is an effective learning model that joins the traditional learning models, collaborative learning, independent learning, practical learning, and experiential learning. This model is intended to provide students with an effective and efficient learning experience. During the COVID-19 pandemic, education experts recommend the Blended Learning model as a program to bridge educational challenges in Indonesia. Blended Learning is a solution to the weaknesses of virtual learning because it combines virtual, offline, and face-to-face learning (Abdullah: 2013). This learning process combines face-to-face concepts with the use of virtual media platforms such as WhatsApp, Zoom, and Google Me.

This Blended Learning model is also a wise step to address learning challenges hindered by distance and location. To maintain interaction between teachers and students, a platform capable of facilitating virtual learning is needed. In addition to interaction, teachers can also provide visual, audio, and audio-visual materials through this platform.

As it is generally the case when using a particular learning model, before teaching, a teacher must consider several necessary factors, including providing a syllabus, allowing students to review the syllabus, contacting students via email or other virtual communication channels, presenting real-time progress on student achievement, maintaining interaction with students to maintain emotional connections, and conducting evaluations. This applies to both high schools and elementary schools; it depends on how the teacher manages to tailor the learning to the students' level of understanding.

Next, teachers can provide students with the opportunity to review the syllabus, either virtual or offline. This stage allows the teachers time to explain the objectives of the lesson and provide students with a description of the topics they will cover throughout the semester. Throughout the semester, teachers can send emails or messages periodically, such as weekly or monthly, to provide motivation and occasional reminders of assignments to be completed and skills to be achieved.

In essence, virtual learning limits the amount of attention teachers can give students. Only students who appear active are more visible. Furthermore, the use of simple and inadequate

devices, such as small computer or smartphone screens, limits teachers' ability to monitor student activity. In contrast, teachers can use virtual assessments, which students can view anytime and anywhere. This provides feedback from the teachers to their students throughout the learning process. This feedback is expected to motivate students to continuously improve their skills and can also foster competition within the classroom. This is because some students typically have a high level of self-confidence and desire to demonstrate their success and competence to others.

This motivates students to improve their skills to match or even surpass the best-performing students in the class. Furthermore, during virtual learning, teachers should be able to create a lively learning atmosphere by continuously encouraging students to communicate regularly with each other regarding assigned assignments. Furthermore, virtual evaluations can be conducted by the institution itself or by individual teachers teaching the course. This requires institutional intervention in managing and assisting with coordination between teachers and students. Examples of this management and coordination include facilitating teachers in collecting student answers and responses, providing virtual assessment forms to simplify student grade input, and ultimately streamlining the publication of assessment results through announcements on the website or in person.

TEACHING MODELS

Teaching learning models essentially consist of three types: the behavioral model, the cognitive model, and the social interaction model. The behavioral teaching model is based on the principles of behaviorist learning theory, which emphasizes stimulus and response between teachers and students, such as increasing student attention, generating reinforcement, providing corrective feedback, and providing opportunities for students to respond. Some direct instructions that can be used in the behavioral teaching model include directing students to learning, reviewing and completing learning materials, presenting new information, providing guided practice, and providing independent practice or training. The cognitive teaching model, developed based on cognitive learning theory, emphasizes the learning process, which cannot be directly observed and focuses more on understanding, thinking, and creating.

Some direct instructions that can be used in the cognitive learning model include gaining students' attention, informing students about learning objectives, stimulating students' memories about things needed in learning, presenting material, providing learning guidance, obtaining performance, providing feedback on good practice, assessing practice results, and improving the process of knowledge transfer. Finally, the social interaction teaching model that each individual interacts with their surroundings during the learning process, and their interactions are one of the important factors in improving learning. Some direct instructions that can be used in the direct interaction teaching model include selecting content and determining subtopics, planning cooperative learning, studying cooperative learning, analysis; synthesis; planning presentations, presenting processes and results, and conducting assessments.

METHOD OF THE RESEARCH

The researcher used a qualitative approach that focuses more on a phenomenon or case. The researcher analyzed the activities carried out by teachers in teaching virtual to their students. The activities analyzed were those related to learning, including the preparation and implementation of virtual learning. The research design used was a case study, guided by the

assumption that the research object was a group of individuals or groups, namely teachers at the ITBA DCC campus. Interviews and observations of several teachers and students, using a snowball sampling method, were used to collect data. This facilitated the researcher's exploration of the research subject based on suggestions from previous research subjects. Data analysis began with data classification, determining categories within the classified data, connecting each category, analyzing it based on theoretical foundations to inform discussion, and drawing conclusions.

RESULT AND DISCUSSION

Data collection was conducted in the sequence of the teaching process carried out by a teacher, including preparing teaching components in the form of material preparation; media preparation; student preparation; and then teaching implementation, which includes opening the lesson; providing teaching materials or knowledge; and closing the lesson, including providing feedback. Data collection was conducted using interviews. The data sources were several teachers teaching in several departments at ITBA DCC.

The results of this data collection are presented in the order of data collection based on the sequence of teaching carried out by a teacher each day, such as teaching preparation, teaching implementation, and feedback after the learning process is completed. During the teaching preparation stage, teachers prepare materials that will be used as teaching materials. Teachers must consider the appropriate method for delivering the material so that it can be uploaded to a virtual platform. Some teachers use the WhatsApp platform; this is based on the assumption that all students have the platform as an internet-based communication medium. The material on the WhatsApp platform is presented in visual and audio form, namely by providing photos of module pages, then explaining them verbally through voice notes. However, sometimes not all material can be presented visually and audio, such as motor skills material. If the material is related to productive skills, a teacher will provide a short video containing recorded examples of skills according to the material in the module.

Interviews were also conducted to several teachers at ITBA DCC regarding preparation before starting a lesson. Preparation begins with explaining the general overview of the material. Some teachers provide independent summaries to facilitate student understanding, such as creating written summaries if the material is too long, or creating short slides to facilitate the teacher’s explanation. Furthermore, teachers must be able to recognize the characteristics of the material being presented. The characteristics of the material depend on the type of course. For an exact course such as mathematical logic, the lecturer may provide a formula and then present the calculation method. After understanding the material's operation, the lecturer will create a simple handwritten calculation. This handwritten result is then photographed or recorded with the lecturer's voice as a means of explaining it. Despite its various advantages, using WhatsApp Groups as a virtual learning medium also has limitations. One of the main drawbacks of WhatsApp as a learning medium is the lack of face-to-face interaction. However, some students believe that if lectures are not conducted face-to-face (synchronous), the learning atmosphere becomes less enjoyable. (Budiyanti et al., 2021).

This differs from theory- and concept-based materials, such as grammar courses. Teachers often simply provide students with instructions to study a few pages. For greater clarity, a lecturer may take several photos of pages containing specific material and then upload them to help students focus on the material and not the pages before or after. Skill-based materials, on the other hand, direct students to create and design products based on instructions found on

virtual platforms like YouTube, vlogs, and so on. Audiovisual or video media certainly have advantages and disadvantages. The advantage is that students are able to understand the material better than those presented visually. Students often need to repeat instructions from the lecturer before starting to work on assigned assignments. Audiovisual media, also known as video tutorials, involves several steps when preparing teaching materials for teaching: preparation, recording, and final completion (Batubara & Batubara, 2020)

Teachers at ITBA DCC also conduct material preparation by selecting and determining material that can also be taken from other learning resources. They then prepare recording equipment to produce adequate sound and image quality. Recording equipment is usually limited to the teacher 's smartphone. However, students find it easy to download video tutorials uploaded by teachers, as the file sizes are relatively small, even with less clear images. The final step is to review and upload the material to WhatsApp. Teachers can also use the platform's "status update" menu. The downside is that it requires sharing videos every 30 seconds. This technique is rarely used by some teachers at ITBA DCC.

Another aspect of Blended Learning differs from face-to-face instruction. Teachers tend to be passive during material delivery sessions. Teachers are not allowed to use interactive virtual media such as Zoom or Google Meet. Students seem to have difficulty focusing during direct, interactive virtual learning. Therefore, teachers prefer to deliver material passively by simply uploading tutorial videos or providing narration accompanied by photos of the book pages to be studied. The tutorial model is essentially the same as the tutoring model, which aims to provide assistance to students to achieve optimal learning outcomes. A tutorial is defined as a special form of learning with a qualified tutor, using a microcomputer for learning tutorials to provide direction, assistance, guidance, and motivation so that students learn efficiently and effectively (Rusman, 2013). Observations show that during the instructional session on the material to be studied, the teacher then determines the exercises to be completed from the textbook previously provided to students. Students must be able to study independently at home. This method clearly indicates the teacher’s role as a facilitator in guiding understanding of the material presented.

Furthermore, some teachers focus on the exercises given to students. The repetition strategy (drills and practice) is an effective way to foster student understanding. Students are assigned exercises relevant to the day's material. This process benefits the students, as they have time to work on a variety of assignments. It is hoped that this will stimulate students' cognitive aspects in each assignment. Furthermore, as explained by Azhar Arsyad and Rusman in Nugroho (2018), continuous practice, accompanied by increasing speed, accuracy, and perfection in work, will hone students' skills and enable them to respond more effectively to lessons.

Observations were made on several students studying virtual. While assignments are often completed independently, some students simply copy assignments completed by fellow students. This may be because they find it difficult to understand the material. If this continues, it can become a bad habit, impacting students' cognitive abilities.

Egbert and Hanson Smith, in Abdullah (2018), argue that the characteristics of Blended Learning include students being able to socialize well with each other, having ample time and the ability to provide feedback, being well-guided, and learning in an ideal atmosphere. One of the basic concepts of blended learning is to provide students with the opportunity to practice independent learning, namely creating or choosing their own learning methods. However, it all

comes back to the natural nature of students who need guidance and direction in learning. Students are not yet fully aware of the importance of education.

Virtual learning model gives both the advantages and disadvantages (Anugrahana, 2020). The first benefit of virtual learning is that it is practically more usable and moderate. It's convenient since the assignments might be given at any time and reported on at any time. The second benefit, it's more workable, allowing students to do it every time and everywhere. learning provides more flexibility for students who work outside the home, allowing them to adjust their study time. The third benefit is it saves time and it might be done anytime. Learners can access it easily which means it can be done anytime and anywhere. The update information can be obtained more quickly and can reach many students through WhatsApp groups. Fourth, the evaluation process for student achievement is more practical and easier, especially if it uses Google Forms. This means grades can be seen immediately, making students more engaged in subsequent assignments. Furthermore, students also find it easier to complete evaluations, where they simply select the answer they consider correct by clicking on it. The fifth advantage is that teachers and students gain new experiences related to virtual learning.

The weakness of virtual learning is the lack of student engagement in fully participating in virtual learning from the beginning to the end of the lesson. However, Noer in Husamah (2014) stated that virtual learning has the obstacle of direct interaction between students and instructors. However, instructors need feedback from students, and students also need feedback from instructors. The survey results showed that only 80% of students were active, and 20% of students were less active and did not participate in virtual learning. The results of the researcher's brief interview and observation with one student explained that it was necessary to repeat the tutorial video sent to the WhatsApp Group platform. This video repetition was to further strengthen understanding of the material being taught.

The data leads to the conclusion that students take several steps to follow the lesson and understand the teacher's instructions. The first step is repetition, understanding, and application. Repetition is a way to gain experience and understand the teacher's instructions. Repetition provides the body with experience in doing new things, such as a student imitating a teacher completing a math calculation. When a student repeats, their cognitive aspect is not fully engaged, as they are only kinesthetically imitating what their sense of sight receives. Then, when the student has completed the repetition activity, curiosity about what they have done arises. The stimulus provided will encourage repetition until the student becomes accustomed to completing the assigned task. Even if the cognitive aspect is not utilized optimally, it will gradually become a habit and guide the student's cognitive aspect to understanding unconsciously. The negative impact of repetition is that they will always be dependent on the model. This makes students unable to think and behave independently regarding what they encounter, and creative and critical thinking processes will be slow to develop.

Interviews with students revealed that students are motivated to understand material or questions with a problem-solving orientation, also known as problem-based learning. If students are simply asked to read without any challenges, they are less motivated to understand the material and questions. A common challenge is the obligation to complete questions within a specified time limit. Teachers also evaluate learning outcomes directly after the questions are given. Teachers grade students directly so that feedback can be obtained. Two findings regarding the feedback provided are feedback on completion and feedback on incomplete completion. Feedback on completion can be given in the form of appreciation through praise

for student work. This praise is given to increase student confidence when receiving direct praise from the lecturer. Additionally, feedback on incomplete assignments is provided. This can be done by providing students with the opportunity to revise their completed assignments. Students are automatically the first to receive this information. Sometimes students complain that they have completed assignments but received grades that do not meet the completion standard. Typically, instructors provide information about any errors or mistakes made while completing the assignments. This allows students to correct only the incorrect parts of their assignments. This feedback is delivered privately via a private chat between instructor and student to ensure privacy and avoid potential negative consequences.

CONCLUSION

The research results demonstrate a teaching sequence conducted by the teacher and a learning sequence undertaken by the students. The teacher conducted the learning process in a sequence that included first preparing teaching materials, delivering the material, creating tutorial instructions, providing questions for evaluation, and finally providing feedback. The learning sequence undertaken by the students consisted of repetition, understanding, and application.

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