

STRATEGY AND IMPACT OF BLENDED LEARNING-BASED LEARNING AT SD NEGERI 2 KEBONDALAM PEMALANG, CENTRAL JAVA

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ABSTRAK

Pesatnya perkembangan teknologi membuat satuan pendidikan dan kebutuhan pendekatan pembelajaran harus beradaptasi dengan perkembangan zaman. Di tengah tantangan integrasi teknologi dalam konteks pendidikan dasar, penting bagi guru untuk mengetahui metode pembelajaran yang tepat. Penelitian ini dilakukan untuk mengetahui efisiensi metode pembelajaran Blended Learning di SD N 02 Kebondalem Pemalang Jawa Tengah. Metode pembelajaran Blended Learning muncul sebagai solusi yang menjanjikan karena pendidikan kini serba digital menuntut pendekatan pembelajaran yang inovatif dan adaptif. Penelitian ini bertujuan untuk mengetahui penerapan strategi pembelajaran berbasis Blended Learning dan dampaknya terhadap guru, siswa, dan orang tua di SD Negeri 02 Kebondalem Pemalang Jawa Tengah. Adapun metode yang digunakan dalam penelitian ini menggunakan metode deskriptif kualitatif. Data diperoleh melalui observasi, wawancara, dan dokumentasi yang berkaitan dengan penelitian. Teknik pengumpulan data melalui wawancara guru yang dilakukan pada tanggal 19 April 2024 di SDN 02 Kebondalem Pemalang Jawa Tengah. Hasil penelitian mengungkapkan bahwa penerapan metode Blended Learning berupa penyampaian materi dalam bentuk video kemudian dibagikan melalui WA, penggunaan google form dan website kuis untuk evaluasi. Dalam penerapan model pembelajaran Blended Learning ini memberikan dampak terhadap guru, siswa, dan orang tua. Entah itu dari sisi positif atau negatifnya.

ABSTRACT

The rapid development of technology makes educational units and the need for learning approaches must adjust to the development of the times. In the midst of the challenges of technology integration in the context of basic education, it is important for teachers to know the appropriate learning methods. This study was conducted to determine the efficiency of the Blended Learning learning method at SD N 02 Kebondalem Pemalang, Central Java. The Blended Learning learning method is emerging as a promising solution because education is now all-digital demanding an innovative and adaptive learning approach. This study aims to determine

the application of Blended Learning-based learning strategies and their impact on teachers, students, and parents at SD Negeri 02 Kebondalem Pemalang, Central Java. As for the method used in this study, it uses qualitative descriptive methods. Data were obtained through observation, interviews, and documentation related to the study. Data collection techniques by means of teacher interviews conducted on April 19, 2024 at SDN 02 Kebondalem Pemalang, Central Java. The results revealed that the application of the Blended Learning method was in the form of delivering material in the form of videos and then shared via WA, the use of google forms and quizizz websites for evaluation. In the application of this Blended Learning learning model, it has an impact on teachers, students, and parents. Whether it's from the positive or negative side.

Keywords: *Learning, Blended Learning Method, Strategy, Impact.*

INTRODUCTION

Blended learning-based learning began when computers were invented. Although before that there had been a combination (blended). The occurrence of learning begins with face-to-face and interaction between teachers and learners, after the invention of the printing machine, teachers use print media. Moment ditemukan media audio visual, combined learning resources between teachers, print media, and audio visual. However, the term blended learning emerged after the development of information technology. The development of information technology is changing people's lives in all civilizations and cultures. Its impact is comprehensive on all aspects of life both social, economic, cultural, and political even in the aspect of education. As time goes by, technological innovations become more and more diverse. Especially when the need for the internet as a means of exchanging and disseminating information continues to grow (Nur Hasanah & Kristiyah, 2023, p. 91). So that learning resources can be accessed by students offline and online. Currently, blended learning-based learning is carried out by combining face-to-face learning, print technology, and audio technology (Idris, 2018, p. 61). Blended learning consists of the words blended (combination / mixture) and learning (learning). Another term that is often used is hybrid course (hybrid = mixture / combination, course = course). Original meaning At the same time, the most common blended learning refers to learning that combines face-to-face learning (face to face = F2F) and computer-based learning (online and offline). Thorne describes blended learning as "*it represents an opportunity to integrate the*

innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. audio visual, teknologi komputer, dan teknologi m-learning (mobile learning). The title of a table is written above the table, while the title of a figure is below it. Table and figure included in one column will be as follows”.

Another opinion suggests that the blended learning model is a learning model that combines face-to-face teaching methods with computer-assisted teaching methods both offline and online to form an integrated learning approach. In the past, digital-based materials have been practiced but are still limited. It is necessary to support face-to-face teaching. The goal of blended learning is to provide the most effective and efficient learning experience (Idris, 2018, p. 62). The use of learning media during teaching and learning activities in the classroom is very important. Because sometimes students find it difficult to understand the material in learning, which is caused by teachers who still teach in the traditional way. Such as presenting material with the lecture method. In addition, the availability of learning media in the form of presentation media and learning videos that support the theme is also still lacking. So far, through oral and written teacher explanations, many students feel bored or bored to participate in learning activities. In the end, many students choose to play alone, disturb their deskmates, and are busy with other activities during learning. From the description above, researchers conducted research aimed at identifying strategies and the impact of blended learning-based learning methods when applied in the classroom. The hope is that blended learning-based learning will facilitate students and teachers in the teaching and learning process. Given that technology has developed rapidly in the current era of globalization.

DISCUSSION

Basically, blended learning has three components to support its flexibility. Among the three components are:

1. Online learning, according to Dabbagh online learning is an open learning environment by considering aspects of web-based learning to facilitate the learning process and build knowledge for students widely through internet technology (Istiningsih & Hasbullah, 2015, p. 53). Online learning utilizes the

internet as a learning resource. Online learning utilizes Internet, intranet, and web-based technologies in accessing learning materials and enabling learning interactions.

2. Face-to-face learning, face-to-face learning is one form of conventional learning model, which is carried out to convey knowledge to students. Face-to-face learning brings teachers and students together in one room to learn. Face-to-face learning, conducted in class. There is a synchronous communication model, and there is active interaction between fellow students, students with teachers, and with other students. In face-to-face learning, teachers or learners will use various methods in the learning process to make the learning process more active and interesting.
3. Self-learning, there are several terms that refer to self-learning sentences such as independent learning, self-direct learning, and autonomous learning. Self-study does not mean self-study. Self-study means learning initiatively, with or without the help of others in learning. Independence needs to be given to students so that they have the responsibility to manage and discipline themselves in developing learning abilities of their own volition. These attitudes need to be possessed by students because they are a characteristic of the maturity of educated people. The self-learning process changes the role of the teacher or instructor into a facilitator (Waseso & Fuadi, 2020, p. 207).

Based on the results of an interview with a grade 2 teacher of SD Negeri 02 Kebondalem Pematang, (Mrs. Okta, personal interview, April 20, 2024) stated that the application of blended learning-based learning has been carried out. This of course has a positive impact on students, teachers, and parents.

The positive impact is:

- a. Students can better understand the learning material delivered at school.
- b. Students get a chance to find out. So as to increase students' insight and knowledge.
- c. It is more flexible because the learning can be done anywhere and does not have to be at school.

Of these three things, it does not rule out the possibility if blended learning-based learning also has a negative impact or what we call obstacles for students, teachers, and parents.

The negative impact is in the form of:

- a. Sometimes there are students who do not participate in blended learning. Such as not carrying out tasks because students are not monitored directly by the teacher.
- b. In the implementation of this method, there are several cases where students do not have access to carry out tasks and eventually things will happen such as asking for help to do or even the task is done by someone else.
- c. Students are vulnerable to using or opening recommended applications.
- d. Fluency in the learning process will be difficult to do when technology is not available. For example, broken internet, laptops that do not support, and other technical problems. For example, when teaching thematic learning, students find it difficult to understand the material because the teacher still applies traditional methods by presenting the material with the lecture method, besides that the willingness of learning media that supports the theme is also still lacking. So far, through oral and written teacher explanations, many students feel bored or bored.

As a homeroom teacher, the strategy taken is to support blended learning-based learning at SD N 02 Kebondalem Pematang. The result of the interview (Ms. Okta, personal interview, April 20, 2024) is a strategy to provide solutions in blended learning-based learning. In this interview, it was found that there were several obstacles in the first stage of blended learning. Because, for students this learning base is relatively new so, students need adaptation. Especially for students who are constrained by internet and school connections, even from students who do not have adequate facilities in implementing this blended learning-based learning.

As information obtained from the interview results of grade 2 teachers of SD N 02 Kebondalem Pematang, the implementation carried out in this learning is through learning videos shared through wa messages, google forms to carry out quizzes, and quiz websites. The use of blended learning-based learning, of course,

cannot be separated from the method that has previously been done and is still used in other blended learning-based learning. These methods are: lectures, group discussions, and Q&A. Because, these 3 methods are easier for students to understand the material presented. The lecture method is used as an introduction at the beginning of learning. While the method of group discussion and question and answer is used to train students in critical thinking and activeness during learning. Of course, all three methods have a positive impact as benefits for student learning continuity.

- 1) The question and answer method makes students more active, and can train and develop thinking, including memory and develop students' courage and skills in answering and expressing opinions.
- 2) The group discussion method can train students to think critically and can stimulate students in providing ideas and ideas they have in problem solving and can develop mutual respect for the opinions of others.
- 3) The lecture method can encourage students to focus on learning, Easy to apply especially to classes that are fat or many students. And for its implementation, the lecture method must be interspersed with other activities such as ice breaking to build a pleasant classroom atmosphere because otherwise students will be passive and will usually feel bored.

It is also possible, from the three previous methods that there are also obstacles for teachers and students, including:

- 1) The weakness for the question and answer method is the lack of time to give questions to students.
- 2) The weakness of the group discussion method, sometimes requires a long time and usually the information owned and obtained by students is limited because it can only be through package books or LKS.

Therefore, to overcome the problems that arise, teachers often revise or replace learning methods from other than the 3 methods above. such as demonstrations, experiments, including blended learning. Which is adjusted to the conditions of the class and the material to be delivered. The existence of a combination of methods in addition to blended learning-based learning methods, useful to complete the shortcomings of the methods usually used.

CONCLUSION

Based on the results of the presentation of research on blended learning-based learning, it can be concluded that the blended learning learning model is a learning model that combines face-to-face teaching methods with computer-assisted teaching methods both offline and online to form an integrated learning approach. These include online learning, face-to-face learning, and self-study. There are three suitable methods for this learning strategy, lecture methods, group discussions, and question and answer. Of course, this method is very suitable to be applied among elementary schools, one of which students get the opportunity to find out. So as to increase students' insight and knowledge. However, sometimes there are students who do not participate in blended learning. Such as not carrying out tasks because students are not monitored directly by the teacher. This can be overcome by teacher creativity in managing the class.

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