JOURNAL LEARNING GEOGRAPHY

IMPLEMENTATION OF A BLENDED LEARNING MODEL ON A SOCIAL SCIENCE SUBJECT AT VIII GRADES IN SMP NEGERI 1 AIR BLACK DISTRICT LAMPUNG BARAT ACADEMIC YEAR 2021/2022

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ABSTRACT

This study aims to find out how the implementation of the blended learning model in class VIIIA SMPN 1 Air Hitam learning social studies. The research method used a qualitative approach and this research was conducted at SMPN 1 Air Hitam. Data collection techniques with interviews, observation and documentation. While the sampling technique used purposive sampling aimed at the school principal, social studies teacher and several students of SMPN 1 Air Hitam. Test the validity of the data with technical triangulation and data analysis with interaction analysis whose steps start from data collection, data reduction, data presentation and verification. The results of the research on the implementation of the blended learning learning model have been carried out starting from lesson planning, implementing learning according to the blended learning syntax, namely seeking of information, acquisition of information and shyentesizing of knowledge which is carried out both in online and face-to-face learning. Assessment of blended learning includes assessment of attitudes, knowledge and skills. The conclusion of this study is that the implementation of the blended learning model in class VIII A can be seen through planning activities that the teacher has prepared learning tools, schedules and teaching materials. The implementation activities are in accordance with the blended learning syntax. The assessment activities are carried out face-to-face and online.

Penelitian ini bertujuan untuk mengetahui Bagaimana implementasi model blended learning dalam pembelajaran IPS kelas VIIIA SMPN 1 Air Hitam. Metode penelitian menggunakan pendekatan kualitatif dan penelitian ini dilakukan di SMPN 1 Air Hitam. Teknik pengumpulan data dengan metode wawancara, observasi dan dokumentasi. Sedangkan teknik sampling menggunakan purposive sampling yang ditujukan kepada kepala sekolah, guru IPS dan beberapa siswa SMPN 1 Air Hitam. Uji validitas data dengan triangulasi teknik dan analisis data dengan analisis interaksi yang langkah-langkahnya mulai dari pengumpulan data, reduksi data, sajian data dan verifikasi. Hasil penelitian implementasi model pembelajaran blended learning di sudah terlaksana dimulai dari perencanaan pembelajaran, pelaksanaan pembelajaran sesuai dengan sintaks blended learning yaitu seeking of information, acquisition of information dan shyentesizing of knowledge yang dilakukan baik pada pembelajaran online maupun tatap muka. Penilaian pembelajaran blended learning meliputi penilaian sikap, pengetahuan dan keterampilan. Kesimpulan penelitian ini bahwa implementasi model blended learning di kelas VIII A dapat dilihat melalui kegiatan perencanaan bahwa guru sudah menyiapkan perangkat pembelajaran, jadwal dan bahan ajar. Pada kegiatan pelaksanaan sudah sesuai dengan sintaks blended learning. Pada kegiatan penilaian dilakukan secara tatap muka dan online.

Introduction

Education is an inseparable part of human life from birth, changes in human attitudes and behavior through training and learning as an effort to achieve maturity. Ginting (2016) suggests that education is a necessity for humans to be able to carry out social activities in the community. Learning in schools is an activity that involves interaction between teachers and students to channel knowledge, exchange information and opinions (Wijaya & Suhendro, 2022). Learning is a process carried out between teachers and students with the aim that students want to learn (Susanto, 2019).

Blended learning can be used as an effort to combine the advantages of the two types of methods used. So that the learning that occurs will be better in mastering the material as well as in mastering the technology. Because blended learning is not only an innovative learning model in combining the implementation of learning. But also as an innovation to introduce technological advances in the field of education through learning models. Dwiyanto (2020) said that blended learning as a solution answers challenges in assembling individual student learning and development.

According to Husamah 2014 there are four of them face-to-face learning, offline e-learning, online e-learning, and mobile learning. The complete explanation is as follows: a) Face to face learning Formal learning is generally carried out in schools, taking place through face-to-face learning models; b) Offline E-learning Offline e-learning learning according to Artawan in (Husamah, 2014), is a form of electronic learning (e-learning) whose implementation does not use an intranet or internet network; c) E-learning Online E-learning is a learning system that utilizes electronic media as a tool to assist learning activities (Daryanto 2015); d) Mobile learning or m-learning defined by Clark Quinn is the use of mobile hardware, such as PDAs, laptops, smartphones, MP3 players, and others. Although m-learning is related to e-learning and distance education, it has a different focus on learning across contexts and learning using mobile devices (Husamah, 2014).

The learning process using a blended learning model (hereinafter referred to as blended learning) has been used at SMPN 1 Air Hitam, one of which is in class VIII A in social studies subjects on the material of turbid interactions in life in countries in ASEAN. In the use of this learning must be carefully prepared about connections and equipment so that learning takes place successfully. From the information obtained, it is known that the school has implemented a blended learning model or better known in the school with the term combination learning, which is a combination of face-to-face learning and online learning. Where face-to-face learning is carried out twice a week by implementing health protocols. While online learning is carried out flexibly through online media.

According to Hidayati (2013) learning planning is making learning tools. Learning tools are several preparations prepared by teachers so that the implementation and evaluation of learning can be carried out systematically and obtain results as expected Therefore, teachers must prepare blended learning plans by combining the online learning process that utilizes various online media with face-to-face learning adapted to current circumstances.

According to Hendarita (2018) there are three basic stages in the blended learning model which refers to ICT (Information Communication Technology)-based learning, which are as follows: The learning stages carried out include searching for information on ASEAN material either independently or assisted by the teacher (seeking of information).), group discussions discussing the interactions of countries in ASEAN both online and during face-to-face learning in class (acquisition of information), and demonstrations of the results of discussions or learning outcomes that have been carried out either directly in front of the class during face-to-face or through uploading online assignment (synthesizing knowledge) where students are asked to re-explain material regarding the interaction of countries in ASEAN.

According to Ganovia (2022), the evaluation or assessment phase of hybrid learning includes authentic assessment, self-assessment, project assessment, daily tests, midterm tests, and final semester tests. The instruments used in the assessment of attitudes, knowledge and skills competencies include: attitude assessment through observation, self-assessment, peer assessment, journals, knowledge assessment through written tests and assignments, assessment of competency skills through practice tests, projects and portfolios.

From this problem the researcher wanted to know and study more deeply about the implementation of the blended learning learning model at the school during the new normal period. Because researchers feel that the blended learning model is appropriate for the situation being faced by the world of education today. Based on these problems, this is what motivated the author to conduct research with the title "Implementation of the

Blended Learning Learning Model in Class VIII A of SMPN 1 Air Hitam, West Lampung Regency, Academic Year 2021/2022"

Method

This study uses a qualitative approach because the data generated from the subjects studied are descriptive in the form of written words relating to the behavior being observed. Moleong (2016), also suggests that qualitative research is research that aims to examine every phenomenon experienced by research subjects and is described in the form of words. The type of research used is a case study.

Research subjects are determined based on consideration of certain criteria that can be used to complement and support research data. The research subjects in this study were school principals, class VIII A teachers at SMPN 1 Air Hitam as Social Sciences Science teachers who applied the blended learning learning model and class VIII A students.

Data sources in this study include primary data sources and secondary data sources. The primary data source in this study is educators. While the secondary data in this study are documents consisting of school profiles, school vision and mission, routine school activities, student learning activities, and photos related to blended learning.

Data collection techniques with interviews, observation and documentation. While the sampling technique used purposive sampling aimed at the school principal, social studies teacher and several students of SMPN 1 Air Hitam. Test the validity of the data with technical triangulation and data analysis with interaction analysis whose steps start from data collection, data reduction, data presentation and verification.

Results and Discussion

Air Hitam 1 Public Middle School is a school located in a coffee plantation area, 70 km east of the Capital City of West Lampung Regency, precisely located on Jl. Raya Sinar Jaya, Air Hitam District, West Lampung Regency. Air Hitam 1 Public Middle School is the only junior high school that was first established in the Air Hitam sub-district since 1994 with an area of approximately 20,000 m2. For the 2021/2022 school year Air Hitam 1 Public Middle School has 10 classes, where each class level has 3 and 4 classes from class VII to class IX. The breakdown of levels for class VII is 84 students with a number of groups of 3, for class VIII there are 106 with a number of classes of 4, and class IX of 69 with a number of groups of 3. Thus the total number of students at SMP Negeri 1 Air Hitam is 259 students with study groups as many as 10. SMP Negeri 1 Air Hitam especially in class VIII A, social studies subjects have applied a blended learning learning model. The research was conducted for approximately one week from 18 July 2022 to 2 August 2022. This can be seen from the planning, implementation and the assessment was carried out on the implementation of the blended learning learning model in class VIII A on social studies subjects.

The application of the blended learning learning model in class VIII A aims to facilitate the learning process by utilizing technological advances and sophistication. This is in accordance with the opinion of Husamah (2014), "blended learning combines the best characteristics of classroom learning (face-to-face) and the best characteristics of online learning to increase active independent learning by students and reduce the amount of face-to-face time". With the blended learning learning model applied, it provides opportunities for students and teachers to carry out independent learning. The learning schedule is divided between face-to-face and online learning. Where face-to-face learning is used by the teacher to involve students in interactive experiences such as discussion or collaboration. Meanwhile, online learning is used by teachers to provide material with very broad learning resources. Students may look for learning resources anywhere.

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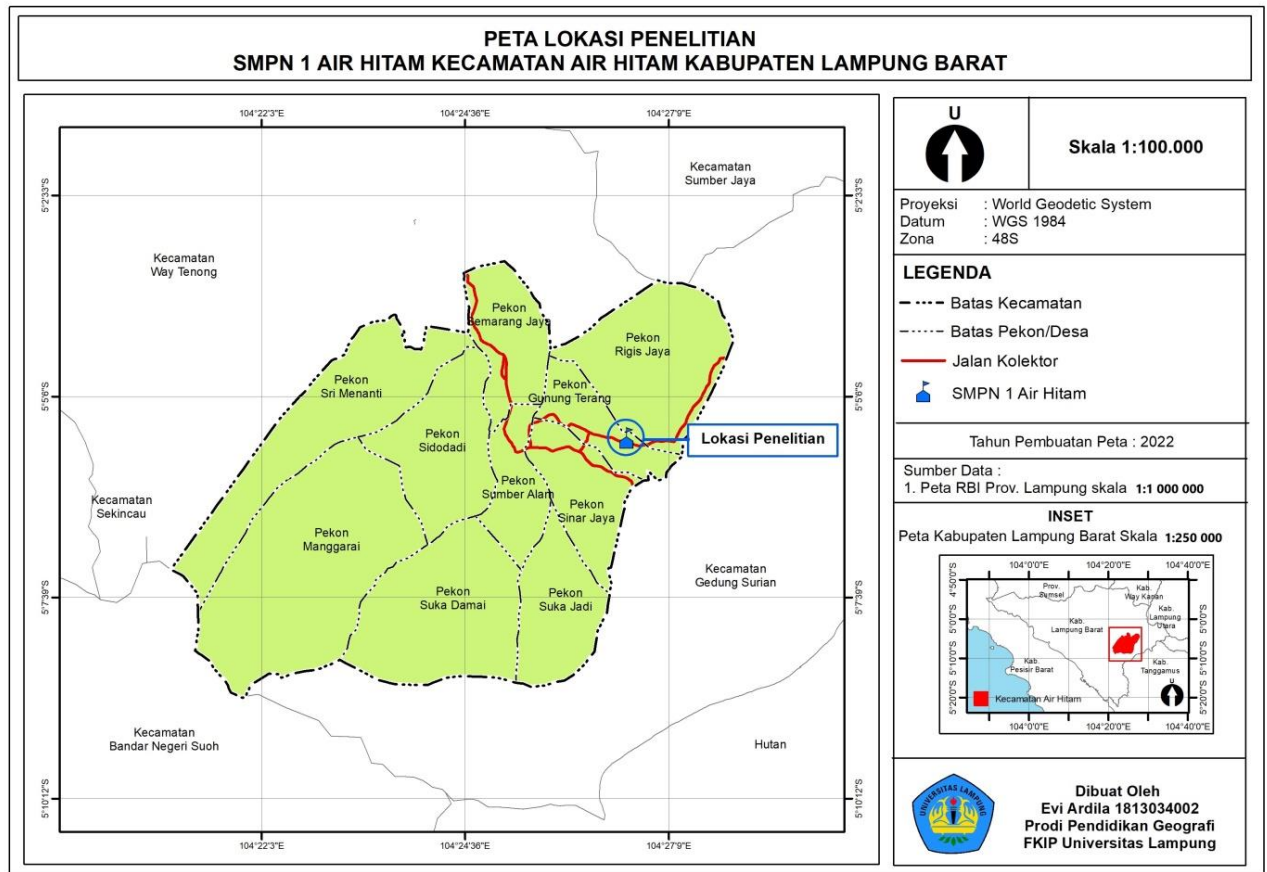
Gambar 1. Peta Lokasi Penelitian

Discussion

1.   Lesson plan

Lesson planning at Air Hitam Junior High School 1 is complete and good. This can be seen from the teacher's preparation of learning materials in class, such as prota, promissory notes, syllabus, lesson plans to LKPD. The lesson plan used in class VIII A contains the stages of the blended learning model. In the implementation of learning at SMPN 1 Air Hitam there are stages of seeking information, acquisition of information and synthesizing of knowledge in learning activities. Learning planning is the most basic thing in a learning process. The role played by the teacher in planning learning is to make learning tools. This is in accordance with the opinion of Hidayati (2013) that learning tools are several preparations prepared by the teacher so that the implementation and evaluation of learning can be carried out systematically and obtain the expected results.

The teacher chose the third option, namely using and referring to the basic competencies resulting from the simplification of the curriculum independently. This can be seen from the RPP used by the teacher. Teachers simplify learning objectives to adapt current conditions to the needs of their students. Teachers also provide teaching materials that can be used in blended learning models. Teachers also design their own teaching materials through various online or offline media. For example, the teaching materials used can be accessed by students, such as learning videos or power points that contain a summary of the material.

Based on planning theory, social studies teachers have determined the materials and teaching materials to be used which of course can be accessed by students. The teacher determines a blended learning learning plan that includes face-to-face and online learning. Class VIII A teachers have also determined the online learning format used, namely using online media such as zoom meetings and whatsapp groups. In addition, the teacher also prepares learning assessments using the Google form.

2.   Learning action

Learning in junior high school is appropriate and well implemented as seen from the implementation of the learning stages starting from a) Seeking of information b) Acquisition of information c) Synthesizing of knowledge seen from the ability of class VIII A teachers in planning blended learning learning is good, especially social studies teachers . Teachers have good skills in preparing learning. This is in accordance with the theory by Husamah that has been described. Although from the observations of researchers, the teacher's ability to prepare teaching materials is still limited because the forms or teaching materials displayed are less varied. For example, when the teacher uses PPT as teaching material, then for other learning content the teacher usually also uses the same PowerPoint template, so students will get bored if they see the same display even though the material to be delivered is different. However, the teacher's skills have been assessed as good enough in preparing learning tools. Because social studies teachers in class VIII A are not bored to continue learning using technology and continue to try to prepare optimal blended learning.

The application of the blended learning model in class VIII A includes all components in blended learning, namely online learning carried out using online media such as zoom meetings, video calls via whatsapp and whatsapp groups. Students and teachers interact indirectly through these media and carry out learning with blended learning stages. The face-to-face learning component is carried out to deepen the material if there is still material that has not been understood in online learning. In addition, face-to-face learning is also used for practical activities. Meanwhile for the independent learning component, students are asked to work on assignments that are usually picked up on Mondays or can also work on assignments given through online media. However, in this study the researchers combined online learning components with independent learning. Because basically independent learning will lead to distance learning which will also involve the use of online media in the learning process.

In accordance with the theoretical concept that blended learning should be able to overcome the shortcomings of pure face-to-face and online learning (Husamah: 2014) with this there are many benefits derived from the combination of learning models including students not only fixated on the student book, but with the use of media. online using YouTube, Zoom meeting, WhatsApp, students can get unlimited resources or learning materials. As we already know that the current situation and the development of the times have changed the way students learn to utilize online media in learning so that learning will be more varied.

The blended learning learning model has various forms of learning so that the learning process can run under any conditions. The application of the blended learning model in class VIII A uses the rotation model development model, in which the learning process is structured between face-to-face learning and online learning which are carried out separately or have their own time. This is tailored to the needs of students in the class.

3.   Evaluation

Assessment in blended learning, of course, includes face-to-face and online assessments. Based on the findings in the field obtained by the researchers, it was found that the assessments carried out generally included an assessment of attitudes, knowledge and skills. Which observations are made online and face to face. The teacher modifies the assessment tool to suit current conditions. The teacher uses the google form to evaluate student understanding. Then the teacher also conducts an assessment through the portfolios that students work on.

The attitude assessment was observed by the teacher during face-to-face learning and online learning. In online learning the teacher will observe the behavior and responses of students during online learning. In addition, the teacher also maintains an attitude assessment journal which contains teacher notes regarding student attitudes both in face-to-face and online learning which the teacher observes in detail. While the assessment of skills is observed by the teacher through practical activities carried out during face-to-face learning. The teacher also carries out through performance appraisal or product results that students have made on certain tasks. In the assessment the researcher also observed that class VIII A had good grades, especially in social studies subjects, this was due to the high interest in student learning and also good teacher performance. This can be seen in the results of the documentation obtained by researchers on school data, therefore the assessment at SMP N 1 Air Hitam it has been well implemented starting from the cognitive, affective and psychomotor aspects.

Conclusion

The teacher's lesson planning in the implementation of blended learning teaching is complete. Starting from preparing learning tools such as Prota, Promissory Notes, Syllabus, Lesson Plans to LKPD in accordance with blended learning. Teachers also arrange learning schedules between online and face-to-face learning. Even teachers also prepare special learning media for online learning such as learning videos from YouTube and power points.

The implementation of learning in class VIII A is in accordance with the syntax of blended learning. Both in face-to-face learning and online learning have fulfilled the syntax or stages in blended learning, namely, seeking of information, acquisition of information and shrinking of knowledge. The teacher arranges the steps of learning activities systematically and regularly.

Assessment of blended learning has been carried out well, the teacher carries out the assessment as usual, namely the assessment of attitudes, knowledge and skills that are observed online and face to face. Such as the assessment of knowledge observed through the question instrument on the Google form, student attitudes are observed both in online and face-to-face learning and the teacher has a journal regarding the assessment of student attitudes. Skills assessment is observed through practical activities carried out during face-to-face learning.

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