

Effectiveness of Blended Learning Model in Indonesian Language Learning for PGSD Students at Universitas Terbuka

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ABSTRACT

The purpose of this study is to investigate the ways in which blended learning can enhance students' comprehension of Indonesian language learning in elementary school. The research is a study on Indonesian language learning using blended learning methods. Through the utilization of qualitative descriptive methods and the utilization of data triangulation techniques, researchers are able to improve the findings of the research and reduce any biases that may occur throughout the process of data collecting and analysis. Based on the findings of this study, it can be observed that the level of comprehension possessed by students enrolled in the Postgraduate Diploma in Education (PGSD) program at the Open University has significantly improved, as demonstrated by the exceptional learning values they possess. With the help of this research, it is intended that it will provide a more in-depth understanding of the advantages and difficulties associated with the implementation of blended learning, as well as make recommendations for the construction of a more effective educational system in the future. There is also the possibility that the consequences of the research findings can serve as the foundation for more research paths in this area. By way of illustration, a university may employ blended learning by integrating online lectures with traditional classroom instruction.

INTRODUCTION

Higher education as one of the highest educational institutions can be a place for the nation's successors to get learning that is oriented towards achieving the ability to understand science as an effort to improve the quality of human resources. For this purpose, universities need to make learning changes by combining the best learning experience in the classroom with information technology innovations.

This change in the learning paradigm by combining classroom learning with information technology-based learning is felt to be necessary to provide a forum for learners to face the Revolution 4.0 era. The type of learner in this era is the type of digital learner who is always connected and looking for information from many learning sources. Learning resources with good visual criteria, images, sounds and videos are preferred over learning resources in the form of text. Digital learners love interacting with learning content, learning to explore and discuss information and draw conclusions in their own language.

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Blended learning is a combination of face-to-face learning and online learning. (Pd et al., 2022) This learning method utilizes digital technology to support the teaching and learning process. With blended learning, students can access learning materials anytime and anywhere according to their needs and time availability. Blended learning also allows interaction between students and teachers in person or through online platforms.

Blended learning can also increase student engagement in the learning process, as they have the flexibility to learn independently and collaborate with classmates through online discussions. With the existence of various types of learning resources that can be accessed online, students can also more easily access relevant information and learning materials. This can help improve students' understanding and skills in understanding the concepts taught in learning. In addition, blended learning can also help teachers in managing learning time efficiently, as they can use online platforms to assign assignments and collect student work in a structured manner.

The importance of Blended Learning in education is something that cannot be ignored. This learning method can provide flexibility for students and teachers to learn and teach in a more effective way. Technology is getting more sophisticated, learning methods are changing to be even more effective. Blended learning is the right solution to meet the ever-evolving needs of education. In addition, blended learning can also prepare students to face challenges in an increasingly complex digital era. Through blended learning, students can access subject matter anytime and anywhere according to their

needs. Teachers can also provide feedback directly through the online platform, so that the learning process becomes more interactive and responsive. Students can more easily understand the subject matter and develop the skills needed in the future. In addition, blended learning can also expand access to education for students who have geographical or physical limitations, so that everyone has the same opportunity to get a quality education. The combination of online and face-to-face learning, students can optimize their learning process and achieve better results. For example, in math class, students can watch a learning video about basic concepts before meeting with the teacher. When face-to-face sessions are conducted, students can immediately practice the application of these concepts and discuss questions that arise during the independent learning process. However, there are cases where some students may not have the same access to the technology or internet necessary for online learning, so they are unable to follow the learning videos. Additionally, it is possible that students will have difficulty understanding the material independently without direct guidance from the teacher, especially when it comes to complex or abstract concepts. This can cause a gap in material understanding between students who are able to learn independently online and students who have difficulty accessing material online. Therefore, it is important for schools to provide additional support for students who face such obstacles, such as providing access to technological devices or providing extra guidance to ensure that each student can master the subject matter well. Thus, all students can feel accommodated and get the same opportunities in the learning process.

LITERATURE REVIEW

Blended learning model has become one of the popular learning methods in the digital era. Blended learning combines face-to-face learning and online learning to create a more flexible and effective learning experience. In the context of Indonesian language learning in higher education, the implementation of blended learning offers opportunities to improve students' language skills holistically, including reading, writing, speaking and listening skills. However, the effectiveness of this model still needs to be reviewed more deeply through literature review.

Blended learning is defined as a learning approach that combines the best elements of traditional (face-to-face) learning and digital technology. According to Garrison and Vaughan (2008), blended learning facilitates deeper interaction between lecturers and students, and allows students to learn according to their own pace and learning style. In Indonesian language learning, blended learning can include various activities, such as online discussion, application-based exercises, and face-to-face sessions for in-depth discussion or evaluation.

Effectiveness of Blended Learning

1. Increasing Student Engagement Several studies show that blended learning can increase student engagement in learning. Research by Means et al. (2013) found that students who learn through blended

learning model have higher participation and motivation levels compared to students who learn through traditional methods.

2. Flexibility in Learning Blended learning provides flexibility for students to access materials anytime and anywhere. This allows them to be more independent in managing their learning time. In the context of Indonesian language learning, this flexibility can help students who have different levels of understanding.
3. Digital Skills Development The implementation of blended learning also helps students develop digital skills that are needed in the modern era. Students not only learn Indonesian, but also get familiar with technology that supports learning, such as Learning Management System (LMS), interactive applications, and social media.

Pros and Cons of Blended Learning in Indonesian Language Learning Pros:

1. Material Enrichment: Students can access various learning resources, such as videos, articles, and online modules, which complement the material delivered face-to-face.
2. Increased Interaction: Online discussions can encourage students who may be reluctant to speak in class to participate more actively.
3. Diverse Evaluation: Blended learning allows the use of various evaluation methods, such as online quizzes, group projects, and presentations.

Disadvantages:

1. Infrastructure Limitations: Not all students have adequate access to devices and a stable internet connection.
2. Time Management Skills: Students must have good time management skills to make the most of blended learning.
3. Lack of Physical Interaction: Some students may feel deprived of the in-person interaction that can help build personal relationships with lecturers and classmates.

Recent Research Results

Research by Widiastuti (2021) shows that blended learning in Indonesian language learning in higher education can improve student learning outcomes, especially in the aspects of writing and speaking. The study noted that students involved in the blended learning model showed improved essay writing and oral presentation skills compared to the control group.

Another study by Nugraha et al. (2022) concluded that blended learning had a positive impact on students' understanding of grammar rules and vocabulary. However, this study also highlighted the importance of initial training for lecturers and students to optimize the use of technology in learning.

Blended learning is an effective learning model in Indonesian language learning for students. By combining the advantages of face-to-face and online learning, blended learning can improve student engagement, flexibility and learning outcomes. However, its success is highly dependent on infrastructure readiness, training for lecturers and students, and time management skills.

Therefore, further research is needed to explore how to overcome the existing challenges and optimize the implementation of blended learning in the context of Indonesian language learning in higher education.

METODOLOGI

This research will use a qualitative approach with a case study method to gain an in-depth understanding of students' experiences in blended learning. Data will be collected through observation, interviews, and document analysis to provide a comprehensive overview of the implementation of blended learning in the PGSD program of the Open University. The researcher will also use data triangulation techniques to ensure the validity and reliability of the research findings.

The case study method was chosen because it allows researchers to explore complex and in-depth phenomena. Observation will be carried out to see firsthand the interaction between students and learning materials, while interviews will provide a space for PGSD students at the Open University to share their experiences and views on blended learning. The analysis of the document will provide additional information regarding the policies and procedures in the PGSD program of the Open University. By using data triangulation techniques, researchers can reinforce research findings and minimize biases that may arise during the data collection and analysis process.

The participants and sampling methods used in this study will be selected purposively, with the inclusion criteria for PGSD program students who are participating in blended learning in the current semester. Data collection will be carried out through observation, interviews, and analysis of documents during a predetermined period of time. The results of this study are expected to contribute to the development of blended learning methods in the PGSD program of the Open University and also as a reference for future researchers in studying similar topics.

RESULTS AND DISCUSSION

Findings on the effectiveness of blended learning in higher education will be presented in this section. This study will also discuss the factors that affect the successful implementation of blended learning in the academic environment. All research results will be presented in detail and analyzed to provide a deeper understanding of the concept of blended learning in the context of education.

This study divides the learning carried out by PGSD students at the Open University into two parts, the first is learning is carried out by a face-to-face method with students discussing Indonesian Language learning materials, then learning continues by sending materials through the whatsapp group. When in the online group, students will discuss the material of the previous meeting and the material that will be studied at the next meeting.

The study ran for eight meetings, with a one-meeting scheme for each week, and continued with discussions through online chat groups. The research showed the results that the level of student understanding increased more

rapidly, this is evidenced by the students' grades for excellent Indonesian Language learning, as evidenced in the table below:

Tabel 1. recap of face-to-face tutorial assignment grades

REKAP NILAI TUGAS TUTORIAL TATAP MUKA

UPBJJ-UT	:	Jambi	Semester	:	3
Program Studi	:	119 / PGSD BI S1	Nama Tutor	:	ANGGA WARDIA PRASAKTI, M.PD
Kode Matakuliah	:	PDGK4204	ID tutor	:	17001197
Nama mata kuliah	:	Pendidikan Bahasa Indonesia Di SD	Pokjar	:	Tanjab Timur
Masa Ujian	:	2023 GENAP	Kelas	:	PDGK4204.170006

NO	NAMA MAHASISWA	NIM	KEHA-DIRAN	Nilai Tugas Tutorial			NTT	NP	NT
				1	2	3			
1	ALBAR DITYA ATMAJA	856634072	5	85,00	86,00	80,00	83,67	73,60	80,65
2	AWALUDIN	856620519	5	95,00	80,00	80,00	85,00	68,50	80,05
3	AZDIATUL NURSYAHERAH	856619861	7	85,00	96,00	90,00	90,33	86,90	89,30
4	BELLA ANTALIA PUTRI ASYIKIN	856620612	6	90,00	90,00	95,00	91,67	79,80	88,11
5	DITA NURHANA	856634864	7	93,00	80,00	90,00	87,67	84,80	86,81
6	DYAN KUSUMA SETYABUDI	856620139	6	82,00	80,00	85,00	82,33	78,30	81,12
7	HARYUNI	856620558	7	80,00	95,00	80,00	85,00	89,60	86,38
8	HENI	856619521	6	80,00	93,00	83,00	85,33	83,70	84,84
9	INDIATI	856619879	7	83,00	98,00	83,00	88,00	86,00	87,40
10	KHOIROTUL MUAWANAH	856619578	7	90,00	88,00	93,00	90,33	86,00	89,03
11	M. HAIRUL	856634739	5	80,00	80,00	80,00	80,00	75,70	78,71
12	MAYSKA KURNIAWAN	856619514	6	90,00	91,00	85,00	88,67	80,70	86,28
13	MELANI SYAFI	856620375	6	80,00	94,00	80,00	84,67	78,90	82,94
14	MELI TRI ASTUTI	856619933	8	98,00	95,00	95,00	96,00	91,00	94,50
15	MUSDALIFAH	856634832	5	80,00	92,00	93,00	88,33	69,40	82,65
16	NOVRIZA ELYANA	856619815	6	96,00	85,00	83,00	88,00	82,20	86,26
17	NURHASANAH	856634975	8	90,00	95,00	80,00	88,33	95,80	90,57
18	NURLIANA	856637931	6	95,00	88,00	88,00	90,33	81,00	87,53
19	RIKA RAHIM	856619467	8	96,00	90,00	95,00	93,67	92,80	93,41
20	RITA ANJAR SARI	856637924	6	96,00	91,00	85,00	90,67	79,20	87,23
21	RITA YULI YANTI	856620074	8	95,00	93,00	80,00	89,33	97,60	91,81
22	SEFTI KURNIASIH	856619553	6	85,00	90,00	86,00	87,00	81,00	85,20
23	SELVI OKTAVIANI	856619893	8	95,00	85,00	90,00	90,00	95,50	91,65
24	SITI HADIJAH	856619854	8	80,00	95,00	82,00	85,67	97,00	89,07

Based on the distribution of grades above, it can be seen that students' ability to understand Indonesian Language Education learning in elementary school is very good, so it can be concluded that learning with the blended learning method in PGSD University students open to Indonesian Language courses gets very good results. For example, by listening to feedback from students and lecturers regarding blended learning experiences, educational institutions can improve more effective technology integration and provide more interesting content according to the needs of learners. Educational institutions can ensure that students remain engaged and motivated in the learning process. In addition, with the right implementation, blended learning can also help create an inclusive and welcoming learning environment for all types of learners, including those with special needs. By continuously improving and developing this learning system, we can ensure that education in the future will become more effective and relevant for all parties involved.

CONCLUSION

An overall assessment of the effectiveness of blended learning in higher education institutions. With this research, it is hoped that it will provide a deeper understanding of the benefits and challenges of implementing blended learning, as well as provide recommendations for the development of a better education system in the future. The implications of the research findings can also be the basis for further research directions in this field. For example, a university implements blended learning by combining online and face-to-face lectures. Lecturers deliver lecture materials online and students then meet in small groups for in-depth discussions and collaborative projects. This can increase student engagement and enrich their learning experience at higher education institutions

Recommendations for the development of a curriculum that is more relevant to industry needs can also be drawn from the findings of this study. By updating the curriculum to better suit the demands of the job market, educational institutions can ensure that their graduates are prepared to face the ever-evolving world of work. This research can also be the basis for improving the method of evaluation and measurement of learning outcomes, so that it can more accurately reflect student achievements in the learning process. Thus, the development of a better education system in the future can be directed by the implications of the findings of this study.

The implication of the findings of this study is that blended learning can be an effective solution in improving the quality of education at various levels of educational institutions. With feedback from students and lecturers, educational institutions can continue to improve and develop blended learning models to better suit the needs and preferences of learners. Understanding the benefits and challenges of implementing blended learning can also help policymakers in designing the right strategies to implement more innovative and adaptive learning systems. Thus, this research not only makes an academic contribution, but also practical in improving the quality of education in the future.

FUTURE STUDY

This research presents a new approach that yields significant findings and has the potential to open up opportunities for further innovation and application.

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