

THE EFFECT OF BLENDED LEARNING MODEL IN IMPLEMENTATION OF INDEPENDENT CURRICULUM

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Abstract: This study aims to determine whether or not there is an influence of the blended learning model in implementation of independent curriculum especially student's learning outcomes. This research method uses a quantitative approach with a quasi-experiment type of research. Research design using a pretest-posttest group design with a population of all students in class VIII of Junior High School in Bangkalan, Indonesia. The second sample in this study was established randomly. The data were analyzed with the paired sample t-test by SPSS to test the mean difference of the pretest and posttest data. The result shows that the N-gain test data, the average pretest value is 65.20 and the posttest average value is 82.25. The normalized N-gain value is 0,75 in high category. Hypothesis testing on the data obtained t_{count} of 58.13 while the value of t_{table} at a significance level of 5% is 2.034. Thus $t_{count} > t_{table}$, so it can be concluded this study that there is an influence of the use of blended learning model in implementation of independent curriculum especially student's learning outcomes.

Key Words: Blended learning model; Independent curriculum

Introduction

The existence of curriculum changes that occur in Indonesia requires a teacher to be able to use the right learning model in accordance with the independent curriculum. An independent curriculum is a curriculum that provides freedom for parties involved in learning, both teachers and students (Ningrum, 2021). Freedom in this case is the freedom to design the learning design to be carried out. The hope is that this curriculum change can make teachers more flexible in designing learning according to student needs so that students will also feel happy and motivated when carrying out the learning process in class. One of the problems that occurs in the field in implementing an independent curriculum is that teachers are still confused about what learning model is most appropriate and appropriate. As a result, the implementation of the independent curriculum in schools has not been carried out optimally as expected.

One way to help the problems experienced by teachers in schools, researchers try to conduct research on the use of blended learning models. According (Sri Linuwih Menaldi, 2020) blended learning model is a learning model that combines offline learning and online learning that utilizes technology-based learning media. The use of blended learning has several advantages, among others, students can learn according to their respective learning styles, no tied place and do not have to come to the space lecture. Many studies have been done shows that college students are more comfortable using blended learning methods and feeling the benefits, especially from the aspect of time and place.

According to (A. Heinze, 2017) The term blended learning means the mixing or combination of learning or a combination of elements of face-to-face and online learning in harmony and ideally solid. Based on these diverse definitions of blended learning, (Graham, 2016) has analyzed the definition and synthesized it into three categories of blended learning points of view as follows: (1) learning modalities, (2) learning methods, and (3) face-to-face learning and computer-aided learning. Research results that express the benefits of blended learning strategies include success in (a) achieving learning objectives, (b) changing learning patterns that were previously lecturer-centered to student-centered, (c) balancing student independence in learning and motivating students to discipline themselves in learning (Murphy, 2013)

Other research conducted by (Supri Wahyudi Utomo, 2019) show that blended learning was effective in developing the student's critical thinking skill. (Thorne, 2018) describing blended learning as represents an opportunity to integrate the innovative and technology advances offered by online learning with the interaction and participation offered in the best of traditional learning. Besides that (Bersin, 2014) define blended learning models as the combination of different training media technologies, activities, and types of events to create an optimum training program for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with other electronic formats.

Almost the same as the above, the results of research conducted by (Sari, 2021) showed that blended learning as an alternative to innovative learning models in the Post-Pandemic Period in Elementary Schools. (Y. Hendarrita, 2018) states there are four concepts in blended learning, namely 1) blended learning combining various technologies to achieve educational goals, 2) blended learning combination of behaviorism learning approaches, constructivism and cognitivism the combination of these various approaches is expected to produce a achievement of learning with technology or without technology, 3) blended learning combines various learning technologies such as web, video, film and so on, 4) blended learning combining technology and tasks to create a good influence in learning.

In other cases, blended learning becomes a learning model that is effectively used to understand a lesson concept (Andi, 2020). The research uses the help of edmodo learning media as a companion when carrying out learning using blended learning models. Basically, when a teacher wants to apply a blended learning model, they are fully given the freedom to combine learning models that are carried out offline and online, including the use of learning media used. The existence of the industrial era 4.0 in Indonesia has an impact on many technology-based learning media that have begun to be developed so that teachers can easily use and utilize these media to the fullest. Learning media is a tool used by a teacher to facilitate the learning process.

Advantages of blended learning models according to (Dangwal, 2017) (1) As part of learning is done through ICT, online or offline mode so teachers and students get more time in the classroom for creative and cooperative exercise; (2) Students gain advantage of online learning and CAI without losing social interaction element and human touch of traditional teaching'; (3) It provides more scope for communication. Communication cycle is completed in blended learning which is not possible if we follow only traditional approach; (4) Students

become more techno savvy and they gain enhanced digital fluency; (5) Students have more strengthened professionalism as they develop qualities like self-motivation, self-responsibility, discipline; (6) It updates course content and so gives new life to established courses.

Method

This study was conducted at SMP Raudlatul Mutalimin Al-Aziziyah 1 Bancaran Bangkalan for the academic year 2021/2022 for one week. The sampling technique in this research is using cluster random sampling. The cluster random sampling is a technique of taking random sample members from the population without regard to strata and the population is considered homogeneous. This research using two class to see the difference between student learning outcomes. The first class is called the control class and the second class is called the experiment class. The control class uses an offline learning model and the experiment class uses a blended learning model namely offline and online.

This study using one group pretest-posttest design, we give pretest to students before treatment and give posttest after treatment. We using SPSS to analyzed data and data analysis techniques used are normality test, hypothesis testing and N-gain test. The N-gain test is carried out to determine the extent to which student learning outcomes. After the calculation, the results obtained are then interpreted based on the criteria in Table 1 below

Table 1. N-Gain Criteria

Index	Criteria
$g > 0.70$	High
$0.30 < g < 0,70$	Medium
$g < 0.30$	Low

Results and Discussion

This study was conducted at SMP Raudhatul Mutalimin using two class as the research sample, namely class VIII-A as control class and class VIII-B as experimental class. Researchers taught using an offline learning model in the control classroom. As for the experimental class, researchers teach teaching using a blended learning model. Before the researcher teaches, the researcher gives pretests to all research samples both in the control class and in the experimental class. After the researcher finished giving the treatment, then at the end of the research activity gave post-test questions to the two research samples. The results of the pretest and posttest are then processed into the SPSS application. In this study, researchers conducted normality tests, homogeneity tests and hypothesis tests. The following are the results of SPSS data processing from each test that has been carried out.

Table 2. Mean score of students' learning outcomes

No	Groups	Lowest Score	Highest Score	Average
1.	Control	45	85	65.20
2.	Experiment	48	100	82.25

Based on table 2 above it appears that for the lowest score between the control class and the experimental class there is no too significant difference, however for the highest score the difference between the two classes begins to appear. The average obtained from the results of data analysis using SPSS showed 65.20 for the average in the control class and 82.25 for the average of the experimental class. While the normalized value of n-gain is 0.75 and is included in the high category and it is known that the results of the pretest and posttest are $t_{count} > t_{table}$ at the significant level = 0.05. This shows that the data from the pretest and posttest are normally distributed. To test the hypothesis using the paired t-test formula. The results of the calculation of hypothesis testing using paired t-test were obtained t_{count} of 58.13 while the value t_{table} of 5%; df = 34(34-1) obtained by 2.034. Thus $t_{count} > t_{table}$ means that there is an effect on student learning outcomes after blended learning model implemented.

The results of this study are in line with the research conducted by (Ni'matul Khoiroh, 2017) which suggests that there is an influence of the use of blended learning models on student learning outcomes. Based on test results hypotheses and research results, then can the following conclusions were drawn; (1) Average student learning outcomes that using a learning model blended learning is higher than with student learning outcomes using offline learning model. The difference between this research and the research we conducted is that this study uses the Pretest-Posttest Non-Equivalent Control Group Design design while the design we use is the Pretest-Posttest Group Design. In addition, the hypothesis test carried out in this study used the anova test while in the research we conducted using a paired sample test.

According to (Sarma, 2015) blended learning is likely to remain an important concept in language teaching since its overall focus is concerned with the search for 'best practice' attempt to identify the optimum mix of course delivery inorder to provide the most effective language learning experience. While other studies have shown that the blended learning model is a form of learning that is able to develop student learning independence, this learning combines online and face-to-face learning. This form of learning allows students to learn effectively and efficiently, more easily access teaching materials, and ultimately increase student learning independence because learning is carried out independently (Yuyu Yuliati, 2020).

Conclusion

Based on the results of data analysis, it can be concluded that the blended learning model has a significant influence, especially on student learning outcomes when an independent curriculum is applied. Student learning outcomes taught using a blended learning model are much better than student learning outcomes taught offline. This is because in addition to learning in the classroom with limited time, students can also learn to use online media without knowing time constraints and themes so that it is suitable for the current independent curriculum.

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