

DESIGNING LEARNING CONCEPTS AFTER THE PANDEMIC: BLENDED LEARNING MS. TEAMS COMBINATION WITH MOODLE

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Abstract: Learning in the classroom turned into a prevailing design after the pandemic. The impact of this pandemic bears it exceedingly problematic for students and teachers to adopt. However, almost 2 years of online learning can cause people to be too comfortable studying at home even though it's realized that this is very ineffective for them. In this study, the students of STKIP PGRI Lumajang after implementing the distance learning program in collaboration with STKIP BIMA. Purpose of this study was to understand the problems of online learning for STKIP PGRI Lumajang students during implementing PJJ funded by the ministry to support MBKM and to understand online learning strategies after the pandemic. Method in this research is a qualitative approach where student informants of STKIP PGRI Lumajang method of data collection are carried out by hidden interviews inserted during lectures and closed interviews for STKIP PGRI Lumajang students after implementing PJJ with partner campuses, and always making observations to innovate in PJJ. The result in the even semester of the 2021/2022 academic years is known that distance learning is indeed very effective in urban areas or those with stable internet networks. However, this is in contrast to education providers whose areas have network difficulties. Constraints on the availability of electricity, and devices learning. The most problems are network problems and internet quota, the problem of partner students having difficulty understanding learning applications. So we blend the conclusion and suggested design for PJJ education provides learning, to hope to be able to provide easy access for learners.

Key Words: Blended Learning; Ms. Team; Moodle

Introduction

The corona virus or better known as Covid-19 has hit Indonesia since March 2020 (Sumarsih: 2021). From the spread of this virus evenly in the lives of all countries on earth, besides human health also in the economy, and certainly in the world of education. To deal with the problem of a pandemic that occurred like that, it carried out new policy pushes in various sectors. The learning activities carried out have changed completely in all directions, from urban to rural areas. Learning carried out with face-to-face meetings eventually turned to online-based learning. From elementary schools to higher education levels, all agencies are competing to improve the quality of online-based learning.

Education is a place to provide information to students which from the results of observations and reality show that developments in terms of information technology will continue to grow. So that the demands of education itself are a must for technology literacy and must have the ability to take advantage of technological developments that occur in this 4.0 industrial era. Therefore, it will not be difficult for us to predict the skills and reliability that will occur in the future, namely the ability to utilize technology. The educational process

in teaching and learning activities is carried out entirely using online learning facilities with the aim that the spread of Covid-19 can be overcome.

Educational institutions have a role to educate, guide, teach and help students to add knowledge, insight and can shape the character of students to be more mature in this case improve the quality of attitudes. In addition, it can assist students in carrying out their role as learners to carry out their duties as a student following in developing of their age and can form good, skilled, dignified, and competent character. That is the goal of improving the quality of every educational institution. In addition, educational institutions or schools are also places to carry out their potential to be more independent which is marked by mastery of science, mental attitude, soft skills and hard skills. In Law number 20 of 2003 concerning the national education system paragraph 1 that education is a conscious and planned effort to manage the learning atmosphere, the process of teaching and learning activities so that students can actively improve and develop their potential to have religious spiritual strength, self-control, intelligence, good morals, and have the necessary abilities in the student's personality.

Distance learning with online media and using various learning applications. Online-based learning or online learning that utilizes technological advances until now is still considered ineffective in its application, this is due to problems both in terms of infrastructure, ability to master IT, economic factors, a parental difficulties in monitoring children's learning difficulties, lack of understanding material, and so on. Education providers in rural areas tend to experience a decline in ability in terms of learning, to improve the quality of education during the pandemic is quite difficult to do.

Online learning is learning that is carried out online using various learning applications or social media that is utilized for easy application. This online learning is done without face to face. All forms of learning activities from start to finish are distributed and carried out online, communicating online and even carrying out ability tests are also carried out online. The online learning system is assisted by several applications such as Google Meet, classroom, Zoom, office 365 and platforms or learning management systems (LMS) such as Moodle and others (Pratama & Mulyati, 2020).

Online learning during a pandemic is a breakthrough in learning innovation that combines elements of IT into learning. Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions. Online learning is learning that is able to bring together students and lecturers or students and teachers to carry out learning interactions with the help of the internet (Bahari, 2010). At the implementation level, online learning requires the support of mobile devices such as smartphones or android phones, laptops, computers, tablets, and iPhones that can be used to access information anytime and anywhere. Online learning is learning that is done without face-to-face, but through an available platform. All forms of subject matter are distributed online, communication is also carried out online, and tests are

also carried out online. Online also states the condition of a piece of equipment or a functional unit (Putria et al., 2020)

Online learning can train students' independent learning, but that does not mean that online learning is without drawbacks, where online learning has weaknesses in terms of supervision, low signal, quota fees, devices used, it is a challenge for learners and teachers to carry out online teaching and learning activities. (Setiawan et al., 2019). While offline learning or also called learning outside the network (offline). We consider this learning, which basically has been done for years conventional learning. Offline learning system (outside the network) means learning by using media outside the internet, for example television, radio, it could also be with a well-organized face-to-face system (Jenri Ambarita, 2020)

Distance learning programmed by the government in terms of partnerships between educational institutions in terms of online learning platforms has been developed, but some regions are still trying to catch up in learning IT capabilities. The Covid-19 crisis could be the start of a large-scale partnership to fill systemic gaps between urban and rural areas. According to (Azzahra, 2020) Cooperation here to accelerate understanding of IT in learning so that it is easy to implement, the government also needs to evaluate the feasibility of partnerships with technology service providers in infrastructure procurement to support online or distance learning.

According to (Prawiyogi et al., 2020) Distance Learning (PJJ) is learning by using a media that allows interaction between teachers and learners. In PJJ between teachers and students do not meet face to face directly, in other words through PJJ it is possible between teachers and students in different places, even separated by a very long distance. Distance learning (also called distance education) is training provided to participants or students who do not gather together in one place regularly to receive lessons directly from the instructor.

From the phenomenon of online to offline changes being something interesting to study in this research, then this research process was carried out after the pandemic, the switch back to online learning to offline learning for STKIP PGRI Lumajang students who previously did learning in partnership with STKIP Bima. This study aims to provide a description and student perception of the process of changing online to offline learning that has been carried out previously, as well as what learning can be done and what is expected.

Method

This research is a qualitative descriptive study, where descriptive research is used here to describe and describe the research data that has been collected, without intending to make conclusions for the public (Sugiyono 2017). Qualitative is also used because the procedures in this study produce narrative descriptive data in the form of words or sentences written from the results of interviews and the behavior of the informants that have been observed. The research location is at STKIP PGRI Lumajang.

Data collection techniques in this study are a must which will later be used as the basis for compiling research instruments. So the data collection techniques used were observation, interviews and documentation. Observations were made to find out the picture that occurred during online to offline learning. These observations were carried out systematically, objectively and rationally on the actual situation. Documentation is carried out for data collection which is used to trace historical data. Documents as facts stored in photos, diaries or journals of evaluation results, and so on.

The data/information analysis technique in this study was analyzed using the Miles and Huberman model analysis technique (Sugiyono, 2010). Data collection, data reduction, data presentation, conclusion drawing. The investigation procedure for this investigation consists of three stages: The preparation stage, which includes 1) the steps to be carried out, including (a) problem formulation, (b) making investigation tools, (c) validating investigative tools, (d). Improving the results of equipment verification, research, and (e) making interview guidelines. 2) The implementation phase includes (a) determining a survey plan, (b) conducting a survey by conducting tests, and (c) distributing questionnaires. 3) The final stage of the steps taken are (a) testing and analyzing responses from the survey results, (b) conducting interviews, and (c) processing data in the form of discussions (c) drawing conclusions.

Results and Discussion

In terms of the implementation process, the results are less effective. Learning is carried out according to the needs and schedule or educational calendar. The interaction between lecturers and students at the beginning of learning is very informative, but over time it becomes less and less informative. Some students don't follow until the lesson is over, not only that, students just log in and show accounts but don't pay attention to completion, this is known from the time the learning ends where all students have clicked Leave from the Ms Team meeting, but there are some students who in fact the device is left or not. abandoned. It also does not encourage student interaction. Lack of interaction and direct supervision of lecturers causes ineffective learning. It is also noted that the use of this method cannot be changed and is different from face-to-face teaching. The assessment includes three educational aspects, namely cognitive, emotional, and psychomotor, but the cognitive aspect is more dominant. We also found that the reactions from lecturers, students, and parents were positive towards the PJJ program. However, some parents pay less attention to online learning. Finally, the limitations of equipment and infrastructure, especially in the provision of hardware (hardware), software (application software), and network equipment.

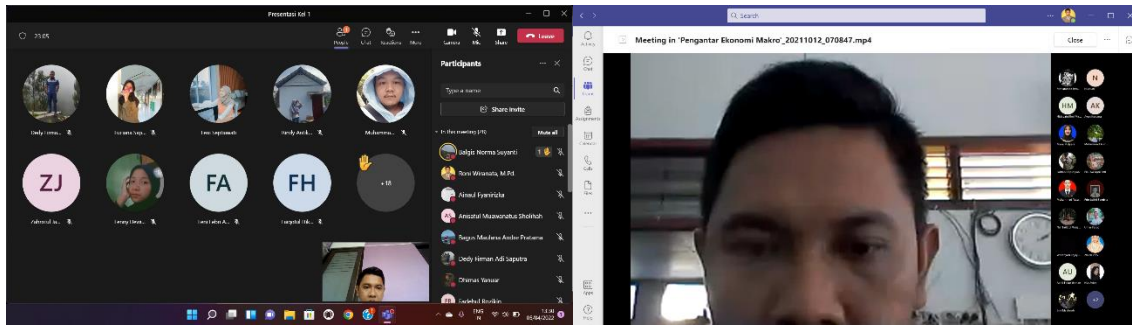


Figure 1. online learning with Ms Teams (virtual learning)

From the results of observations during PJJ activities carried out in learning, whatever the application and in any way, over time it will lead to a point of boredom for students and ultimately ineffective. So that the goals and targets in learning are not achieved properly. This conclusion emerged from a stronger assessment of cognitive aspects, but emotional (attitude) and psychomotor (behavior and skills) aspects did not work as well as in face-to-face classes. Why this happened, the cognitive aspect can be concluded very well, this is related to supervision that is not optimal, online exams for institutions that only rely on applications such as Google Form, WhatsApp, Telegram or simple applications there is no guarantee that the results will be objective according to the abilities of students. Likewise, aspects of attitude and skills cannot be said to have a better guarantee to be developed. Not only that, the negative impacts that are very real on the implementation of PJJ are so diverse, such as the manners or morals of students, lay people, and ethics in society which have finally become the talk of the community towards students during the pandemic era. Extracurricular and religious activities should not be carried out, either in habituation or private lessons. Though these activities as a medium or a forum for character building that is quite effective. But not all of them reap less effective results. This is in line with research conducted by (Rionga & Alwi, 2021) that distance learning with online media that utilizes technological advances is considered less effective, due to various problems caused by limitations such as infrastructure, parents who have difficulty monitoring distance learning activities. away from the child and do not understand the child's subject matter, and so on. In accordance with the statement (Ramadhan et al., 2022) there are changes in the attitudes, behavior, and character of children and there are also changes in the educational institutions themselves such as the use of learning media that utilizes technological advances where technological advances are enough to facilitate online learning during a pandemic but on the other hand it provides a gap for it to spread of dishonesty.

Online Learning Strategy after Pandemi

Various knowledge needed by students to achieve their competence comes from learning resources, both physical and virtual (electronic/digital). Because of its diverse nature, students need different ways to access it (Bhagya & Sivakumar, 2016) . Since the emergence of the Covid-19 disease outbreak in Indonesia in March 2020, in all parts of Indonesia, all implementers of teaching and learning activities, both teachers, lecturers, students and

college students, have to implement learning programs at home or using distance learning from PAUD to college or university. This is done, so that learning continues, and the opportunity to study for the community can still be enjoyed during this pandemic.

The learning that is happening at this time has changed back from being offline to online and now returning gradually from online to offline, this is because the pandemic condition is starting to recover. However, anticipating the spread of the epidemic, then continue to comply with health protocols or have at least the 2nd vaccine. The face of education is currently experiencing a revolution in the education system due to the pandemic, this causes teaching and learning activities to still be carried out. The change in learning that occurs from online to offline is something that is very difficult to accept, as is when offline to online. Where this change causes all parties to be too comfortable with the conditions of learning and teaching at home.

Based on the results of interviews with several students, it can be seen that according to students learning offline is more effective than online for several reasons that have been stated, namely when offline it is easier to understand the lecture material delivered directly, and if you don't understand or even don't understand can ask questions directly in the classroom or in the Lecturer's room, compared to online, students are more dominantly passive and only a few are active, not to mention the addition of students who are still not very technologically savvy, besides online learning is wasteful of quotas which certainly requires a lot of money to support learning. One of the factors that encourage students to be enthusiastic about doing offline learning is also being able to meet with peers who can increase a sense of family. According to the students' presentation, there were no perceived obstacles in this offline learning process, students only felt that they lacked learning hours at school and felt short meeting friends.

From these findings, it is necessary to innovate in order to continue to carry out learning without leaving the opportunity to enjoy technological developments in learning. Communication between teachers and students must continue to be carried out in order to strengthen in terms of supervision, learning is completely within the reach of parents during the Covid 19 pandemic (Atiqoh, 2020). According to (Mahpudin, 2021) the place used as a learning environment in general is a well-designed classroom so that teaching and learning activities run optimally. The government recommends that schools map the implementation of online, offline or both use learning that can be carried out by students. But in its implementation, it cannot be separated from obstacles, for schools that are accustomed to implementing digital or online-based learning, it is certainly not a problem, especially for teachers who are proficient in conducting portfolio assessments with various varied tasks so that they do not become a burden (Nurdin & Anhusadar, 2020)

Blended Learning combinations between Ms. Teams and Moodle

To support the success of learning methods that can have an impact on student learning success, a method that can be applied after the pandemic is needed. This is done so that the impression in learning prioritizes understanding the material but does not increase changes

in students' attitudes, morals, and morals. The concept offered by learning after the pandemic for afar universities can be implemented face-to-face but does not leave the opportunity to take advantage of technological developments in learning. The model used is blended learning where learning is carried out by combining face-to-face meetings directly, which in learning still utilize IT facilities into the KBM that will be carried out. Blended learning-based learning is useful for improving communication relationships in three learning models, namely the traditional classroom-based learning environment, the blended one and the fully online one.

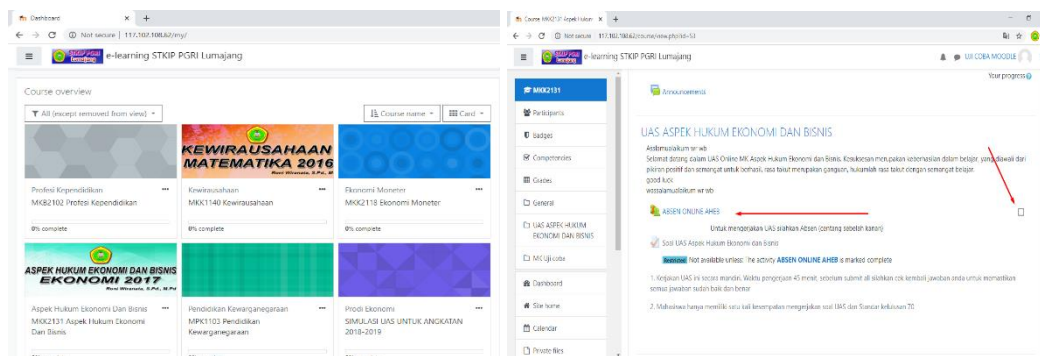


Figure 2. Combination Moodle dan Ms. Teams

Blended learning here is a learning method that combines strategies in synchronous learning with asynchronous learning. With the primary goal is to produce learning effectiveness, so that the learning process becomes more optimal. Where in its application combines offline learning and learning applications. Learning can be carried out fully offline but in activities such as KUIS, UTS and UAS, you can use the network on campus/schools by applying the Moodle application to guarantee improving the quality of students' cognitive abilities. Tests with applications such as Moodle guarantee the level of security of answers and are more aim. . Students are also more enthusiastic to take the exam than the written exam, so the exam with the application is said to be more orderly because one of them has a countdown timer in the exam's implementation. While MS. Teams is used for collecting assignments, creativity in making learning videos and then storing them in Ms. Teams. Moodle blends with MS. Teams here includes the MS Teams link for each learning activity in the Moodle menu, making it easier for students to access and not requiring a lot of internet quota.

Conclusion

The results of this study can be identified that online learning impacts further cognitive changes but is inversely proportional to changes in students' moral and moral attitudes. Cognitive changes that occur in learning outcomes that are not aim with actual abilities, changes in attitudes related to lack of respect, courtesy. Cognitive online learning is said to be good, but students recognize it that difficulties in understanding the material have been felt since the beginning of online learning. Students holding cellphones evidenced lack of

interest in reading this more dominantly for playing than reading and even reading material. And also because almost all courses the teachers always send files to be read and understood.

In addition, the infrastructure in online learning is a big problem for students in rural areas, such as problems with the internet network, electricity, the devices used and even the problem of understanding in using online learning applications in the first days of its application. Compared to online learning, students prefer lecture activities to be carried out offline where students need more attention from the teacher if they have difficulty, this is because they are less able to absorb material well when explained online, especially if the teacher only provides files to read. However, students still want to take advantage of IT-based learning so that it can meet the needs of industry 4.0, so learning must have innovation even though the implementation is conventional, but the action is collaborating IT development into conventional or offline learning.

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