

Implementation of Blended Learning Model in Improving Learning Outcomes of Listening

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Abstrak

Penerapan model blended learning dalam pembelajaran keterampilan mendengarkan dijelaskan untuk mengetahui hasil belajar dan respon siswa menjadi tujuan penelitian ini. Model desain yang digunakan dalam penelitian ini adalah desain eksperimen kuasi runtun waktu (time series quasi-experimental design). Sampel penelitiannya adalah mahasiswa S1 Pendidikan Bahasa dan Sastra Indonesia tahun ajaran 2019 sebanyak 21 orang dengan metode purposive sampling. Hasil penelitian menunjukkan bahwa terdapat peningkatan rata-rata hasil belajar siswa pada setiap jenjang. Hasilnya adalah 69,20 (C-) pada tahap pertama dan selanjutnya yaitu 91,30 (A-). Nilai rata-rata n-gain pada tahap selanjutnya sekitar 0,90 (kriteria tinggi) merupakan bukti adanya peningkatan hasil belajar. Dari hasil respon siswa secara keseluruhan siswa merasa antusias karena penerapan model blended learning membuat mereka lebih menikmati proses pembelajaran. Terdapat 85% siswa yang antusias karena penerapan model blended learning membuat mereka lebih menikmati proses pembelajaran, membuat siswa lebih termotivasi, minat meningkat, dan ada juga peningkatan dalam belajar.

Kata Kunci: Model Pembelajaran, Keterampilan Menyimak, Pembelajaran Terpadu, Pandemi

Abstract

The application of the blended learning model in learning listening skills described to know the learning outcomes and student responses is the aim of this study. The equivalent type of time series quasi-experimental design is the design model used in this study. The samples of the study are 21 students from the S1 Indonesian Language and Literature Education in the academic year of 2019 by a purposive sampling method. The outcomes showed that there is an increase in the average student learning outcomes at each level. The result is 69.20 (C-) in the first and subsequent stages, which is 91.30 (A-). The average value of n-gain in the next stage of about 0.90 (high criteria) is evidence of improved learning outcomes. From the results of student responses as a whole, students feel enthusiastic due to the blended learning model application which made them enjoy the process of the learning more. There are 85% of students enthusiastic due to the blended learning model application which made them enjoy the process of the learning more, which makes students more motivated, their interest increases, and there is also an increase in students' learning awareness by the application of the blended learning model in listening skills.

Keyword: Model Of Learning, Listening Skills, Blended Learning, Pandemic

INTRODUCTION

Pendidikan Kewarganegaraan memiliki peran strategis guna mempersiapkan generasi muda agar mampu menghadapi berbagai tantangan isu kenegaraan sesuai dengan tuntutan zaman seperti halnya krisis urgensi identitas nasional. Pendidikan kewarganegaraan dapat mengubah sudut pandang serta menambah wawasan nasional akan budaya luhur bangsa yang menjadi pilar kehidupan, sehingga berdampak pada penguatan identitas nasional. Di Perguruan Tinggi Pendidikan Kewarganegaraan merupakan mata kuliah wajib nasional. Pembelajarannya mengacu pada buku cetak yang dikeluarkan Kemenristek pada tahun 2016. Pelaksanaan metode pembelajaran saat ini masih cenderung menggunakan metode konvensional seperti ceramah dan diskusi. Implikasinya minat belajar peserta didik kurang.

The Covid-19 outbreak has urged all levels of education to implement distance education, which has rarely been done simultaneously before. Serious constraints regarding time, distance, and location occurred

because they coincided with the outbreak of the pandemic. For this reason, the right solution to take is distance learning, which is a big challenge for all elements of education to be able to create effective online learning.

The listening skills course is a course that not only departs from theory alone, but it also emphasizes the learning outcomes obtained in practice. Listening courses have a proportion of 70% for theory and 30% for practice. Reflecting on this fact, the listening course is one of the subjects that cannot be carried out conventionally. In the listening course, the use of learning media is a must, especially digital media (audio, visual, and audiovisual) with the implementation of technology and information. This requires learning listening skills to be well planned and implemented by applicable learning process standards. People's lives have changed due to several factors. One of the biggest factors is the era of disruption. The high level of competition in various sectors is caused by the innovation of technology. Competence in reading, writing and math skills are no longer relevant if the mastery stops there. Knowledge of data, technology and humans is also required (Pebryawan & Luwiyanto : 2019)

In general conditions, the implementation of technology and information in education depends on the learning methods used by educators in the classroom. However, throughout the current Covid-19 pandemic, the enactment of technology and information is very important to do in the learning process due to conditions that expect everyone to quarantine so that activities outside the home are not possible. Therefore, blended learning needs to be applied as a substitute for the learning method that was commonly done before the Covid-19 pandemic.

Blended learning is mixed learning that can be used for digital simulation subjects that have to be practiced not only online. Seaman, and Garrett (2007), define blended learning as: "Online programs or blended programs can be said to have something in common with the definition of a course; in which there is a percentage of online delivery of the material as much as 80 percent, while in blended programs the percentage of material delivered online ranges from 30 to 79 percent." In easy words, blended learning combined online and offline learning one at a time. At this time of Covid-19, it is better to use blended learning because this method is considered the most suitable for digital simulation subjects.

Listening as one of the language skills is needed in language learning because listening cannot be directly owned by students, but requires a lot of practice so that the results of listening can be better. Therefore, listening skills should not be ignored, so that students have the habit and ability to listen. By listening, students are skilled in understanding, appreciating, and interpreting messages received at a higher level, then students are able to reproduce what they have heard both spoken and written. Appropriate exercises and evaluations must be listed in the RPKPS and SAP of listening skills (Mana et al, 2020; Budiyo et al, 2016: 2018, 2021). This demands that listening skills learning must be planned and implemented properly by applicable learning process standards.

The outcomes of the observations showed that the learning model applied to this course during the COVID-19 pandemic was an online learning model. Characteristics of the listening skills course which contains a lot of material on types, functions, and practices, as well as the applications. The material needs students for being able to study independently both in class (theory) or direct learning (practice). With the independent of the process of learning, some students who have more willingness to seek and explore the material can be done, but some other students only choose to study the materials given. This of course must be realized and become an evaluation for teaching lecturers as facilitators during the process of learning.

The interview revealed that the online learning process with an amount of 2 credits was considered less, while the learning materials were relatively large, this is the result. The learning process that seems to be centered on lecturers causes students to have fewer opportunities to be more active in online classes, making it difficult to develop their abilities which results in the learning outcomes achieved by students are not optimal.

Improving learning outcomes must be pursued properly, one of which is carrying out the learning process according to standards. The characteristic learning process is an interaction between teachers and students and students with other students, integrated, scientific things, according to the context, combined, carried out effectively, is collaboration in the classroom, and students are the center. The learning development in the Listening Skills course using the direct learning model does not meet these characteristics. The results of the interview showed that the learning process was less interactive, less collaborative, and still lecturer-centered or known as lecture-centered.

The idea of technology that is developing so rapidly supports changes in the learning system from which initially the teacher is the center to become student-centered. The realization of the use of the internet as an online learning medium is also another thing that is happening besides developing technology. Dabbagh (2005), expressed his opinion that there are actions taken in an interaction in online learning. Referring to what is defined by Dabbagh, the conclusion is that a place where students openly conduct learning by paying attention to all aspects of learning via the internet or the web as the basis of technology so that the learning

process can be facilitated so that it gains meaning from learning is called online learning. In line with the discourse of the industrial revolution 4.0 (Industrial revolution 4.0), it impacts the use of conventional methods that are no longer relevant, especially in choosing learning media. (Aji : 2020)

Several advantages can be obtained from the existence of online learning programs including elasticity, interactivity, rapidity, and conception provided by each technology used. Thus, face-to-face learning is also very important to apply. However, seeing the increasingly widespread development of technology, lecturers are also required to be able to use it to attract students to participate in the learning process and study this subject.

Historically, educators have previously planned to be able to use computer media as a pattern for face-to-face learning that is conducted. Clark said that when viewed from its function to be used as a learning resource, there are five functions of the internet, (a) it is a form of technology, (b) can be used as a learning guide, (c) a tool used for socializing, (d) used as a tool to make learning more enjoyable. motivated, and (e) used as a solution to a problem (Plomp and Ely, 1996). In the education sector, blended learning is not something that is commonly used, especially in higher education. Blended learning means an integrated face-to-face and online learning system (Zoom, Google Meet, Google Class, Microsoft team, etc.) that can be used by anyone, anywhere, and anytime. The meaning of the term blended learning is face-to-face and online learning as well as the elements in it which are combined or grouped together in an ideal harmonious and coherent manner.

Driscoll & Carliner (2005) defines blended learning as an integration or mix and match in learning activities with different formats to achieve learning objectives. In blended learning, many combinations can be used in learning activities. The conclusion obtained is that blended learning means the combination of some methods in learning to be able to achieve the goal of the learning activity itself.

In research, the introduction becomes the center of research, which it must at least includes: (a) an investigation conducted on the topic, (b) the significance of the research, (c) research questions, (d) consideration of a number of theories, and (e) the submission of a number of hypotheses. The researcher must also be able to explain operationally the construction and terminology that will appear in the research in the beginning of the research. The conclusions obtained regarding the characteristics of blended learning, i.e. the composition of learning between face-to-face learning systems and online learning, ranged from 30%-79%.

Heinze (2008) stated that it is gained as the result from blended learning programs tend to increase than or equal to conventional or online learning programs, although with varying degrees of success. There is a significant academic improvement in students that occurs when programs are carefully combined and matched, namely between face-to-face learning and online-offline learning by utilizing technology devices. The results obtained are not instantaneous, but pedagogical considerations and an instructional design are needed that contain the best methods for utilizing the technology used.

Table 1. Illustration Table of The Prototypical Course Classifications.

<i>Proportion of Content Delivered Online</i>	<i>Type of Course</i>	<i>Typical Description</i>
0%	<i>Traditional</i>	<i>Course with no online technology used — content is delivered in writing or orally.</i>
1 to 29%	<i>Web Facilitated</i>	<i>Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.</i>
30 to 79%	<i>Blended/Hybrid</i>	<i>Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.</i>
80 to 100%	<i>Online</i>	<i>A course where most or all of the content is delivered online. Typically have no face-to-face meetings.</i>

Source: Elaine Allen, Jeff Seaman, and Richard Garrett (2007)

METHOD

The Research Design

This research was conducted using applied research methods. This method aims to test the final results of the product/model on the respondents (students) so that it can be used as revision material for the final product of the study (Sugiyono, 2015). In this research, the blended learning model is applied to answer practical problems in the learning of the Listening Skills course.

This research used a quasi-experimental with the equivalent time-series design. This study only used one group, the experimental group, so there was no need for a control group. Stages of research are developed in two stages of the learning process. This development was carried out to examine the outcome

of applying the blended learning model on learning outcomes at each stage of the learning process.

Study Area, Informants and Informants Choices

This study uses non-probability sampling where not all of the selected population used to have the same opportunity to be sampled. This research also took 18 people by purposive sampling technique. The research's instrument used a questionnaire, test, and observation.

Data Analysis

Data analysis includes data analysis of material validation questionnaires and student assessments with a google form, analysis of test data, and analysis of observational data which includes data analysis of observations of the learning process, learning outcomes, and improving learning outcomes.

RESULTS

The outcomes of the pretest showed that the initial ability of students was still low with an average value of 50.20 (E), where the highest score was 69.00 (C) and the lowest score was 40.00 (E), and the percentage of complete learning only reached 45%. The learning outcomes of students from stage 1 to stage 2 seemed to have increased, either individually for each student or as a group in one class. The increase in group learning outcomes in one class could be seen from the increase in the average posttest score at each stage. In stage 1 the average value was 69.20 (C-), while in stage 2 there was a very significant increase of 91.30 (A-).



Chart 1. Learning Outcome

In stage 1 the average n-gain value was 0.55 (medium criteria), while in stage 2 it had a significant increase of 0.85 (high criteria). In the research conducted, there were as many as 85% of students enthusiastic about the application of the blended learning model which made them enjoy the process of the learning better, where the application of the blended learning model is able to increase students' motivation in learning, their interest also increases and their awareness of learning is more focused.

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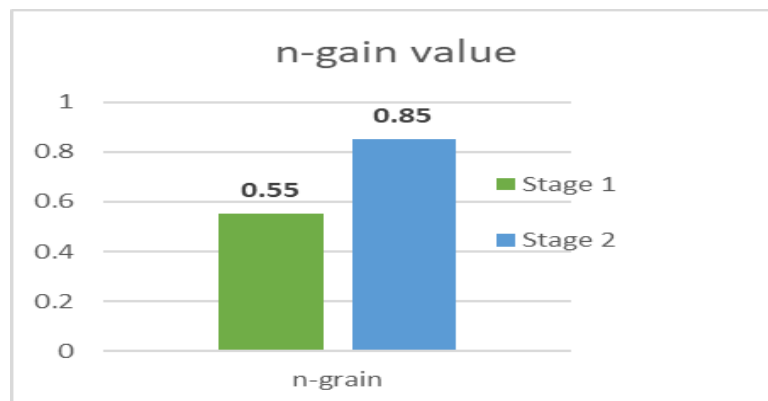


Chart 2. N-Gain Value

RESULT AND DISCUSSION

The applying process of the blended learning model to the Listening Skills course was done by merging the direct process of learning in the classroom and the online distance learning process. Blended learning has the meaning as a process of combining various learning methods related to virtual and physical resources (Istiningsih and Hasbullah, 2015). Learning has several components that must be prepared, objectives, teaching materials/materials, methods and media, evaluation, students, and educators. The implementation of the blended learning model implementation process was applied after all preparations had been fulfilled. The applying process of the blended learning model in the Listening Skills course was for one semester, so there were two stages of the learning process, the pre-mid semester and the post-mid semester. The development had done to find out the application consequence of the blended learning model on learning outcomes at each stage of the learning process (Sutisna, 2016). The learning process from stage 1 to stage 2 was carried out by using a blended learning model where the learning syntax.

The applying process of the blended learning model in the listening skills course was carried out after all the preparations were fulfilled, which is the application process using a learning syntax with a blended learning model in which there are five learning steps, namely material-supported performance, independence in learning, carried out directly, collaborating with each other, and having value as a result. All of these steps were carried out in stages and sequentially, both during the distance learning process using blended learning media such as zoom, gmeet, gclassroom, and Microsoft team, and when adopting a problem-based learning model in the process of the direct learning. The process of learning with the blended learning model in the listening skills course used a guided inquiry strategy with a student-centered approach.

The learning syntax of the blended learning model contained five steps of the learning process. All these steps were carried out in stages and sequentially both during the distance learning process and direct learning process. The process of learning in the blended learning model for the listening skills uses an inquiry strategy which in the series of learning focuses on learning by way of critical and analytical thinking to be able to find solutions to a problem (Aji,2018).

According to Bently (2015), Inquiry learning is a sequel of actions in learning where maximum student involvement is needed to be able to investigate a problem and the solution that must be taken in a systematic, critical, logical, and analytical way. Teaching materials were studied by students at home or outside the classroom. Thus, the process of learning activities with a distance system needs to be carried out before the face-to-face learning process in the classroom. while the media in blended learning can be used to support learning that is carried out remotely by utilizing online media and technology.

The data above showed that the continuous application of the blended learning model could encourage students for being able to develop learning outcomes and achieve mastery in learning. The application of the blended learning model could develop the results of students' learning and learning mastery (Rachman A et al, 2019; Budiyo et al,). The implementation of the blended learning model could develop students' attention and learning outcomes in digital simulation subjects. Student learning outcomes were proven to increase.

Learning outcomes data showed that students continued to experience an increase in learning outcomes at each meeting, either individually or in groups in one class. The increase in group learning outcomes in one class could be seen from the increase in the average n-gain value at each stage. Student assessment data on the blended learning model application showed that all students responded with interesting responses where the percentage of interest reached 80%. The percentage value was obtained from the average results for the 10 assessment indicators.

There were 81% of students showed pleasure in the the blended learning model application. There were 85% of students considered the materials provided were very relevant to the learning objectives. 80% of students felt easy to understand the material being taught. 82% of students considered the learning model applied to be effective. 55% of students did not experience obstacles. 85% of students' learning motivation greatly increased after the blended learning model application. 85% of students' interest greatly increased after the applied blended learning model. 70% of students considered the learning materials provided to be complete and supportive. 75% of students enjoyed the learning process of the blended learning model. 82% of students considered the application of the blended learning model to greatly make mindful of the essence of listening skills courses.

The presence of this data indicates positive changes in students after applying the blended learning model in listening lessons. The learning model that can increase the attractiveness of face-to-face learning and is included in the relevant model in the 21st century is blended learning. Combining classroom learning and online learning can accommodate a wide range of technological developments without leaving classroom learning. The opportunity for students to continue to participate in the learning process and be active in it is in this matter. It also helps teachers create learning environments that fit students' learning styles and prepare students for future challenges. One of the goals of implementing a blended learning model is helping

students develop better in the process of the learning based on their styles and what they like (Rachman A, et al, 2019)

It can be seen from the explanation above that the continuous application of the blended learning model using online media (zoom, google meet, google classroom, Microsoft team, etc.) could improve student learning outcomes to high criteria. The blended learning model implementation could develop student learning results in cognitive, affective, and psychomotor aspects. The highest increasement in the N-gain value is 0.90 and student learning completeness was able to reach 100% in cycle 2. There was a difference in the increase in the learning result among students who learn using blended learning in a scientific approach and students who learn using the lecture method. The increase was indicated by the average n-gain value of the experimental class of 0.90.

CONCLUSION

This research concludes that the learning outcomes of students in listening skills have increased in the high category. The students respond well to the blended learning model application in the listening skills course. Students feel enthusiastic about the blended learning model application which made them enjoy the process of learning more. The inspiration, curiosity, and understanding of learning students are also increasing. The result is 69.20 (C-) in the first and subsequent stages, which is 91.30 (A-). The average value of n-gain in the next stage of about 0.90 (high criteria) is evidence of improved learning outcomes.

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