



### THE EFFECTIVENESS OF BLENDED LEARNING METHODS AFTER THE COVID-19 PANDEMIC IN THE ENGLISH EDUCATION STUDY PROGRAMME, FACULTY OF EDUCATION, UIKA BOGOR

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#### ABSTRAK

Penelitian ini bertujuan untuk mengetahui seberapa efektifkah pelaksanaan pembelajaran dengan menggunakan metode blended learning pada masa pandemi covid-19 di tingkat perguruan tinggi khususnya UIKA Bogor, Fakultas Keguruan dan Ilmu Pendidikan. Penelitian ini dilakukan menggunakan metode kualitatif yang bersifat deskriptif, Adapun jenis penelitian ini adalah penelitian survei. Penulis menggunakan survei melalui surat (mail-questionnaire) untuk menguji tanggapan responden melalui pengiriman kuesioner via media sosial. Selain itu penulis juga melibatkan populasi yang digunakan untuk penelitian ini yaitu mahasiswa UIKA Bogor, Fakultas Keguruan dan Ilmu Pendidikan, Program Studi S1 Pendidikan Bahasa Inggris yang berjumlah 30 orang. Hasil dari penelitian ini menjelaskan bahwa masih banyak Mahasiswa UIKA Bogor, Fakultas Keguruan dan Ilmu Pendidikan yang meragukan keefektifan pembelajaran dengan metode blended learning. Kesimpulan pada artikel ini adalah metode pembelajaran blended learning masih harus dilakukan evaluasi agar penerapannya dapat berjalan dengan baik dan sesuai harapan

**Kata kunci:** Covid 19, Blended Learning, Pandemi, Online.

#### ABSTRACT

*This study aims to find out how effective is the implementation of learning using the blended learning method during the COVID-19 pandemic at the university level, especially UIKA Bogor, Faculty of Teacher Training and Education. This research was conducted using a descriptive qualitative method. The type of this research is survey research. The author uses a mail-questionnaire survey to test respondents' responses by sending questionnaires via social media. In addition, the author also involved the population used for this research, namely students of UIKA Bogor, Faculty of Teacher Training and Education, English Education S1 Study Program, totaling 30 people. The results of this study explain that there are still many students of UIKA Bogor, Faculty of Teacher Training and Education who doubt the effectiveness of learning with the blended learning method. The conclusion in this article is that the blended learning method still needs to be evaluated so that its implementation can run well and as expected*

**Keywords:** Covid 19, Blended Learning, Pandemic, Online

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## I. Introduction

The COVID-19 pandemic that emerged at the end of 2019 is one of the factors that changed the face of education in Indonesia. Since the covid 19 pandemic, learning is no longer face-to-face in the classroom, but using distance learning or online. Online learning is used at various school levels, namely PAUD, TK, SD, SMP, SMA, SLB, and universities. All school levels in Indonesia try to use various types of online learning that are considered the most suitable for their respective schools and are adjusted to the conditions of students and existing school facilities.

In the current pandemic, the blended learning method is one of the alternative ways to implement the teaching and learning process. The blended learning method is a method that uses two approaches at once. In a sense, this method uses an online system along with face-to-face through video conference. This blended learning model or method has been used for a long time, but not many of us know and are aware of this method. Blended learning is a combination of two very different learning models, namely the traditional face-to-face model, and the modern technology-based learning model (Setyowati, 2020). Blended learning is sometimes referred to as a hybrid course, which means blended learning (Allen et al., n.d.). In addition, blended learning according to (Carter, 2013) is an example of how online learning has evolved since it was first invented. Therefore, broadly speaking, blended learning can be defined as a learning method that combines conventional face-to-face learning and electronic/internet-based learning (Setyowati, 2020).

The term blended learning re-emerged after information technology began to develop so that resources could be accessed by students offline and online. Blended learning is currently done by combining face-to-face learning, printing technology, audio technology, audio-visual technology, computer technology, and mobile learning technology (Setyowati, 2020). Technically, face-to-face learning can be done through offline or online. Face-to-face learning through offline is face-to-face learning that is carried out in the classroom as in general. Meanwhile, online face-to-face learning is carried out by utilizing current technological developments, for example through Zoom, Google Meet, or other similar applications.

In higher education, online teaching and learning activities or processes are not new. Some universities in Indonesia are used to utilizing the development of communication and information technology in the implementation of learning. However, organizing the teaching and learning process fully online is a new thing. Students still need to adapt to the implementation of this new policy. So the purpose of this article is to find out how effective the blended learning method is amid the COVID-19 pandemic.

## **II. Research Method**

In conducting the research, the researcher used a qualitative research approach. Qualitative research is a type of research whose findings are not obtained through statistical procedures or other forms of calculation. Qualitative methods seek to understand and interpret the meaning of an event of human behavior interaction in a particular situation according to the researcher's perspective (Gunawan, 2013).

This qualitative research approach is descriptive because, in this study, researchers will describe the solution to the problem being investigated, by describing or describing the state of the research object at present, based on the facts that are *tampak* or as they are. Descriptive research only describes the situation or research events, does not seek or explain relationships, and does not test hypotheses or make predictions. In addition, this research focuses on observation and the natural atmosphere. Researchers only act as observers, make categories of behavior, observe symptoms, and record in their observation books (Savira & Suharsono, 2013). The type of this research is survey research. Survey research methods are used to obtain or collect information data about large populations using relatively smaller samples. This method is also done by making direct observations of a process that is running or taking place (Andhini, 2017). In survey research, researchers conduct research on characteristics or causal relationships between variables without researcher intervention. The author used a mail questionnaire survey to test respondents' responses through sending questionnaires via social media.

The reason why the author chose to use the first survey method was for data completeness. The survey method is quantitative, but usually, the surveys conducted tend to be simpler with simple statistical analysis tools as well (descriptive statistics) because they are only complementary data or information. With the information or additional data from the survey results, the information becomes richer and more complete. So that the complete description of the final results of the research is truly comprehensive and provides convincing conclusions, (Savira & Suharsono, 2013).

The data collection technique that researchers have used is Questionnaire / Questionnaire. The questionnaire used by researchers as a research instrument and the method used is a closed-open questionnaire. A closed-open questionnaire is a combination of a closed questionnaire and an open questionnaire, a closed questionnaire is a questionnaire that provides alternative answers to the questions given while an open questionnaire is a questionnaire that provides alternative answers to the questions given so that respondents have the freedom to provide answers (Syahputri, 2015).

In addition, in this study, researchers also involved the population. Population is a unit of individuals or subjects in the area and time with certain qualities that will be observed/researched (Supardi, 1993). In addition, Sugiyono also argues that 'Population is a generalization area consisting of: objects/subjects that have certain

qualities and characteristics set by researchers to study and then draw conclusions' (Setiani, 2016). The population used for this study were UIKA Bogor students, Faculty of Teacher Training and Education, English Language Education Study Programme totaling 30, Academic Year 2021/2022.

### III. Findings and Discussion

The government has issued various policies aimed at anticipating the transmission of the COVID-19 virus, such as isolation, social and physical distancing to large-scale social restrictions (PSBB). This condition requires people to continue working, worshipping, and studying from home. Thus, this condition requires educational institutions to innovate in the learning process. One form of innovation is to conduct online learning (Fajar, 2020). The learning method applied in this policy is Blended Learning.

Blended Learning is a learning model that combines face-to-face learning with information technology-based learning conducted online. The main idea of the blended learning method is to expose students to new learning processes or methods by utilizing technology so as to improve the quality of student learning (Yasin et al., 2020). Blended Learning is a learning method combined with several different methods such as the use of textbooks, WEB sites, LMS, videos, and other communication media (Zainuddin & Keumala, 2018).

The application of blended learning strategies is expected to improve student's critical thinking skills as well as their learning achievement. A blended learning strategy can be used as one of the new learning innovations that follow the development of learning technology in the era of the Industrial Revolution 4.0. Learning no longer takes place face-to-face in the classroom but can be combined with online learning in the form of blended learning (Utomo & Wihartanti, 2019).

However, in the application of this Blended Learning method, adaptation is also needed. Adaptation is a personal adjustment to the environment, this adjustment can mean changing the personal self according to the state of the environment, and it can also mean changing the environment according to personal wishes (Mada, n.d.).

In this study, the variables studied are based on responses given by students of the Faculty of Teacher Training and Education UIKA Bogor. After the data is obtained, it is then processed and analyzed descriptively.

#### . Data 1. Frequency Distribution of Respondents Based on Preferred Platform

Platform Name	Data Distribution
Zoom	0
Gmeet	30
DII	0

Based on data 1, it is known that 20 respondents who are all of the total respondents like the gmeet platform as an interactive media used during online learning. In addition, according to the survey with answers in the form of statements, the things that make the reasons why the Zoom platform is preferred are as follows:

1. Gmeet is considered more effective
2. Rarely experience problems
3. Its utilization is easy to understand
4. The quality of videos produced by Meet is better than other platforms
5. It has a wide range of features
6. Familiar

According to the results obtained above, it can be concluded that students are starting to understand and get used to using technological developments in the era of the Industrial Revolution 4.0. In the era of the Industrial Revolution 4.0 requires universities to be ready to face the era of disruption. It is a must for universities to have the ability to innovate, including the learning applied by lecturers. Universities are also required to be able to produce quality graduates who have critical and systematic thinking, creative, communicative, and build cooperation.

#### **Data 2. Frequency Distribution of Respondents Based on Understanding the Material Delivered by Lecturers**

Effectiveness Level		
Yes	No	Middling
4	21	5

Based on data 2, it is known that students who feel doubtful in understanding the material delivered by the lecturer well are 21 respondents. And only a small proportion were able to understand the material. Based on the survey, this is due to several reasons, including lecturers who provide material that is not detailed and unclear and lecturers who are monotonous in providing material so that most students feel bored and lack interactive communication between lecturers and students. In addition, students do not understand the material due to inadequate equipment.

#### **Data 3. Frequency Distribution of Respondents Based on the Level of Effectiveness of Online Learning**

Effectiveness Level		
Effective	Hesitant	No
4	22	4

Based on data 3, it is known that students felt that online learning activities had been carried out effectively as many as 4 respondents, those considered ineffective were 4 respondents, and those considered doubtful were 22 respondents. Therefore,

it can be concluded that this online learning activity still gets doubts among students. Students feel doubtful because during online learning students still experience difficulties. In addition, students also feel that learning in class by meeting face-to-face directly produces better academic achievement than learning online. In addition, the difficulty of students in understanding the material is also undeniable, not all students can learn independently.

**Data 4. Frequency Distribution of Respondents Based on Complaints During Online Learning**

<b>Complaints</b>		
<b>Internet connection constraints</b>	<b>Lack of fokus</b>	<b>Feel Bored</b>
<b>19</b>	<b>6</b>	<b>5</b>

Based on the data 4, contains respondents' complaints during online learning. Based on the table, it is known that most respondents feel frustrated when their internet connection has problems, ranging from intermittent sound, reconnecting, screen freezing, and lagging. Of course, this results in the learners' inability to understand the material and take quizzes. The next highest frequency was 6 respondents who felt that they had not been able to focus since the online learning began, further admitting that this was due to the unfavorable living situation and the temptation of games and social networking apps on their learning devices. Finally, with the lowest frequency, 5 respondents complained that they felt bored with this learning method. This happened because there was no face-to-face interaction with friends and students were only dealing with electronic devices daily.

**Data 5. Frequency Distribution of Respondents Based on Punctuality in Attending Class During Online Learning**

<b>Late&gt; 15 Minutes</b>	
<b>Ever</b>	<b>Never</b>
<b>5</b>	<b>25</b>

Based on Data 5, 25 respondents said they were always on time for various motivating reasons such as a thirst for knowledge, having GPA targets that need to be achieved, being aware of their responsibilities as students, efforts to respect lecturers, and having high discipline. Meanwhile, 5 other respondents admitted that they had been late and even did not attend classes, the reason for oversleeping was the reason that dominated the answers. This is one of the negative impacts of online learning. During online learning, students begin to try to put aside various basic rules that have been instilled in the world of lectures. This fading student discipline needs to be considered and evaluated immediately so that it does not happen again.

#### **IV. Conclusion**

Based on the findings and discussions that have been carried out, the author concludes that the blended learning method is indeed one of the methods that is considered flexible to be carried out in the middle of the COVID-19 pandemic. However, the application of this method is still considered ineffective by some students. The application of this blended learning method must be evaluated in order to run as expected.

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