

Development of English Language Learning Model Based on Blended Learning at University

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Abstract

Various facts stated that the implementation of learning English in higher education tends to be textual. For some students, it was very difficult to understand various kinds of concepts and theories. If students can memorize all of the learning, without a clear understanding students would usually forget quickly. The method used in this research was the research and development (R&D). Research and development is a research method used to produce certain products and assess the effectiveness of these products. Students have three meetings and are included in the active category with an average of 72%. From the results of the study it can be seen that the activities of students who get an average of at least 9%. This was because students are not accustomed to this learning model so they find it difficult when going into their respective accounts. While in the category of student activity is still passive, listening / paying attention to the explanation of students / friends gets an average of 51%. The application of blended learning has been proven to have a significant influence on students because it can provide student motivation to follow English learning. This can be seen from the indicators of student motivation.

Keywords: learning, model, blended, development

Introduction

English is a compulsory university subject that must be attended by students from all majors at the university. English courses are structured to improve students' listening, listening, speaking, reading and writing skills. In this case the role of English is needed in universities with the aim of students being able to master technology and international communication. Various facts show that the implementation of learning English in higher education tends to be textual. For some students, it is very difficult to understand various kinds of concepts and theories. If students can memorize all of the learning, without a clear understanding students will usually forget quickly.

In addition, the teaching system in the classroom is still using the old way by only using the lecture method and rote learning is considered to lack maximum results. The education system in some universities today tends to be outdated and unproductive. So it teaches students to memorize without thinking. Whereas English learning is not only limited to memorizing, but also includes logic, reasoning, analysis, problem solving, communication and so on.

In addition, the learning delivered only uses textbooks so students tend to be passive and less enthusiastic in following the learning process, because there is only one source of information with a pattern of delivery of learning that is too monotonous. This can result in a lack of student understanding of English. The urgency in this research is the design of a learning model and product in the form of e-learning software that contains relevant online learning content. Because in 2019, the English Education Study Program of the University of Prof. Dr. Hazairin, SH Bengkulu will open distant classes for students.

Thus an innovation can be done in various aspects, such as approaches and learning methods, learning and learning media used, time and place of learning. Therefore the use of the Blended Learning method or mixed learning is very necessary. Thus the implementation of learning can run as it should independently and depends on the place and time of learning

Theory of Literature

1. Blended Learning

(Rusman, et al., 2012: 242) explain that etymologically the term Blended Learning consists of two words namely Blended and Learning. The word blend means "mixture, together to improve quality so that it gets better" (Collins Dictionary), or the formula of a combination of harmony or integration (Oxford English Dictionary). Whereas learning in Indonesian means learning. So that we can interpret blended learning as mixed learning. As for what is mixed in Blended Learning is classroom learning with

learning using online media (e-learning). To facilitate discussion, the researcher then only used the term blended learning.

Understanding e-learning itself according to Soekartawi, Haryono and Librero (2012: 250) is a general term for all learning that is technologically supported using various teaching and learning devices such as the use of telephone connections, audio and video recording, teleconferencing, satellite transmission, and web-based training or computer-assisted teaching, also referred to as online learning”.

Blended learning has various other terms as mentioned by (Rusman, et al., 2012: 243), namely mixed learning, hybrid learning, blended blended e-learning, and melted learning (Finnish). Furthermore, "a better term for 'blended learning' is 'Blended Blended e-learning'" which means a better term for blended learning is blended blended e-learning, meaning that various aspects of e-learning learning are combined with traditional face-to-face learning advance in class. The aspects of e-learning learning in question include web-based learning, streaming video, audio, synchronous and asynchronous communication, and so on.

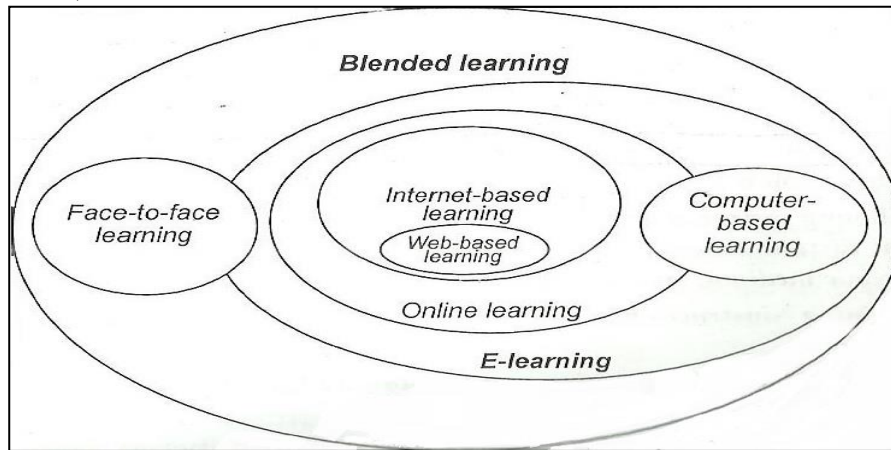


Figure 1. Blended Learning Conceptual Framework

Blended learning is actually a combination of two approaches to teaching and learning from different times, namely between traditional learning systems and distributed learning systems. This method emphasizes its core role in computer-based technology as explained by Bhonk and Graham (2012: 244). Furthermore Valiathan (2002) explains that blended learning can be seen as a solution that can combine a variety of different delivery methods such as collaboration software, web-based courses, EPSS (Electronic Performance Support Systems), and knowledge management practices. And according to Rooney (2003), the concept of blended learning is a hybrid concept that combines traditional classroom sessions and elements of e-learning (Yendri, 2012: 3).

So it can be concluded that blended learning is learning that combines learning activities face to face with various components of e-learning which include web-based learning, video streaming, audio, synchronous and asynchronous communication in the blended e-learning system of the NGO (Learning Management System) or Learning Management System .

The existence of blended learning is greatly influenced by progress in the field of Information and Communication Technology (ICT), especially after the discovery of computer devices and internet networks that allow anyone to be able to connect from anywhere and at any time just by utilizing a computer device. Even so, the concept of blended learning was well known before the invention of computers and the internet.

According to Mukhopadhyay (1995) in the world of education today there is a shift in learning patterns from conventional face-to-face to more open and mediaed education, then Bishop (1989) predicts that future education will be flexible, open, and accessible by anyone who needs regardless of type, age, or previous educational experience. Then Mason (1994) also argues that future education will be more determined by information networks that allow interaction and collaboration, rather than school buildings (Rusman, et al., 2012: 240).

In actual conditions, although not yet the majority, in Indonesia itself there is openness marked by trends that occur in the world of education. These changes such as the development of open education with distance learning mode (distance learning), the use of internet and computer devices in daily learning activities, sharing learning resources between educational / training institutions, the use of various media for learning (multimedia), shifting the role of teachers from which was previously the only source of learning to guide students how to learn to use various learning resource

b. Characteristics of Blended Learning

According to Sharpen et.al. (2012: 245) characteristics of blended learning are:

- 1) The provision of supplementary resources for learning programs related to traditional lines is largely, through institutional support for virtual learning environments.
- 2) Transformative levels of learning practice supported by deep learning design.
- 3) A comprehensive view of technology to support learning.

There are various learning theories that are used as the basis for implementing blended learning. Learning theory must be adapted to the situations and conditions of learning participants and the institutions that use it. The theories that underlie blended learning are constructivist learning theories (individual learning) from Piaget, cognitive from Bruner, Gagne, and Blooms and the social learning environment or Social Constructivist (collaborative learning) from Vygotsky.

In constructivist learning theory (individual learning), students are active figures and subjectively seek and process the information they receive. The information is then understood in line with the knowledge and experience that students have in advance. The results obtained are new knowledge and experience that will be understood by students in the sense that students build their own knowledge.

Research Results

a. Learning Product Development

Learning Product Development (URL) that will be developed consists of learning models, syllabus / RPS, and teaching materials.

1. The development learning model has been improved and adapted to the learning environment. Model development emphasizes more on the blended learning model.
2. The semester learning plan (RPS) / syllabus of the development results are based on the RPS standardization. Changes that occur in the improvement of learning outcomes (LO), learning activities, teaching materials in the form of development of the content.
3. The teaching material resulting from the development uses modules as the main source. Teaching material was the result of development tailored to the needs of students, then used when in the process of teaching and learning activities.

b. Early observation of learning English

Descriptively the initial observation of learning is carried out to find problems and study the needs of students through the competencies to be learned.

Table 4.1: Results of initial observation of learning

Respondent	Score	Total	means	% Response	category
STS	14	24,8	20,66	57,4%	TS
TS	98				
S	120				
SS	20				

Source: results of data processing

Information: SS (strongly agree), S (agree), TS (disagree), and STS (strongly disagree) STS category (<40%), TS (41% -60%), S (61% -80%), SS (81% -100%)

The results of initial observations in learning have not reached conformity in learning English.

Discussion

a. The Learning Model Development Process

The learning model developed in this study passed the process using a modified stage. These stages include the defining stage (define), the planning stage (design) and the stage of development (develop).

At the defining stage the researcher obtained data about the conditions in the preparation of the learning model. The data was obtained from observations in the class where researchers conducted limited trials with 25 students. These observations were made to develop a learning model adapted to the conditions or ways of learning of students in the classroom at this time.

At the design stage, researchers use a mixed learning system including conventional learning (face to face) and online. This learning is designed based on the website. At the development stage the

researchers conducted a limited trial for the learning model that was developed. At this stage students as objects of researchers are very enthusiastic in participating in learning activities. This is evident in the learning outcomes that have met classical learning completeness.

b. Validity of the Learning Model

The steps in the learning model are designed to link the English learning component with the majors so that students are expected to be more active and benefit in learning so that more enthusiasm and mastery of learning can be achieved.

Based on the validation results table obtained for the learning model that has been developed. Assessments given by 2 different validators are based on their opinions and perceptions of the learning models and tools that have been developed.

On the results of syllabus validation on the material aspects of the validator gave a percentage of 76% with the appropriate category used in learning. On the results of the validation of the content of the material used in online learning the validator gives a significant value of 84% with a category worthy of use in learning.

c. The effectiveness of the learning model

Further discussion of the results of field trials on student learning outcomes, student activities and student responses are described as follows:

1. Student activities

Based on the description and analysis of the research data, it can be seen that the students' activities during three meetings are included in the active category with an average of 72%. From the results of the study it can be seen that the activities of students who get an average of at least 9%. This is because students are not accustomed to this learning model so they find it difficult when going into their respective accounts. While in the category of student activity is still passive, listening / paying attention to the explanation of students / friends gets an average of 51%. This is because the blended learning model is still foreign to them.

2. Student Learning Outcomes

Based on the table of student learning outcomes in learning with the blended learning model is quite complete (78%). This is because the material presented is still general.

3. Student Responses

Based on the analysis of student responses that have been stated previously, for field trials show that student assessment of learning activities using the online system gives a positive response. This shows that in the response of students to the components of the implementation of the trial meet the effectiveness with 73% presentation in the interest category.

d. Effects of Learning Models

The application of blended learning has been proven to have a significant influence on students because it can provide student motivation to follow English learning. This can be seen from the indicators of student motivation. Students look enthusiastic, attentive, and earnest in learning, and actively discussing and looking for extras through the internet. Although blended learning is learning that combines face-to-face learning and online learning, its application is still adapted to the facilities and infrastructure available in the university environment. As for some of the advantages of blended learning are as follows: (1) students are free to study the subject matter, (2) students can have discussions with lecturers or students outside of face-to-face hours (3) students can work on tests / quizzes effectively.

Conclusions

a. Conclusion

1. The English learning model based on blended learning that aims to help students be more focused and easy to understand the lessons delivered by the lecturer. The development learning model has been improved and adapted to the learning environment. Model development emphasizes more on the blended learning model
2. Implementation of English learning based on blended learning with improved syllabus / RPS as well as the development of teaching materials / modules that fit the needs of students majoring in Management. Product development in the form of website / E-learning which has advantages and disadvantages. Their strengths include: containing learning models that can be accessed by students anytime and anywhere, making it easier for students to follow the process of learning

- English. While the shortcomings of this model are that students still have difficulty in accessing because the network is inadequate.
3. The picture of learning outcomes based on education in English is quite good, although with improvements.
 4. The application of blended learning has been proven to have a significant influence on students because it can provide student motivation for learning English. This can be seen from the indicators of student motivation.

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