

## Evaluation of the Blended Learning Program at SD Negeri 1 Baturan Klaten

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### Keywords

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### ABSTRACT

Pandemi covid-19 membuat pembelajaran terkendala sekaligus membuat guru dan peserta didik belajar melaksanakan pembelajaran *online*. Program *blended learning* merupakan perpaduan antara pembelajaran tatap muka dengan *online*. Tujuan penelitian ini adalah mengevaluasi program *blended learning* di SDN 1 Baturan dan mendeskripsikan faktor pendukung serta penghambat pelaksanaan program *blended learning*. Evaluasi model responsif dengan pendekatan kualitatif digunakan untuk mendeskripsikan pelaksanaan program *blended learning* di SDN 1 Baturan. Subyek penelitian ini adalah 1 orang guru dan 20 peserta didik, terdiri dari 8 perempuan dan 12 laki-laki, diperoleh dengan *purposive sampling*. Teknik pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Hasil evaluasi menunjukkan bahwa program *blended learning* di SDN 1 Baturan telah terlaksana dengan baik meskipun dengan beberapa kendala dan ada beberapa faktor pendukung dan penghambat program *blended learning*. Faktor pendukung seperti lingkungan sekolah, pemerintah, dan tenaga pendidik sedangkan faktor penghambatnya seperti sarana dan prasarana, literasi teknologi peserta didik, dan waktu tatap muka

The Covid-19 pandemic has hampered learning while also forcing teachers and students to carry out online learning. The blended learning program is a combination of face-to-face and online learning. The aim of this research is to evaluate the blended learning program at SD N 1 Baturan and to describe the supporting and inhibiting factors in implementing blended learning. A responsive model evaluation with a qualitative approach was used to describe the implementation of the blended learning program at SD N 1 Baturan. The subjects of this research were 1 teacher and 20 students, consisting of 8 women and 12 men, obtained by purposive sampling. Data collection techniques were carried out using observation, interviews, and documentation. The evaluation results show that the blended learning program at SD N 1 Baturan has been implemented

well even though there are several obstacles and there are several supporting and inhibiting factors for the blended learning program. Supporting factors include the school environment, government, and teaching staff, while inhibiting factors include facilities and infrastructure, students' technological literacy, and face-to-face time.



## INTRODUCTION

Education is a process to improve the quality of human resources (HR) to compete in the current era of globalization. This is contained in the objectives of national education in Law Number 20 of /*Undang-Undang Nomor 20 Tahun* (2003) article 3 concerning the National Education System, namely developing competence and building a dignified national civilization as an effort to make the life of the nation intelligent, aimed at developing the potential of students. Graduating students in Indonesia are expected to become human beings who believe and fear God, have morals, are knowledgeable, creative, capable, independent, democratic, and responsible citizens.

Improving the quality of human resources in the education sector has experienced obstacles caused by the Covid-19 pandemic. UNESCO stated that the Covid-19 pandemic caused around 290.5 million students in the world to experience

disruption in the learning process (Handayani & Wati, 2020). This prompted the Indonesian government to issue a large-scale social restriction policy to suppress the spread of the Covid-19 Virus, which is contained in Minister of Health Regulation Number 9 of 2020 (Handayani & Wati, 2020). Safitri (2021) explained that large-scale social restrictions were carried out by canceling activities at schools, universities, workplaces, religion, public facilities, and other restrictions that caused crowds to break the chain of spread of the Covid-19 virus. As a result, the learning process becomes disrupted and requires changes to the learning process online. Achieving educational goals really depends on the learning implementation process (Siagian, 2012).

Indriani et al., (2018) stated that online learning actually makes it more flexible because students can utilize learning resources, media and information

to learn using the internet on smartphones or other learning devices. However, to make learning flexible it must also be supported by the ability of teachers and students to utilize online learning facilities. So that this learning can run well, applications are needed that can facilitate the implementation process (Wahyuningsih, 2015). Hidayat et al. (2021) explains that there are many web-based learning media and applications that facilitate online learning such as Zoom, WhatsApp, Google Meet, Kahoot, Quizizz, and Live worksheet. Furthermore, there are applications for class management and sharing learning materials in the form of e-learning such as Moodle, Google Classroom, and Edmodo (Basa & Hudaidah, 2021). This also opens up space for students and teachers to learn and adapt to new things (Aruma & Susilaningih, 2020).

The use of technology in the form of virtual face-to-face media, e-learning, online assessments in learning can increase the desire to learn, motivation, stimulate learning activities, and influence students' psychology so that they are able to create learning that suits the characteristics of students (Swara et al., 2020). The use of e-learning technology allows learning material to be accessed anytime and anywhere, teachers can monitor e-learning

access, and use animations that motivate students and are not boring (Khaerunnisa, 2020; Setiawan et al., 2019).

However, in implementing online learning, especially at the primary and secondary school levels, there are many obstacles experienced such as limited equipment, students' understanding ability to adapt and use technology, difficulties in monitoring small group discussions, inviting students to be active, students having difficulty understanding the material, and low student learning outcomes (Rafendi et al., 2020; Subarkah & Salim, 2021; Utami & Cahyono, 2020).

To overcome the problems caused by online learning and continue to comply with government activity restrictions, it is necessary to innovate learning activities that combine face-to-face and online learning activities. The combination of both direct learning and online learning is called the blended learning model (Suyasa & Kurniawan, 2018; Vaughan, 2004). Ansori (2018) defines that blended learning is a combination of the advantages of traditional learning models and online learning models which aims to increase student participation in the learning process. Success in the learning process will be achieved when teachers and students interact well in the learning process. This

model creates a clear advantage in providing learning experiences without time limits (Suhartono, 2017).

Study by Zahara et al. (2022) shows that blended learning is effective in improving student learning outcomes at the elementary school level. The blended learning model has a positive impact on the development of students' character (Nugraha, 2020). In addition, research conducted by Mustanil et al. (2022) concluded that the blended learning model combined with learning motivation can have a positive impact and significantly improve learning outcomes. The blended learning model is effective in times such as the Covid-19 pandemic which limits continuous direct interaction (Aini et al., 2022). However, that doesn't mean that after the pandemic, the blended learning model cannot be implemented. Amid busy teachers taking part in various activities such as training, blended learning can be a solution.

One of the elementary schools that is implementing the blended learning model due to the Covid-19 pandemic is SD N 1 Baturan. The implementation of blended learning at SD N 1 Baturan is carried out based on the Circular Letter of the Ministry of Education and Culture Number 4 of 2020

to overcome obstacles during online learning. Because the implementation of blended learning is something new at SD N 1 Baturan, it is necessary to carry out good planning, scheduling and distributing students, conveying information to parents/guardians, and evaluating implementation such as teacher and student readiness. The evaluation process can be carried out internally by the teacher or externally by certain parties.

Based on the description above, researchers want to evaluate the blended learning program at SD N 1 Baturan to describe its implementation, supporting factors and inhibiting factors. It is hoped that the results of the evaluation can be used as input for the implementation of the blended learning program in the future so that it can improve student learning outcomes and achieve learning goals.

## **METHODS**

This research uses a qualitative approach with a responsive evaluation model developed by Robert Stake (Mertens & Wilson, 2019:135). This evaluation model looks at the learning implementation process without looking at the objectives of the learning implementation. The total sample in this study was 20 students

consisting of 8 women and 12 men who were obtained using a purposive sampling technique of students who had taken part in blended learning and were willing to be research subjects (Cohen et al., 2017). Apart from students, the subjects in this research also consisted of class teachers who implemented blended learning.

Data collection instruments were carried out as in evaluation research conducted by Saifulloh and Safi (2017) namely through observation, interviews and documentation studies. Observation and interview instruments are used as primary data collection, while documentation studies on learning tools are used as secondary data collection. The stages in data collection were carried out in 5 stages, namely orientation carried out by knowing the condition of the school, exploration by making observations, member checking for the validity of the research data, data triangulation was carried out by comparing the results of resource interviews or documentation studies (Aryanti et al., 2018). Meanwhile, the research was carried out with orientation, exploration by making observations, and data triangulation by administering questionnaires.

The qualitative description of the in-depth evaluation was carried out on the

planning and implementation aspects of blended learning. Likewise, analysis was carried out on supporting and inhibiting factors for implementing blended learning at SDN 1 Baturan in Klaten regency.

## **RESULT AND DISCUSSION**

The implementation of learning activities in schools previously used offline learning activities. The Covid 19 pandemic requires schools to carry out learning activities using a blended learning model which requires schools to be prepared given the limited facilities they have. Therefore, evaluation is needed on the implementation of learning. The evaluation focuses on the planning process, implementation, and supporting and inhibiting factors in implementing blended learning at SD Negeri 1 Baturan.

### **Blended Learning Planning**

Distance learning planning was carried out to facilitate students' learning activities during the pandemic with limited time and distance from home. Based on the results of interviews, the average distance from students' homes is 3 km and some students go to school by bicycle. The facilities and infrastructure used by students to participate in learning activities are students' smart phones that have a good internet network.

In the process of planning learning activities using this blended learning model, there are 5 steps the teacher conducted:

- Arrange the material according to online and face-to-face learning. In its implementation, teachers can determine teaching materials in the form of lesson plans and worksheets for online and offline learning activities. The lesson plans and worksheets for implementing blended learning have been well prepared.
- The design of offline and online learning activities is prepared in the RPP by considering time, materials and learning approaches. The learning approach designed uses a guided discovery learning approach model. Where in this approach model knowledge is built by the participants themselves through providing experience with guided discovery learning activities. In online classes, assignments are given via worksheets which will later be collected at the next meeting or can be collected using the WhatsApp application.
- Determine the assessment format, both online and offline. The

assessments carried out include assessing activity during the learning process, attitudes during the learning process, and knowledge that is visible as the result of completing assignments.

- Arrange student schedules so that students can prepare themselves both when participating in online and offline learning. The implementation plan is for 50% of students to take part in online learning and 50% of students to take part in offline learning.
- Conduct outreach on the implementation of blended learning to students and parents. The teacher informs students about the use of applications that will be used in carrying out learning activities and it is hoped that students will have installed them on their smartphones. Applications that will be used include Google Classroom, WhatsApp and YouTube on the device. These applications are used by teachers to provide information related to assignments, materials and tests to students.

The planning process carried out by the teacher is in line with the planning

carried out by Zahara et al., (2022) which includes preparing teaching materials, making student schedules, and socializing the implementation of blended learning. Good learning planning can influence the implementation of learning and the success of achieving learning goals (Widyanto & Wahyuni, 2020).

During the process of planning learning activities, based on the results of interviews, the teacher said that he experienced difficulties in preparing learning activities that motivated students, increased enthusiasm for learning, and were interesting for students. This is due to limitations in using existing applications. Teachers at SD N Baturan 1 are not yet fluent in using learning technology. To be able to carry out learning that integrates technology, teachers must be proficient in using the technology (Rahayu et al., 2022). Further, the existing facilities and infrastructure in schools do not fully facilitate the implementation of blended learning, such as unstable internet networks, which makes learning not run smoothly. This is because the rapid spread of the Covid-19 outbreak requires changing learning methods from offline to online or blended learning, which causes learning activities to be carried out with limited school facilities.

### **Blended Learning Implementation**

The evaluation of the blended learning method at SD N 1 Baturan was only carried out on three main materials, namely Mathematics, Indonesian and Science. Online learning is carried out using the Google Classroom, WhatsApp, and YouTube applications.

- Whatsapp is used by teachers to send assignments and materials. Whatsapp is used by teachers to check student attendance, student activities while at home and is used by teachers to communicate two-way with students. The use of WhatsApp is included in asynchronous learning because communication is carried out in two directions but at different times (Indriani et al., 2018).
- Google classroom is used by teachers to explain material to students directly. In this activity, learning activities are adjusted to the learning schedule and learning activities are arranged following the learning activity steps in the RPP. Students who experience difficulties can ask questions directly and if they still don't understand they can ask through face-to-face learning because learning time is limited.

- YouTube is used to provide explanations of material and real examples in the environment according to the material being studied. In this case, the teacher's role is to share YouTube links according to the material being taught and examples of its application in daily life via the WhatsApp group.

Meanwhile, face-to-face learning is carried out twice a week, namely on Wednesdays and Saturdays to reduce and suppress the spread of the Covid-19 outbreak. Face-to-face learning activities are carried out by students by submitting assignments to school and asking if they find material they do not understand. The teacher confirms material that is difficult for students to understand during online learning. The explanation is carried out using a lecture method assisted by a projector and props. The learning assessment is carried out online using the Google Classroom application which is limited in processing time.

To be able to determine the level of success in implementing blended learning,

an evaluation needs to be carried out. Learning evaluations are carried out to improve the quality of learning programs and are used to determine their sustainability (Radite et al., 2022). Evaluation of the implementation of the blended learning program at SDN 1 Baturan is as follows:

(1) Independent evaluation is carried out by completing questions and assignments from the teacher. This is a form of assessment of competency achievement that is carried out independently.

(2) Evaluation by the teacher is carried out by assessing the achievement of student learning outcomes carried out by the teacher in the form of a mid-semester assessment and final semester assessment.

(3) Program evaluation, namely an evaluation carried out with the guardians/parents of students at the end of each semester and teachers every 2 weeks either online or face to face to evaluate the learning system, preparation of lesson plans, obstacles, approach models and student activity. in learning. Schools also provide opportunities for teachers and parents to conduct evaluations in learning activities carried out offline or via WhatsApp messages.



Apart from that, as material for evaluating the implementation of learning using various applications, it is necessary to know students' interest in using each

application. The results of interviews with students regarding their interest in using the application can be seen in Figure 1.

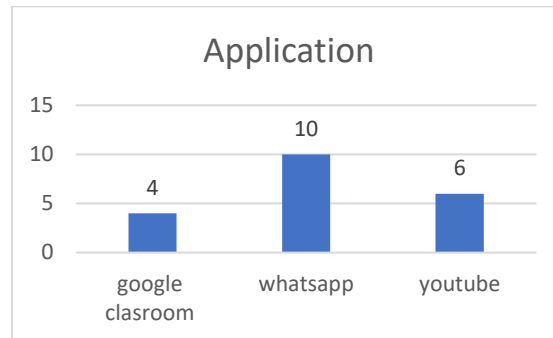


Figure 1. Students' interest in using learning applications

Based on Figure 1, it shows that students tend to be more interested in using the WhatsApp application compared to using Google Classroom and YouTube. Students are less interested in using Google Classroom because not all students are able to understand its use and students are less interested in using YouTube because of the large number of advertisements and video games that disturb students' learning and the large quota required. This is in line with research conducted by (Wicaksono & Rachmadyanti, 2017).

Based on observations and interviews, in implementing blended learning it is easier for students to understand the material being taught because when students experience difficulties in online learning, students can

ask questions directly to the teacher during face-to-face learning so that they are able to train students' independence. This is in line with research by Banggur et al. (2018) obtained results that students' independent learning skills can be improved through the implementation of blended learning.

The evaluation of learning outcomes carried out using exercises after completing the delivery of learning material also shows that students' scores are better than before the implementation of blended learning.

### Supporting and Inhibiting Factors

The supporting and inhibiting factors in the process of implementing blended learning are:

#### *Supporting Factors*

There are several factors supporting the implementation of this program, namely the school

environment, government, and teaching staff. The school environment supports the implementation of blended learning activities because its location is a safe zone in the spread of the Covid-19 virus and its location is quite far from urban areas, making it possible to support the implementation of blended learning. This is in accordance with the regional government and local Education Department's learning guidelines that the implementation of face-to-face learning can be carried out in stages during the transition period in each educational unit which is included in the green zone and is safe against the spread of the Covid-19 virus.

The second supporting factor is the Government which is responsible for determining policies and implementing educational programs as well as supporting the implementation of blended learning programs. The government supports the blended learning program by providing internet quota subsidies to make it easier for students to carry out online learning (Zahara et al., 2022). The government also plays a

role in improving teacher capabilities through training for the implementation of blended learning.

The third supporting factor is that the teaching staff, especially teachers, school principals, and all teaching staff at the school support the process of implementing blended learning. Teachers are directly involved in the process of implementing learning activities and are also responsible for achieving the objectives of the learning activities carried out. Hidayat (2021) states that teachers are burdened with the responsibility to teach according to their field and control all students' learning activities according to the learning zone carried out.

Teachers are able to prepare lesson plans, teaching materials and supporting media for the implementation of online and offline learning activities. Even with the existing limitations and conditions that do not allow teachers to try to maximize their abilities and organize learning activities so that they are effective in increasing students' understanding and trying to make the learning atmosphere as enjoyable as

the learning activities carried out at school. Teachers play a role in supporting online learning by providing guidance to students who experience difficulties in learning, providing motivation, etc (Pratama et al., 2023). Moreover, school principals have a role in preparing facilities and infrastructure that support learning activities using the blended learning model.

#### *Inhibiting Factors*

There are 3 factors inhibiting the implementation of blended learning at SD N 1 Baturan, namely facilities and infrastructure, students' technological literacy, and limited face-to-face time. This is in accordance with the findings of (Ustoyo et al., 2020).

Facilities and infrastructure are one of the inhibiting factors that disrupt the implementation of blended learning because not all smartphones owned by students are able to support the implementation of learning activities due to unstable internet connections and not all internet card networks have a stable network. Even though the government has provided internet

quota assistance to support online learning activities, not all places have a stable network.

Apart from the unsupportive signal, there is another obstacle, namely the internet quota which is misused for online games outside of learning activities. Apart from that, not all students have computers or laptops that can maximize the learning process.

The second inhibiting factor is students. Based on the results of observations made, teachers experienced difficulties in managing students who saw a lack of active student participation in implementing online and face-to-face learning. This is due to the length of time students' study at home and the lack of parental support in the online learning process.

Meanwhile, in online learning the role of parents is quite large because 80% of learning activities are carried out online. The results of the interviews conducted showed that obstacles in the learning process could come from the teacher or from the students. This is in accordance with research from

Suhartono (2017) that blended learning can only be implemented if students and teachers are able to use learning support technology well.

Teachers have tried to facilitate students' learning with several approaches during this pandemic, but students' lack of interest and motivation causes learning to run less than optimally. The level of parental education influences this learning process. This can be seen from students with a good parental educational background making students active in participating in learning. Likewise, on the other hand, students whose parents' educational backgrounds are not good and who are too busy with their work cause students' motivation to decrease. Therefore, parents have an important role during the implementation of learning during the Covid-19 pandemic because teachers are not fully able to supervise and control the students' learning process while at home.

Based on the results of the analysis above, it shows that

implementing the blended learning program requires assistance and synergy from all components, including teachers, parents, and students. All school components have tried to provide maximum and best efforts in implementing blended learning in the pandemic era and the success of this learning process depends on the students and their parents in supporting the learning process.

The third inhibiting factor is the limited time that students have when learning to use applications and the limited face-to-face time that has been regulated by the education office, causing learning activities to run less than optimally. Each face-to-face meeting is only limited to 20 minutes at each meeting where in normal situations each meeting is 2 hours of class or the equivalent of 2x35 minutes. This obstacle is overcome by teachers providing supplementary material during online learning and by inviting students to ask questions during face-to-face learning about material that is difficult to understand during online learning.

## CONCLUSION

Based on the results of the evaluation and discussion carried out regarding the implementation of the blended learning program at SD N 1 Baturan, it can be concluded that teachers are able to plan and implement blended learning well and students' understanding of the material taught using blended learning has increased as seen from their increased learning outcomes. Supporting factors are the school environment, government, and teaching staff. The inhibiting factors are facilities and infrastructure, students' lack of technological literacy, and little face-to-face time. It is hoped that future research can evaluate the use of learning methods and the use of certain applications in improving the learning abilities of other students.

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