BLENDED LEARNING AS AN ALTERNATIVE FOR LEARNING IN THE NEW NORMAL LIFE

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ABSTRACT

This research aims to describe the Blended Learning in Junior High Schools. This research was conducted in the Surabaya City of East Java Province, Indonesia. To achieve the research objectives, semi-structured interviews were conducted with school principals, teachers, and staff education. The research data was analyzed through the stages of a case study and phenomenological analysis. The results showed that blended learning can make it more cost effective, time effisient, objects are reusable for relearning and flexible for students. Some things that need to be prepared before carrying out blended learning include; providing teacher who understands information and communication technology, providing internet facilities, digital libraries, modifying broadcast materials so that they are easier to understand and make students enjoy and anticipate things that hinder such as students who are frustrated because time is running out to learn the system. Blended learning is oriented towards achieving the learning objectives, namely increasing students' knowledge, skills and attitudes. Online and offline learning can increase insight and knowledge, and learning especially on specific materials. The combination of online and offline percentages can be adjusted to the needs of time allocation of learning in schools.

Keywords: Blended Learning; Online; Offline; New Normal Life.

1 INTRODUCTION

The era of new civilization in the Covid-19 pandemic or what is often referred to as "New Normal", forcing teachers to abandon the old learning concepts that still rely on 100% face-to-face. Teachers and students are shifting to basic use of information and

communication technology (ICT). This is a demand that must be done. It is realized that among teachers, students do not fully understand the application of technology for learning. It is hoped that in the not too distant future all will be able to adjust, because learning using information and communication technology or what is often called online is a renewal of learning. Media can be visualized in a very interesting, varied and dynamic form combined with the use of the internet network as a conductor. Learning in this way greatly increases the enthusiasm of students or students. Online learning has been carried out since the mid-1960s carried out in England and and the United States, namely by distance learning. the material is formed into videos in the form of video tapes which eventually continues to develop into the form of CDs, DVDs and the use of the internet. According to Joyce et al (1998) online learning only increases insight and knowledge, so it still requires real face-to-face activities (offline) if you want to get an increase in skills and attitudes. This is supported by the results of research conducted by Dziuban (2004) which states that combining online and offline training can increase students' interest in learning and compared to 100% online and also better than 100% offline,

Blended means a mixture or combination and learning means learning. So Blended Learning is a combination or combination of various online and offline learning (file sharing and face-to-face) (Graham et al, 2014). Online learning or also called distance learning where teachers and students can do learning outside of school. They are not in 1 room or not face to face. Teachers provide learning through online media that can be accessed via the internet. Blended learning combines learning face to face (face to face) with the help of information and communication technology which has advantages, among others. Lalima (2017) describes some benefits such as students cab interact directly with the content of learning and they can interact with friends, with group discussion, exchange of opinions, access e-library, virtual class. online assessment. Blended learning combines various forms of devices that can be used in learning ranging from communication applications such as whatsapp, zoom, facebook, web-based learning programs such as Edmodo, Zenius, Quipper, Zenler or using other applications such as google classroom.

The concept of blended learning by Henzi and Procter (2004) has various compositions in the implementation of blended learning, some of which use a 50:50 percentage, meaning 50% online and 50% face-to-face. There are also those who use

the percentage of 70:30, meaning 70% online and 30% face-to-face. Determination of the percentage is highly dependent on the level of mastery of the expected skills, whether or not the availability of the tools and equipment needed and the level of initial mastery of the students. From the material side, there are material characteristics that 100% do not require offline or face-to-face such as material for proposal preparation, preparation of working papers, preparation of work plans, preparation of books, preparation of scientific papers and others, all difficulties that may arise from these materials can be overcome by online conversation. On the other hand, there are materials in which the percentage of face-to-face meetings must be carried out and the higher the percentage the better, such as: how to operate machinery and equipment, how to swim and others.

The main consideration in determining Blended learning is the provision of resources in accordance with the characteristics of the material so that it is attractive, effective and efficient. The principle of blended learning lies in communication between the facilitator and students through a combination of online and offline/face-to-face.

2 THEORETICAL FRAMEWORK

Garrison and Faughan in Husamah, the principles of blended learning are (a) the use of thinking by combining online learning with face-to-face learning. (a) rearrangement of learning design by involving students in the learning process. (c) re-arrange the previous pure way of learning by doing face-to-face. The most common characteristics cited by Egbert & HansonSmith (1999) includes (a) learners have the opportunity to interact socially and negotiate. (b) learners have enough time and feedback. (c) students are guided to attend the learning process with full attention. and (d) students work in an ideal atmosphere, namely low stress/anxiety levels. Blended learning supports all the benefits of e-learning including cost reduction, time efficiency and ensuring a comfortable location for students and more importantly, understanding each individual and his motivation (Brown, 2003; Yonge, 2014). The University of Northern Illinois (2015) states that blended learning is a flexible, social atmosphere and reusable learning object. It also helps students learn according to the pace of their capture of the material and their time.

In blended learning, students have enough freedom to learn from time to time with feedback provided by the facilitators. This is the best way of learning between facilitator and learners.

The nextwe can conclude blended learning has certain characteristics as its main characteristics such as a learning process that combines various learning models, learning styles and the use of various information and communication technology-based learning media. It is a combination of independent learning via online with face-to-face learning by facilitators with their students. and combines independent learning. Student's learning is supported by effective learning from the method of delivery, learning methods and learning styles. Then when it comes to students at school, in blended learning parents and teachers also have an important role in students' learning.

3 RESEARCH METHODOLOGY

This study uses a qualitative approach with a case study method regarding the blended learning is used by 30 Junior High School in Surabaya City. Respondents comprised of 30 school principals, 30 teachers and 3 supervisors. The researchers accumulated the research data through semi-structured interviews using in-depth interview guidelines under the focused explored. The questions relate to the focused in semi-structured questions and open-ended questions concerning the implementation blending learning for almost two years. In-depth interviews with each respondent were conductedtwice or more on average, with the duration of each meeting lasting 60 minutes. Analysis of the data in this study uses the tradition of case studies of phenomenology (Creswell, 2016) by using the following steps, (1) create and organize files for data, (2) read through the text, make margins and notes, the form of core codes, (3) describe the case and its context, (4) use categorical aggregation, and (5) establish patterns of categories. We maintain the wetness of research data through triangulation and comparative studies through school documents related to interview data.

4 RESULTS

The blending technique is good to be included in the learning method, but it still has disadvantages faced by teacher and students. In this era of technology many people are not aware of the new techniques being used in the world. Some personal facilitators are not ready to change the conventional way of teaching into a way of learning based on information and communication technology. So before implementing blended learning in a regular classroom setting some constraints need to be removed such as:

a. Effective recruitment of teachers, who have the potential to grow into new roles (Jackson, 2014).

b. The fear of losing control, the low value of student feedback and general discomfort about the impact of online learning on classroom relationships should be considered (Vaughan, 2007).

c. Library and IT Assistance is the main point of contact to support activities with computing and library services both on and off campus (Bath and Bourke, 2010).

d. Using multiple computer systems in a course can also cause new problems. Learners will be frustrated if they have to spend a lot of time just to learn the system (Joutsenvirta and Myyryan, 2010) Blended learning requires time and willingness to learn new things (Yonge. 2014).

e. Blended environment also adds additional scheduling and communication challenges because there are 2 ways, namely online and face-to-face (Kauts & Kaur, 2014).

5 DISCUSSIONS

Kant, K. (2014) mentions the following limitations of blended learning: (1) Before a blended learning scenario can be considered ready for use, the preparation of learning must do a long, detailed and extensive work. (2) Learners sometimes feel that they are given more work to do when the distance modality is used. (3) The materials developed by the facilitators cannot be just the same set that they developed for the handouts. There

is no doubt that new technologies used in the teaching and learning process improve student performance. More information can be gathered using technology and information sharing can take place not only on campus but around the world. The flexibility and accessibility of the method make it more interesting and challenging. It provokes the learners to complete their assignments within the allotted time. The current generation of learners are digital natives, they were born with the internet, and now they are transitioning from the old to the new, more participatory, more collaborative web-based technology. The Importance of Blended Learning In many fields it has been proven that information technology and Blended Learning and their Applications in the New Normal Era of the Covid 19 Pandemic

In the field of education, the use of information technology and telecommunications has provided the widest opportunity for students to study independently online without having to be constantly accompanied by a teacher. Likewise, the teacher can produce one broadcast material or teaching material (eg in the form of a video) that can be used repeatedly so that time can be used to improve other work. On the other hand, it must be acknowledged that online learning does have obstacles, especially interaction constraints (Noor in Husamah, 2014). Students want further explanations about something that may not have been explained in detail from the video material. Likewise, teachers also need to explore whether it is true that students have increased their competence with online learning.

Even though there are currently many online media that facilitate such communication, such as whatsapp, zoom and so on, when it comes to skills, it cannot only be done with online media. Mixed learning or hereinafter referred to as blended learning is a way out of all the problems of online learning, which is a combination of online and offline (face to face). Increased knowledge and insight can be fully achieved online in the form of video materials and online interactions, while skills and work attitudes can be complemented by offline learning, especially technical materials such as agriculture. Various studies in various faculties by Mayes and Marison in Jeffrey show that many lecturers are interested in online learning, but Bates and Sangra added that online learning really needs offline learning (face-to-face) to provide feedback from students to the facilitator and vice versa.

The combination of online and offline learning or training can result in effective and efficient learning or training. Effectively, blended learning or training is a balanced training between increasing insight and knowledge through online and improving skills through offline, while attitudes can be obtained from online and offline learning. Efficiently, the facilitator can arrange teaching materials in the form of multimedia only once and can be used many times. Learners can access online materials anywhere and anytime according to their needs and time availability. Likewise with costs, students are only collected in a relatively short time because they no longer discuss knowledge and insights but only improve skills, especially technical agricultural skills. The benefits of blended learning can be demonstrated as following below;

a. Help students develop project and time management skills (Spika, 2002).

b. Develop a stronger sense of community among learners than traditional/conventional or fully online training (Rovai and Jordan, 2004).

c. Support the provision of information and resources for students (Griffith institute for higher education, 2010).

d. Engaging and motivating learners through interactivity and collaboration (Griffith Institute for Higher Education, 2010).

e. Synchronous technologies such as Skype and Elluminate Live, allow students to communicate.

f. Blended Learning and its Applications in the New Normal Era of the Covid 19 Pandemic

6 CONCLUSIONS

The Covid-19 pandemic period requires us to enter a new pattern of life called the New Normal. It emphasizes the implementation of health protocols by wearing masks, washing hands and physical distancing. The blended learning model is an effort that can reduce mass gathering activities in the same time and place in the context of physical

distancing. However, blended learning does not at all reduce the essence of the learning objectives, namely increasing competence. Blended learning has the aim of facilitating learning by providing various learning media by taking into account the characteristics of students and the necessity of implementing health protocols. This model can also encourage them to make the best use of online communication in developing knowledge. Learning programs that use full online are not appropriate for learning that requires face-to-face because there are subjects that are required to be able to practice, for example, how to practice biology in the laboratory, how to calculate mathematics and other subjects. Blended learning is a very effective, efficient learning to improve the ability of students to be fun, students' interest in learning is greater with a comfortable learning environment. Blended learning offers better learning, either separately or in groups and at the same or different times.

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