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Implementation of Blended Learning for Class IX Science Learning after the Covid-19 Pandemic

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Abstract: This study aims to determine the implementation of Blended Learning especially in the learning of IPA after the pveni of COVID-19 in Jambi on student learning outcomes. The object of the research is conducted at SMPN 21 Muaro Jambi and as the subject ie students of class IX of a number of 30 people. To know the implementation of the study model applied to the teacher to the students, the data collection was done by providing some questions related to the teacher and the students in the form of interview-analyzed. From the results of the analysis can be concluded that implementation applied to SMPN 21 Muaro Jambi is llanded learning, so the influence of the method has very impact on student learning outcomes on the subject of IPA. From the data obtained can conclude that students' ability in physics lessons during the blended learning system is declining due to several obstacles experienced.

INTRODUCTION

The emergence of COVID-19 made a big change in all aspects of life. In the world of education, starting from the emergence of COVID-19 to the New Normal Era, everyone involved in the world of education must be able to adapt to this situation. The provincial government and local governments develop new policies in the world of education, namely replacing Face to Face learning with online learning, starting from the lowest school level to the world of college (Aftroh, 2020; Chudzaifah, 2020). Online or online learning (on the network) is a strategy in breaking the spread of the Covid-19 chain and is a solution from provincial and regional governments in the learning process even if only at home. It is hoped that this method will be the right solution for students to continue to receive education even though they do not taste the bitterness of the school chair. Other educational services that can be implemented using internet facilities are e-Learning which provides online learning materials and the course materials can be accessed by anyone who needs them (Pujilestari, 2020).

In May 2020, the New Normal was implemented, or can be called the New Order Era after the Covid-19 Pandemic. Thus, all elements of society inevitably have to implement a new lifestyle in accordance with the standards set by the government. This includes elements of education, ranging from lower to higher levels of education. Therefore, it requires innovation in the learning process so that it remains in accordance

with the standards if applied in the New Normal era, namely Blended learning (Aftroh, 2020; Chudzaifah, 2020). Technology and education are something that has a reciprocal relationship. Every year there are changes in technology used in the world of education. Blended learning is one solution that can be implemented by teachers in learning. According to Thorne, blended learning is an opportunity to integrate innovation and technology offered by online learning with the interaction and participation of conventional learning. Blended learning activities are characterized by combining conventional and online learning. The combination of learning is adjusted to the learning objectives to be achieved (Wicaksono & Rachmadyanti, 2016). Learning is an activity carried out by educators programmatically so that students are able to learn actively (Maulana Dani, 2014). Science is a collection of knowledge arranged systematically, and in general its use is limited to natural phenomena. Its development is not only marked by the existence of a collection of facts, but by the scientific method and scientific attitude (Trianto, 2011).

Blended learning that demands learning activities results in an increase in student learning achievement (Hartono, Marhadi Saputro, 2019). However, it must be noted that the success of blended learning does not happen automatically, the main factor in the success of blended learning is considering the pedagogy and instructional design related to the best way to utilize technological tools, how to facilitate interaction between students, how to motivate students, as well as organize the material used. best delivered via the Internet compared to face-to-face, (Bibi & Jati, 2015). The government's policy in implementing learning in education has many obstacles after the COVID-19 pandemic occurred (Alisa and Nur Khasanah, 2021). Adjustment to the use of the new system in it makes it difficult for teachers to process distance learning. In the 21st century as it is today, online learning is actually not a problem anymore because there are many supporting technologies available in the form of applications that make learning easier, such as whatsapp groups, google meet, google classroom, zoom, kahot, quiziz and others. others (Alisa and Nur repertoire, 2021). At SMPN 21 MUARO JAMBI, implementing this blended learning system, the teachers combine online schools and face to face schools. So that in practice, students are given shifts every week. Where students have to carry out face-to-face meetings 3 days a week and for 3 more days it is carried out online (online). The existence of this policy is expected to be able to support the education system, especially at SMPN 21 Muaro Jambi.

METHOD

In this research, the method used is descriptive qualitative method. Observations on objects according to the scope of research and theory based on the scope of the discussion. In the results of the study, the adjustment to the use of the new system in it made teachers or students experience a little difficulty in processing learning with a distance system. Where in the results of the research that we examined, the learning system in use has 2 systems, namely online and offline, which are three days online (online) and three days offline.

RESULT AND DISCUSSION

In this research, the data we use is directly by interviewing several teachers and some students at the school. In the learning system, it uses learning media in the form of WhatsApp groups and also in the form of video links that it uses for learning that is applied at SMPN 21 Muaro JAMBI. The location of the school that we studied coincided in the village of Kedotan Rt 05 Jln Moyang Saduto.

Description of interview data Resource teacher (X), researcher (Y):

(Y) : Before, did you have permission to ask for your biodata, mother's name, TTL, position of mother?

(X) : Name: X

Ttl : (Not Published)

Profession: science teacher

Y: Okay, I want permission to interview the mother about learning activities at SMPN 21 Muaro Jambi...

What learning models are applied to support learning in schools...?

X: For the pandemic period, there are two ways

1. online (WhatsApp)

2. face-to-face per shift, namely two shifts A and shift B

Y: From the learning model that is applied, namely face-to-face through 2 sips, yes, na'am. That's how the teacher applies the learning model in junior high school, ma'am...?

X: If for face-to-face, it uses a shift meeting system and takes approximately 30 minutes.. after that, it will be continued online for teachers who do not meet face-to-face hours..

Y : how are the results of learning science subjects yourself, ma'am?

X : very, very decreased because there are so many obstacles. Science itself has three sub-subjects in it, namely biology, physics, and chemistry... There are several titles of material from chemistry and biology that require group practicums, but online constraints make teachers have to be extra on how to keep it done online, whether it has to be done offline or offline. Replaced with an assignment.. The problem is that if it is placed on an offline schedule, the children will also be short of time to carry out the practicum. And judging from the results of the daily tests for several chapters, the results are also very unsatisfactory.

Y: It means that online is still applied, right, ma'am...?

X: Yes, for teachers who cannot meet face-to-face hours, proceed online. By the material presented first, after that the child continues by giving assignments at home both in writing and online through group assignments per class by providing learning videos made by each teacher.

Y: For mothers, are there any positive or negative impacts for students and teachers in the model set, especially in the science subject itself, ma'am?

X: For guidance, it is not very efficient because shifts constrain the problem of calling students who have problems. It should be completed immediately; it will be late in the calling process. for the negative and positive sides, the children can get new knowledge through motivational videos and apply it in daily life.

Y: Are the students happy with the applied learning model? Or are there students who complain about this model

X: From interviews with children, some are happy, some are not happy because online meetings are still constrained by quotas and do not understand the material, which is difficult for them to understand, and some are happy because they can directly learn and ask questions directly with their subject teachers. For complaints, there are also partly because there is a sense of boredom with studying at home. because of the reason they can't meet up with friends and teachers if for online..and for face-to-face, they still use shifts..and they are constrained by the little material they can accept because time-constrained meeting hours

Y: Means ma'am... from a small portion of online learning whether the school has not provided internet quota for students...

X: From the school, there is nothing from the government but the children can't rely on the internet quota given because it's only one GB...and it seems it's only to activate the number... But actually, there is a study room that has been prepared by the government for free too, but For junior high school children, I don't think so. Many know how to do it...

Y: But for teachers, is there also a special quota from the government?

X: There was once but the same bae..only.. once more, the teacher used his own quota..and also got help from the boss's funds..

X (Interview Closing): Thank God, ma'am, thank you very much for the interview that you gave later, if something is missing, you can still do it if you don't have an interview.

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X (Interview Closing): Thank God, ma'am, thank you very much for the interview that you gave later, if something is missing, you can still do it if you don't have an interview.

Z: Via a link or video

Y: For Z, are you happy with the learning model that is being carried out with the two systems...

Z: No, because the study time is not sufficient for so many subjects / lack of time

Y : Lack of time in online or face-to-face models?

Z: The online one

Y : Is there any quota assistance from Yuli's school... for an online system?

Z : Yes but only once, 3 days online 3 days face to face

Y : If it is face to face, how does the teacher explain it, Yuli? And there's also a practice.

Z: There are many fields to explain, such as whiteboards and laboratories. Yes, there are sis

Y: For Y himself, do you like the face tattoo system or online?

Z: Face to face

X : Why does Z prefer the face-to-face model?

Z: Because the knowledge conveyed by the teacher is easier to digest

Y: Maa syaa Allah okay Z keep on learning, thank you very much for responding to my interview, good luck

Z: Amen you're welcome

Table 1. Results of daily tests for class IX SMPN 21 Muaro Jambi

No	Interpretasi	Presentase	Nilai Ulangan Harian		
			Bab 1	Bab 2	Bab 3
1	Sangat Baik	80 - 100 %	7	5	1
2	Baik	60 - 79 %	4	8	3
3	Cukup	10 - 59 %	17	14	10
4	Kurang	0	2	3	16
	Jumlah		30	30	30

From the results, the data presented is a recapitulation of the science subject teacher to make it easier to determine the category of student questionnaires. Then the data will be analyzed with a description that 70% of the fifth-grade students have decreased learning outcomes since the implementation of blended learning. As a result, student learning outcomes can reduce the annual percentage of science subjects. In chapter I, 23.3% of the total 30 students get a score of 80-100, with a standard value or B of 33.3%, getting a C (enough) 46.6%, and 6.6% who fail.

In chapter II, there are 16.6% who get a satisfactory score, who get a good score of 26.6%, who get an adequate score of 46.6%, and those who get a failed score of 10%. In chapter III there are 3.3% who get a satisfactory score, 10% of those who get good grades, 33.3% of those who get enough marks, and 53.3% of those who fail are declared. From the results of the daily test, students who get failed scores are measured from the ability of students continues to increase. So it can be said that the learning model applied is not appropriate for this science subject.

CONCLUSION

Blended Learning, the effect of this method, is very influential on student learning outcomes in science subjects. From the data obtained, it can be concluded that the ability of students in physics lessons during the Blended Learning lighting period decreased due to several obstacles experienced. Blended Learning, which demands learning activities, results in an increase in student achievement. The main factors in the success of blended Learning are considering pedagogy and instructional design related to how best to utilize technological tools, how to facilitate interaction between students, how to motivate students and organize material that is best delivered via the Internet rather than face-to-face.



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