

Blended Learning in New Normal Era as a Learning Method to Minimize Student's Learning Problem at the Seventh Grade Students of SMP Muhammadiyah 9 Gemuh Kendal in Academic Year 2020/2021

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Abstract

The objectives of the study are to investigate the implementation of blended learning in new normal era using learning method and to investigate the problems faced in the implementation of blended learning in new normal era as a learning method at the seventh-grade students of SMP Muhammadiyah 9 Gemuh Kendal in academic year 2020/2021. This study uses a qualitative approach to analyze the implementation of blended learning for students in the new normal era of SMP Muhammadiyah 9 Gemuh. In the data collection process, the writers collected data from the distribution of questionnaires, observation sheet and interview. The implementation of blended learning in new normal era using learning method at the seventh-grade students of SMP Muhammadiyah 9 Gemuh Kendal in academic year 2020/2021 was done well, it is proved by along the implementation the students very excited, the interaction between student teacher also increase and students have more opportunities to explore their capability. The problems faced in the implementation of blended learning in new normal era as a learning method at the seventh-grade students of SMP Muhammadiyah 9 Gemuh Kendal in academic year 2020/2021 are network connection and four varying categories emerged and these included: managing time, technical issues, novelty of the learning experience, and learning style.

Keywords: implementation, blended learning, new normal era

Introduction

Since March 2020, COVID 19 has suddenly moved students to learn from the classroom to their living room or bedroom. UNESCO estimates that around 1.6 billion (90%) students in 191 countries, including 68.2 million students from all levels of education in Indonesia have been learning from home. The majority of students learn online, and some others learn offline through television or radio or books and worksheets (Pardede, 2020: 1). There are changes in the world of education, especially in the student learning process, causing many related parties to seem unprepared. High and strong competitiveness can be realized if students have

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creativity, independence, and the ability to adapt to changes that occur in various fields of life in society (Ambarini, 2017: 151).

In Indonesia, it soon turned out that online learning does not work. It even emerged problems for many students. Although it has consumed many students' energy and internet quota, it does not help them achieve their learning objectives. Pardede (2020: 5) said that the 213 complaints received by KPAI (The Indonesian Child Protection Commission) concerning the implementation of online learning during the pandemic revealed that most students grumbled how boring, tiring, and ineffective it is. Some of them, for example, disclose that:

1. some secondary school teachers regularly assigned students to summarize a textbook chapter in every learning session;
2. some elementary school students were assigned to copy up to 83 pages of a textbook;
3. some teachers assigned grade four students to write prayer verses in many languages, including Indonesian, Latin, and Arabic, although the verses are available in their textbooks;
4. many students are assigned to write each question before answering it, even though the question is accessible in their textbooks;
5. many high school and vocational students were instructed to write an essay in almost every subject they were taking;
6. some junior high school students had already forced to deal with 250 questions from their teacher on the second day of their online learning; and
7. some elementary school students were instructed to compose songs about the corona.

The statement above shows that there are some weaknesses of online learning and it is proved that the implementation of it in Indonesia during COVID 19 is problematic. The teachers need to find the best alternative to facilitate learning in the new normal.

Education cannot be separated from this New Normal. The Covid-19 pandemic has forced all components of education in Indonesia to implement distance Learning (PJJ). The implementation of distance Learning (PJJ) has introduced online and offline Learning. Normawati (2021) stated that one of the instructive models which will be executed during this new ordinary time is Blended Learning. A circumstance where understudies can concentrate Face-to-face and online is furthermore by the assertions of certain specialists. Blended learning is a type of distant learning that combines online and face-to-face instruction. The goal is to motivate students to be active in their learning by utilizing online technology to allow learning activities that take place outside of the classroom, as well as to urge them to be prepared in class.

Information and Communication Technology (ICT) subject integrated with other subjects such as Language, Math, and Science is included subjects that require direct practice. Almost all of the ICT study in the school still relies on textbooks and teacher profiles as the source of information. It requires teachers to do innovation in creating the learning method that can help learners' understanding the materials being learned. This opportunity can be integrated with the innovation, invention and creativity in the implementation of blended learning as a learning method at new normal (Ambarini, et.al., 2018: 228).

SMP Muhamadiyah 9 Gemuh Kendal uses this blended learning model as an alternative way in the new normal era, and by using the blended learning model, the teacher hopes that students do not feel bored and still get good quality learning. Entering the new normal era SMP Muhamadiyah 9 Gemuh Kendal applied blended learning

method since new normal era and got a good welcomed by teachers and students. During the implementation encountered some obstacles faced by student and teachers.

Literature Review

Blended Learning

Blended learning was proposed by Garrison and Vaughan in Stein and Graham (2014), stating that blended learning is a student-centred, self-contained, flexible, and resource-rich approach to learning. However, this learning is only to complement face-to-face learning, and web-based learning alone is not considered blended learning. On the other hand, Hofmann (2018) defines Blended Learning as a series of content blocks sequenced to create a learning experience.

According to Husamah (2014), purpose of blended learning is following:

1. Helping understudies to grow the point of carrying out implementing better inside the learning cycle, per learning styles and learning inclinations.
2. Provide reasonable, functional freedoms for teachers and understudies to be told autonomously, be valuable, and create.
3. Increased booking adaptability for students by consolidating the best parts of eye to eye and online guidance. Face to face classes will be won't to connect with understudies in intuitive encounters. In the interim, the web partition furnishes understudies with sight and sound substance wealthy in information and anyplace as long as understudies have internet access.

According to Lalima and Dangwal (2017), Blended Learning resulting benefits:

1. Learning is finished through ICT, on the web or disconnected mode, so instructors and understudies get longer inside the homeroom for inventive and agreeable exercise.
2. Students acquire the benefit of internet Learning and CAI without losing the social connection component and human dash conventional educating.
3. It gives more degree to correspondence. The correspondence cycle is finished in Mixed Realizing, which is inconceivable in the event that we keep just the standard methodology.
4. Students become more techno-sagacious, and that they acquire upgraded computerized familiarity.
5. Students have more reinforced demonstrable skill as they foster characteristics such as self-inspiration, self-duty, and discipline.
6. It updates course content at that point gives new life to set up courses.

According to Krasulia (2017), the disadvantages of Blended Learning are as follows:

1. Unless effectively arranged and executed, Blended Learning could have detriments in specialized viewpoints since it unequivocally relies upon the specialized assets or devices with which the Blended Learning experience is conveyed. These devices should be solid, simple to utilize, and modern to possess a significant effect on the instructive experience.
2. IT literacy can work as a significant boundary for school kids endeavouring to get to the course materials, making top notch specialized help fundamental.
3. Another part of Blended Learning that might be testing is bunch work, on account of challenges with the board in a web setting.
4. The utilization of talk recording advancements may wind up in understudies falling behind on materials. In a very report performed across four distinct colleges, and it was

tracked down that lone a large portion of the writers watched the talk recordings routinely, and almost 40% of writers watched half a month of recordings at a time.

From a teacher's viewpoint last, it's been noticed that giving viable input is additional tedious (and in this way more costly) when electronic media are utilized than conventional (e.g., paper-based) evaluations.

Method

This study uses a qualitative approach to analyze the implementation of blended learning for students in the new normal era of SMP Muhammadiyah 9 Gemuh. According to Palmer and Bolderston (2006), qualitative research is an interpretive approach that tries to gain insight into the meaning and behavior of applying the learning media used. Therefore, the writers use case studies as a qualitative research method. Yin (2009) argued that the case study is an empirical investigation of the phenomenon of the learning process in the new normal era through blended learning.

In the data collection process, the writers collected data from the distribution of questionnaires. The questionnaires used were related to the implementation of blended learning in the new era normal concept based on Dwiyo (2018). Data collection through questionnaires is carried out to increase the possibility of obtaining accurate information (Palmer & Bolderston, 2006). In this study, the writers use observation sheet to collect the data whether there is the problems or not faced in the implementation of blended learning in new normal era using learning method at the seventh grade students of SMP Muhammadiyah 9 Gemuh Kendal in academic year 2020/2021. Questionnaire is used to find out how is the implementation of blended learning in students perspective. Teacher interview is used to find additional data and teachers point of view about blended learning.

Finding and Discussion

Taking a look to the students' perspective about the difficulties during blended learning implementation, there are only 7% strongly agree that they are found difficulties, 10% agree but 83% students are disagreed that they found difficulties during the implementation of blended learning. The data obtained from questionnaire also mention that 89% students agree if blended learning efficiently help them earn learning information and only 11% disagree.

Blended learning also increases students' activeness in learning process, it is shown in statement number five that 18% student strongly agrees and 71% agrees that blended learning increases students' activeness in learning process and only 11% who disagree. Blended learning also improves the students' understanding, it is proofed by 100% students are agree to the statement. 100% absolute agreement by student that blended learning can continue to be used as a learning method in the new normal era. The teacher also mentioned in interview that they agree to continue using blended learning system in the future.

The students also find it easier to follow lessons using blended learning, this is indicated by 11% strongly agree and 89% disagree that blended learning make them easier during teaching learning process in new normal era. The students also interested in blended learning method, this is indicated by 75% students agree and only 25% disagree. During the teaching learning process using blended learning the students also didn't find difficulties, indicates by

only 10% agree that when taking lessons using blended learning the students faced difficulties. Otherwise, 71% students disagree and 19% disagree.

Table 1: The Results of Students' Questionnaire

No.	Statements	Measuring Value			
		Strongly Agree	Agree	Disagree	Strongly Disagree
1.	I am satisfied with this blended learning method		71%	28%	
2.	Blended learning is sufficiently identified and expectations made clear in new normal era teaching learning process		89%	11%	
3.	I find it difficult to follow the lesson using blended learning method	7%	10%	83%	
4.	Blended learning efficiently help me earn learning information		89%	11%	
5.	Blended learning increases my activeness in learning process	18%	71%	11%	
6.	Blended learning online and face-to-face support each other to strengthen my lesson understanding		100%		
7.	Blended learning can continue to be used as a learning method in the new normal era		100%		
8.	Blended learning method makes me easier to learn	11%	89%		
9.	I am interested to blended learning method		75%	25%	
10.	I found some difficulties when taking lessons using blended learning		10%	71%	19%

The problems faced by all subjects using blended learning are network connection and four varying categories emerged and these included: managing time, technical issues, novelty of the learning experience, and learning style.

1. Network connection

The main problem found in blended learning is the network problem, which indirectly this problem is the root of other problems. Network problems are of course beyond the control of teachers and students, one solution that can be done is to provide a variety of providers so that if the provider being used experiences network problems, it can immediately replace it with another provider.

2. Managing time

Sometime very difficult to manage time because the students have not finished the task but the time is up. It is not really fun, because of the previous that student said about the

problem with the network. Sometimes students tend to ignore the online teacher because they can look at it anytime later.

3. Technical issues

Another problem is usually only on the network also cannot download audio as a listening material because there was a problem. When the network in a problem, It make them difficult to join the class.

4. Novelty of the learning experience

This category refers to difficulties/challenges related to the novelty of the experience. Some student confused because everything was new for them and that confused them and make very anxious.

5. Learning style

Some student specified that they prefer teacher explain it to them directly and they would listen. Some other prefer listening and writing notes while the teacher was explaining which makes it easier for students to focus, understand, and memorize than comprehend the task by self.

Generally, e-learning allows more effective interactions between the learners and their instructors through the use of emails, discussion boards and chat room. Students have the ability to track their progress. Students can also learn through a variety of activities that apply to many different learning styles. Implementing blended learning as a method in teaching learning process is overwork. It's hard to disagree that there's a significant amount of extra teacher's work involved in the primary stages. The paradigm shift is not exactly a trifle. A teacher adopting blended learning has to pick the right syllabus, the right ratio between face-to-face and online learning, and to the best of my knowledge, there's no universal recipe to it. Also, technical training is key. The broader your horizons, the easier to find a best-fitting solution to make a blended learning program work. Blended learning could improve student's language skills because the interaction between student-student or student-teacher along the implementation of blended learning is increased.

This finding is the same as that found by Lukman Arif Rachman et al., (2021) in the study entitled "The Blended Learning Implementation of ELT Based on Teachers' and Students' Perspective in New Normal Condition of Covid 19 in *Professional Journal of English Education Volume 4, Number 3, May 2021*. This study aims to determine the perceptions of teachers and students towards the implementation of blended learning in English, at high schools in the city of Bandung. The research method adopted for this research is the mix method between qualitative and quantitative. Participants involved were teachers and students taken randomly from as many as nine senior high schools spread across the city of Bandung. The technique and data processing were carried out by distributing a questionnaire that each participant had to fill in, the questionnaire contained seven aspects of how they responded to the advantages each of both teachers and students due to the English blended learning method. After the data were collected, then an analysis was carried out by calculating on the perceptions of teachers and students. The main advantage according to the teacher perception was challenging for teachers in preparing the material and using the media (93% perception responses). Meanwhile, the main advantage according to student perception was that English blended learning could improve their language skills (77% perception responses).

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Lukman Arif Rachman et al., (2021) also suggested that it can be conveyed that blended learning can be continued for this era of Covid 19. This is appropriate to research findings showed that both students and teachers agree to continue using blended learning as a learning method during the new normal era and even recommending it for use in the future.

Conclusion

The implementation of blended learning in new normal era using learning method at the seventh grade students of SMP Muhammadiyah 9 Gemuh Kendal in academic year 2020/2021 was done well, it is proved by along the implementation the students very excited, the interaction between student teacher also increase and students have more opportunities to explore their capability. The problems faced in the implementation of blended learning in new normal era as a learning method at the seventh-grade students of SMP Muhammadiyah 9 Gemuh Kendal in academic year 2020/2021 are network connection and four varying categories emerged and these included: managing time, technical issues, novelty of the learning experience, and learning style.

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