

ANALYSIS THE EFFECTIVENESS OF BLENDED LEARNING MODEL DURING PANDEMIC COVID-19 FOR TENTH GRADE AT MA ASYIFA' BATURAJA

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Abstract

This study aims to find out the effectiveness of the blended learning model on reading skill for tenth grade at MA Asyifa' Baturaja. This study used the qualitative descriptive research design. The population of this research was 19 students of Tenth grade at MA Asyifa' Baturaja. The researcher took sample by used total sampling technique because the total population was less than 100 respondent. The data was collected by used questionnaire that consists of 20 statements that consist Of 4 categories put forward by Keller, namely: Attention, Relevance, Confidence, and Satisfaction (ARCS). The researcher used descriptive statistics based on the percentages obtained from the result of recapitulation. Based on theory ARCS the researcher get the results, the attention percentage 64,4% in good category, relevance percentage 62% in good category, confidence percentage 66,75% in good category and satisfaction percentage 57,25% in fair category. From percentage of each category, the researcher get average 62,6% in the good category. The finding indicated that analysis the effectiveness of blended learning model on reading skill is good category, in sense blended learning is effective during pandemic Covid-19.

Keywords: Analysis, Blended Learning, Reading Skill.

Introduction

In early March 2020, Indonesia experienced a change in activity due to Covid-19. Changes in these activities affect aspects of life, especially in teaching and learning activities in schools. The Ministry of Education and Culture issued letter Number 2 2020 concerning the Prevention and Handling of Covid-19 within the Ministry of Education and Culture and Circular Number 3 2020 concerning Prevention and Handling of Covid-19 in the Education Unit. In connection with teaching and learning activities, the Ministry of Education and Culture urges the Indonesian people to carry out teaching and learning activities from home with online and offline learning systems. Based on the government announcement dated April 28, 2020, Baturaja city is experiencing a red zone affected by Covid-19. Based on this information, schools in the Baturaja area use an online learning system. According to Sobron et al., (2019), online learning is formal education organized by schools where students and teachers are in separate locations so that it requires an interactive telecommunication system to connect the two and the various resources needed there in. Online learning uses an internet-based interactive model such as using the Whatsapp application, Google Meet, Zoom, Edmodo, and other applications. Online learning and the use of digital technology are more challenging (Anggeraini, 2018). At the start of the new teaching 2020/2021, precisely

on July 13, 2020, the learning system was used offline because Baturaja City has a green zone status. Anggeraini (2020) found out that the English teachers were familiar with some digital media in EFL classroom such using social media and short educated film.

Educators seek to find effective learning system solutions in the new normal era so that educators use the Blended learning model. According to Dwiyogo (2018) blended learning is learning with learning technology approach with a combination of face-to-face learning resources for the teaching team and published in the media of computer, mobile phone, television channel, video conferencing, and other electronic media. According to Dewi et al., (2019) blended learning is a conventional learning that carried out in classroom combined with online learning, both independently and collaboratively, using technology infrastructure. Bersin (2004) defines Blended Learning as a combination of various training media (technology, activities, and types of events) to create an optimal training program for a particular audience.

During pre-observation, the researcher obtained information that before using the blended learning model, Madrasah Aliyah Asyifa 'Baturaja carried out a teaching and learning process using online learning, which made teachers and students carry out the teaching and learning process from home. English teacher uses the WhatsApp application to support learning activities. Here the teacher provides material and assignments in the form of soft files to students via WhatsApp, so that students can learn independently online with the material provided by the teacher. However, there are several complaints from teachers of the ineffectiveness of the online learning system due to the lack of motoric stimulants of students, a learning atmosphere that makes students feel bored, and time that is not relevant to teaching activities. The complaint made the academic staff of MA Asyifa 'Baturaja conditionally change the learning system with permission from the Ministry of Religion Baturaja.

In learning English at Madrasah Aliyah Asyifa 'Baturaja, the online learning process is only a contest for sophistication, even though it should focus on the intellectual development of students. The subject of English at Madrasah Aliyah is one of the compulsory subjects that students must teach. English is the language most commonly spoken throughout the world. The widespread use of the English language is due to the spread of culture and technology that has domination throughout the centuries. English subjects consist of four skills, namely listening, reading, writing and speaking. In the case of blended learning, the researcher interests in reading skill. According to Humaira et al., (2018), reading is one of the basic skill of language learning that can't separated from other skills of language learning. According to Harmer (2010), reading is usefull for language acquisition. Provide students more understand what they read, the better they get at it. Reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Based on the discussion above, the researcher concluded that the blended learning model is a combination of face-to-face learning models and online learning, which is support by technological infrastructure. Reading is a cognitive activity to obtain various information from a reading or essay. Researchers are interests in take the case of blended learning because the blended learning model is rarely found in schools and only a few schools use the blended learning model. Therefore, researcher takes the blended learning model with the hope that the use of the blended learning system researcher would get effective results from learning activities.

Methodology

The research conducted in this case used a qualitative descriptive method. The researcher collected data from questionnaire. In this case, the form of questionnaire was closed with the alternative answer that would be chosen by the students. Students only choose the best answer that are suitable to themselves. To analyze questionnaire data, the researcher used descriptive analysis technique. The researcher will analyze the data by counting percentage the questionnaire The Effectiveness of Blended Learning Model During Pandemic Covid-19 for Tenth Grade at MA Asyifa 'Baturaja.

Finding and Discussion

The Result of Analysis the Effectiveness of Blended Learning Model during Pandemic Covid-19

In this study, students was given several choices such as 5: strongly agree, 4: agree, 3: neutral, 2: disagree, and 1: strongly disagree, to show the level of agree or disagree with the effectiveness of the Blended learning model at MA Asyifa' during the Covid-19 pandemic. The questionnaire was adapted from Kirna et al., (2015). There were 30 statements in the questionnaire about students' responses regarding the blended learning model during pandemic Covid-19. In this study, the researchers made it into 20 statements which were divided into several categories, including statements 1-5 categories of student attention with the effectiveness of the blended learning model during pandemic Covid-19, statements 6-12 relevance categories of the blended learning model during pandemic Covid-19, statements of 13-16 categories of students' confidence in the blended learning model, and statements 17-20 categories of student satisfaction with the blended learning model during pandemic Covid-19. The table below presented the findings on the effectiveness of the Blended learning model during the Covid-19 pandemic.

Table 6

THE RESULT OF STUDENTS ATTENTION ON BLENDED LEARNING																			
NO	STATEMENT	SA (5)			A (4)			N (3)			D (2)			SD (1)			TOTAL		
		f	S	%	f	S	%	f	S	%	f	S	%	f	S	%	S	%	
1	Learning English using the blended learning method is very innovative	1	5	5,26	9	36	37,89	7	21	22,1	2	4	4,21	0	0	0	66	69,47	
2	Learning English Using the blended learning method is very effective	1	5	5,26	8	32	33,68	7	21	22,1	2	4	4,21	1	1	1,05	63	66,31	
3	Discussing the material on each topics is more effective starting with online assignments and then discussing it face-to-face	1	5	5,26	12	48	50,52	3	9	9,47	3	6	6,31	0	0	0	68	71,57	
4	When online discussion should be closed to other groups	0	0	0	4	16	16,84	9	27	28,42	6	12	12,63	0	0	0	55	57,89	
5	Descriptive text materials needs to include a schedule of online and face-to-face activities in class	1	5	5,26	12	48	50,52	5	15	15,78	1	2	2,1	0	0	0	70	73,68	

The statements that related to indicators the effectiveness of the blended learning model during pandemic Covid-19 at MA Asyifa 'Baturaja, the attention indicator consists of 5 statements. Based on table 6, the results of the study are described as follows:

1. For statement number 1 learning English using the bended learning method is very innovative, there were 1 student (5,26%) answered strongly agree with the statement, 9 students (37,89%) agree, 7 students (22,10%) answered neutral, 2 students (4,21%) disagree, and 0 student strongly disagree.
2. In the statement item of students learning English using blended learning method is very effective, it was found that 1 student (5,26%) strongly agree, 8 students (33,68%) agree, 7 students (22,10%) stated neutral, 2 students (4,21%) disagree and 1 student (1,05%) strongly disagree.
3. In third statement item of discussing the material on each topics is more effective starting with online assignments and then discussing it face-to-face, it was found 1 student (5,26%) strongly agree, 12 students (50,52%) agree, 3 students (9,47%) stated neutral, 3 students (6,31%) stated disagree and 0 student strongly disagree.
4. In the statement item of when online discussion should be closed to other groups, it was found that 0 students strongly agree, 4 students (16,84%) agree, 9 students (28,42%) stated neutral, 6 students (12,63%) stated disagree and 0 student strongly disagree with the statement.
5. In this statement item of descriptive text materials needs to include a schedule of online and face-to-face activities in class, it was found 1 student (5,26%) strongly agree, 12 students (50,52%) agree, 5 students (15,78%), 1 student (2,10%) disagree and 0 student strongly agree with the statement.

Table

The statements that related to indicators the effectiveness of the blended learning model during pandemic Covid-19 at MA Asyifa 'Baturaja. The second indicator is relevance that consisted of 7 statements. Based on table 7, the results of the study are described as follows:

6. The statement of Blended learning based learning is relevance for today's life, it was found 4 students (21,05%) strongly agree with the statement, 9 students (37,9%) agree, 3 students (9,47%) stated neutral, 2 students (4,21%) disagree and 1 student (1,05%) strongly disagree.
7. The statement of blended learning is suitable to be applied in the future, it was found 7 students (36,84%) strongly agree, 6 students (25,26%) agree, 2 students (6,31%) stated neutral, 4 students (8,42%) disagree and 0 student stated strongly disagree.
8. The statement facilities as a component of blended learning are good, it was found 0 student strongly agree, 6 students (25,26%) agree, 11 students (34,73) neutral, 2 students (4,21%) disagree and 0 student stated strongly disagree with the statement.
9. The statement items of blended learning makes it easier for me to learn English, it was found 1 student (5,26%) that strongly agree, 7 students (29,47%) agree, 7 students (22,10%) neutral, 4 students (8,42%) disagree and 0 student strongly disagree with the statement.
10. The statement items of learning descriptive text material is relevant to learning indicators, it was found 0 student strongly agree, 2 students (8,42%) agree, 14 students (44,21%) neutral, 3 students (6,31%) disagree and 0 student strongly disagree.

11. The statement item of I got an English assignment according to the learning indicators, it was found 0 student strongly agree with the statement, 1 student (4,21%) agree, 15 students (47,36%) neutral, 3 students (6,31%) disagree and 0 student strongly disagree.
12. The statement items of facility for uploading relevant assignments, it was found 0 student strongly agree, 5 students (21,05%) agree, 11 students (34,73%) neutral, 1 student (2,10%) disagree and 2 students (2,10%) stated strongly disagree with the statement.

Table 8

THE RESULT OF STUDENTS CONFIDENCE OB BLENDED LEARNING																			
NO	STATEMENT	SA (5)			A (4)			N (3)			D (2)			SD (1)			TOTAL		
		f	S	%	f	S	%	f	S	%	f	S	%	f	S	%	S	%	
13	Blended learning is very effective when it is well designed	5	25	26,31	10	40	42,1	2	6	6,31	2	4	4,21	0	0	0	75	78,94	
14	At first application, blended learning was very confusing	8	40	42,1	5	20	21,05	5	15	15,78	1	2	2,1	0	0	0	77	81,05	
15	Online discussion increase the activity of the class for discussion	0	0	0	5	20	21,05	13	39	41,05	1	2	2,1	0	0	0	61	64,21	
16	The blended learning method is better designed in groups rather than individually	0	0	0	1	4	4,21	14	42	44,21	4	8	8,42	0	0	0	54	56,84	

The statements that related to indicators the effectiveness of the blended learning model during pandemic Covid-19 at MA Asyifa 'Baturaja. The third indicator is confidence that consisted of 4 statements. Based on table 8, the results of the study are described as follows:

13. The statement item of blended learning is very effective when it is well designed, it was found 5 students (26,31%) that strongly agree with the statement, 10 students (42,10%) agree, 2 students (6,31%) neutral, 2 students (4,21%) disagree and 0 student strongly disagree.
14. The statement of at first application, blended learning was very confusing, it was found 8 students (42,10%) strongly agree, 5 students (21,05%) agree, 5 students (15,78%) neutral, 1 student (2,10%) disagree and 0 student strongly disagree with the statement.
15. The statement of online discussion increase the activity of the class for discussion, it was found 0 student strongly agree, 5 students (21,05%) agree, 13 students (41,05%) neutral, 1 student (2,10%) disagree and 0 student strongly disagree.
16. For the statement of the blended learning method is better designed in groups rather than individually, it was found 0 student strongly agree, 1 student (4,21%) agree, 14 students (44,21%) neutral, 4 students (8,42%) disagree and 0 student strongly disagree with the statement.

Table 9

THE RESULT OF STUDENTS SATISFACTION ON BLENDED LEARNING																		
NO	STATEMENT	SA (5)			A (4)			N (3)			D (2)			SD (1)			TOTAL	
		f	S	%	f	S	%	f	S	%	f	S	%	f	S	%	S	%
17	Blended learning is more effective in stimulating my motoric skill	0	0	0	3	12	12,63	6	18	18,94	9	18	18,94	1	1	1,05	49	51,57
18	I feel comfortable with the blended learning method	0	0	0	4	16	16,84	11	33	34,73	3	6	6,31	1	1	1,05	56	58,94
19	The material containing animation was given by the teacher to help me understand descriptive text material	0	0	0	11	44	46,31	5	15	15,78	2	4	2,21	1	1	1,05	64	67,36
20	I feel satisfied learning to use the blended learning method	0	0	0	7	28	29,47	8	24	25,26	4	8	8,42	0	0	0	60	63,15

The statements that related to indicators the effectiveness of the blended learning model during pandemic Covid-19 at MA Asyifa 'Baturaja. The last indicator is satisfaction that consisted of 4 statements. Based on table 9, the results of the study are described as follows:

17. The statement item of blended learning is more effective in stimulating my motoric skills, it was found 0 student strongly agree, 3 students (12,63%) agree, 6 students (18,94%) neutral, 9 students (18,94%) disagree and 1 student (1,05%) strongly disagree with the statement.
18. The statement of I feel comfortable with the blended learning method, it was found 0 student strongly agree, 4 students (16,84%) agree, 11 students (34,73%) neutral, 3 students (6,31%) disagree and 1 student (1,05%) strongly disagree.
19. The statement item of the material containing animation was given by the teacher to help me understand descriptive text material, it was found 0 student strongly agree, 11 students (46,31%) agree, 5 students (15,78%) neutral, 2 students (4,21%) disagree and 1 student (1,05%).
20. The statement item of I feel satisfied learning to use the blended learning, it was found 0 student strongly agree, 7 students (29,47%) agree, 8 students (25,26%) neutral, 4 students (8,42%) disagree, and 0 student strongly disagree.

Table 10

NO	QUESTIONNARE INDICATORS	THE RESULT OF THE STATEMENTS										TOTAL	CRITERIA
		SA		A		N		D		SD			
		f	%	f	%	f	%	f	%	f	%		
1	ATTENTION	4	4,2	36	37,89	18,6	19,57	5,6	5,89	0,2	0,21	64,4	Good
2	RELEVANCE	8,57	9,02	20,57	21,65	27	28,42	5,42	5,71	0,42	0,45	62	Good
3	CONFIDENCE	16,25	17,1	21	22,1	25,5	26,84	4	4,2	0	0	66,75	Good
4	SATISFACTION	0	0	25	26,31	22,5	23,68	9	8,97	0,75	0,78	57,25	Fair
TOTAL											250,4		
AVERAGE											62,6	Good	

Based on the results of the recapitulation in table 10, it can be obtained from distributing questionnaires in the Analysis the Effectiveness of the Blended Learning Model during Pandemic Covid-19 for Tenth Grade at MA Asyifa' Baturaja which has received 62,6%. Thus it can be seen that the blended learning model at MA Asyifa 'Baturaja based on the results of the recapitulation includes good criteria.

Conclusions

Based on the results of data analysis, the researcher concluded that the blended learning model on reading skills was very effective to be applied during pandemic Covid-19. The percentage of the questionnaire with each category, the attention percentage 64,4% in good category, relevance percentage 62% in good category, confidence percentage with 66,75% and satisfaction percentage 57,25% in fair category. From percentage of each category, the researcher get average 62,6% in good category. It means that the blended learning model on reading skills effective for pandemic Covid-19

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