Analysis Of *Blended Learning* Models in Class V Science Subjects at SD KIP Maccini

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Abstract

The objectives of this study are to; 1) Analyzing the learning process during the Pandemic, 2) Evaluating the application of the Blended Learning Learning Model in Class V Science Subjects, and, 3) Comparing Supporting and Inhibiting Factors for the application of the Blended Learning Learning Model at SD KIP Maccini. This research is a phenomenological research using a paedagogy approach. while data collection is taken through interviews, observations and documentation. The results of this study show that the learning process is divided into 2 learnings, namely online learning and face-to-face learning, because it uses a blended learning model, and the application of this model provides opportunities for students and teachers to carry out learning independently and create a space for interaction both between teachers and students and between students and students. Supporting factors for this study are the availability and affordability of resources, the ability of teachers to manage classes, teachers' skills in operating smartphones and the physical condition of students. Meanwhile, the inhibiting factor in the application of blended learning models is an unstable internet connection.

Keywords : Blended Learning, Science Learning

Introduction

Education is a system that houses knowledge and skills that are directed towards achieving physical and mental independence so as to receive physical and mental salvation. Education is very important for humans in all aspects of their lives, they have a great influence on humans in order to survive by build good interactions with others so that their life needs are met easily, (Marwah, Syafe'i, & Sumarna, 2018). The development of education rests on the ideals and ideals of philosophy and outlook on life so that it becomes an institutionalized reality in society, (Saragih et al., 2021).

As stated (Langgulung, 2000) that education can be viewed from two aspects. First, from the perspective of society, from here education can be interpreted as cultural heritage from the older generation to the younger generation which aims to keep people's lives going, or in other words so that a society has cultural values that are always channeled from

generation to generation and are always maintained and continue to exist from time to time. Both education can be seen from the point of view of ind v idu, from here education can be interpreted as the development of hidden and hidden potentials in oneself as indvidu, as a goal in fulfilling all independence and ability to live life and to fulfill all the desires of indVidu. This view is born from the purpose of education which if the purpose of education will change and will be much different if it is clashed in Islam. Where Islam came comprehensively to form an education based on the Qur'an and as-Sunnah, in which Islam educated indvidu to be a man of faith, noble and civilized character who later gave birth to a dignified society, this theory was based on the word of Allah (QS. At- Taubah: 122):

۞ وَمَا كَانَ الْمُؤْمِنُوْنَ لِيَنْفِرُوْا كَآفَّةً ۗ فَلَوْلَا نَفَرَ مِنْ كُلِّ فِرْقَةٍ مِّنْهُمْ طَآئِفَةٌ لِّيَتَفَقَّهُوْا فِى الدِّيْنِ وَلِيُنْذِرُوْا قَوْمَهُمْ اِذَا رَجَعُوْٓا اِلَيْهِمْ لَعَلَّهُمْ يَحْذَرُوْنَ

It means: And it is not for the believers to go forth [to battle] all at once. For there should separate from every division of them a group [remaining] to obtain understanding in the religion and warn their people when they return to them that they might be cautious. (Kementrian Agama Republik Indonesia, 2019)

The world is currently being hit by *the coronavirus* outbreak. *Coronavirus* is a type of virus that can cause disease in humans and animals. There are currently more than two types of *coronaviruses* identified as causing diseases that trigger severe indications in humans. *Coronavirus* causes things to go out of their way. One of the affected is education.

Currently, online learning is being hotly discussed in the world of education, to switch from a face-to-face learning model or meet in person, then change to online it really requires a lot of effort and costs. However this can start with the selection of the right model is indispensable. A popular learning model is class-based learning (classical) using the lecture method. But in classical learning, the learning process of learners is bound by the dimensions of space and time. In addition, learners become bored quickly and become passive in choosing additional learning resources beyond the learning resources provided by educators. Learning is a systematic procedure or pattern that is used as a guide to achieve learning objectives in which there are strategies, techniques, material methods, media and tools, (Octavia, 2020).

Some experts define *Blended Learning* with different editors, but in the same or almost the same concept. Harding, Kaczynski and Wood explained that *Blended Learning* is a learning approach that combines conventional learning (face-to-face) and distance learning with online learning resources with a wide selection of media (text, images, diagrams, voice, video) that can be accessed by teachers and students from the internet. *Blended Learning* is an alternative learning that combines different delivery methods, teaching models, and learning styles, and introduces a variety of dialogue media options between the facilitator

and the person who gets the teaching. *Blended Learning* is also a combination of *face-to-face* teaching and online teaching, but more so as part of social interaction.

In Indonesia, learning models with a *Blended Learning* approach have begun to be widely applied, but there are still no research results that examine its application to the elementary school level. The opportunity to conduct research at the elementary school level is also still wide open, this is because *Blended Learning* is more widely applied in higher education levels. Whereas this approach can be used as a solution to overcome the saturation of learning in the classroom that combines face-to-face learning with *online learning*, or face-to-face with *off-line* learning; especially considering that nowadays students are accustomed to accessing various learning resources via the internet so a learning approach is needed that supports these students. The lack of research on the application of *Blended Learning* in Elementary Schools, especially in Indonesia, indicates that this learning approach is not yet popular among elementary school teachers.

Blended Learning is currently being discussed because the learning process in the classroom is boring and the development of technology is getting wider so that many practitioners develop and give their opinions on the meaning of Blended Learning, such as Sem b er's opinionthat the definition of *Blended Learning* is to combine the advantages of e-learning, the advantages of *face-to-face*, and the practice. Moebs and Weibelzahl in (Wardani, Toenlioe, & Wedi, 2018) define *Blended Learning* as a combination of *online* and *faceto-face* learning activities. *Blended Learning* is a learning model that combines faceto-face learning with e-learning, acombination of face-to-face teaching. Where teachers and learners meet in person and through online media that can be accessed at any time, (Siallagan, 2019). This encourages researchers to conduct research related to *blended learning* models during the pandemic of Class V science subjects at SD KIP Maccini.

Method and Data

Judging from the type of data, the research approach used in this study is qualitative research. Qualitative research is research that is descriptive and tends to use analysis. The type of research used in this study is phenomenology, what is meant by phenomenological research is a study that seeks to find the essence of the meaning of a phenomenon experienced by several individuals. The procedure in phenomonological studies is a process by which the researcher must set aside all previous experiences in order to understand as much as possible the experiences of the participants, where the researcher seeks to examine the data by highlighting the important observations of the participants in order to provide a basic understanding of the phenomenon, (Creswell, 2015). This research was conducted at SD KIP Maccini and began in October 2021. Data sources in this study, researchers focused on the *Blended Learning* learning model at SD KIP Maccini Academic Year 202 1/2022. The primary data in this study are Class V Teachers and 6 Class V Students. This research will focus on the *Blended Learning Learning* Model. In this study, the data collection technique used was the triangulation of data sources consisting of in-depth interviews, field observations, and documentation. According to (Lestari, 2016) triangulation is a method

in qualitative research to combine triangulation methods, data sources (triangulation data), researchers (triangulation investigator), as well as perspectives and theories.

The data analysis techniques in this study refer to the data analysis techniques of the Miles and Huberman model. (Hardani et al., 2020) stated that data analysis techniques that refer to the data analysis techniques of the Miles and Huberman models are divided into 3 stages, including data *reduction*, data presentation (data *display*), and *conclusion drawing / verification*. Data reduction is the first stage in model data analysis (Miles & Huberman, 2014). According to (Siyoto & Sodik, 2015) data reduction, namely selection, concentration, simple making, organizing, discarding what is not necessary, ensuring that the data obtained is included in the research focus. Furthermore, the second stage is the presentation of data. The activity at this stage is that researchers must be able to classify data according to the research focus presented in the form of brief descriptions, charts, and the like (Hardani et al., 2020). The last stage is the withdrawal of conclusions / verification. (Siyoto & Sodik, 2015) suggest that in drawing conclusions / verification researchers must express conclusions by looking for relationships / similarities and differences based on data that has been obtained in the form of a new finding, or developments from previous research.

The research procedure from the beginning to the end of this research activity includes two stages, including the stages of making a research design and the stages of conducting research. At the stage of making a research design, what is carried out by the researcher is as follows: a) Choosing and determining what problems to study; b) Making preliminary observations related to the problem to be studied; c) Compiling research proposals and submitting; d) Making research letters; e) Preparing research instruments; f) Requesting permission and submitting research letters at SD KIP Maccini. The last stage is the stage of conducting research, while what researchers do in this stage is data collection, data analysis, data validation andconclusions.

Results

According to the results of the research obtained from unstructured interviews with Class V Teachers of SD KIP Maccini along with documentation of the learning process of class V students, the learning process in the *Blended Learning* learning model used by Class V Teachers of SD KIP Maccini consists of *online* and face-to-face learning. The *Blended Learning* learning model has stages in its implementation. Based on the results of observations, it can be seen that the stages of *Blended Learning* learning are carried out gradually. That is, the stages of *Blended Learning* are carried out through two learning methods, namely *online* and face-to-face learning, students are alternately asked to present the results of the reflection of the learning that has been carried out. But sometimes if the time is long in *online* learning, all stages of *Blended Learning* will be carried out. Based on the results of the interview above, it was found that teachers' use of media / teaching materials is more simplified according to student needs in the application of the *Blended Learning* learning model, especially during *online learning.* Based on the interview results, it was found that

teacher preparation in the use of media / teaching materials is more simplified according to student needs in the application of the *Blended Learning* learning model, especially during *online learning.*

Based on the results of researchers' interviews with Class V teachers regarding Blended Learning learning   planning, it was found that teachers in the use of media / teaching materials are more simplified according to student needs in the application of the *Blended Learning* learning model, especially during online learning. In face-to-face learning that lasts for 1 hour and 35 minutes, teachers emphasize more on socializing activities between peers and between teachers and students. This is in accordance with the observations of researchers who observe face-to-face learning activities of class V students, where during face-to-face learning, students can convey the obstacles experienced during *online* learning and teachers also invite students to discuss materials that are not yet understood by their students. As in the researcher's observation on Monday, October 4, 2021, where the class V teacher conducted online learning through *Whatsapp groups* and *Zoom meetings*. Through the *whatsapp group*, the teacher asks students to observe the reading text and understand the text in the student's book. Then the teacher asks students to find information through links about the learning videos that have been provided. But teachers also ask students to look for other information about learning materials. Then teachers and students discuss through *zoom meetings.*

In its application to science subjects, the *Blended Learning* learning model emphasizes the process of social interaction. Basically, science subject matter contains various social things. The obstacle that teachers experienced before the application of *Blended Learning* to science subjects was that there was no serious update to the learning model used before. Teachers still often use conventional learning models, there is no improvisation in learning, far from modern learning models that are in accordance with the demands of the times and the conditions of the surrounding environment where students are located. By applying *a blended* learning learning model to science subjects, students can be helped in the process of social interaction as well as in other science learning materials during the Covid-19 pandemic. At times like these, social interactions that are established both between teachers and students and interactions between one student and the other must be very considered, looking at the paradigm of society towards the word *online* will lead to the *statement* of the lack of social interaction both between teachers and students and between one student and another.

This is in accordance with the statement of the class V teacher regarding the application of the *Blended* Learning learning model in science subjects which states that the application of the *Blended Learning* learning model in science subjects is very good. This is proven when the teacher explains the material in thematic learning that has a science content and the teacher will associate the material learned with the social life of students. At that time, students will be provoked to think more critically in thinking about solutions to problems that occur in students' social life which are also of course related to the material being

studied. That way, indirectly the teacher has provided a stimulus to the students and the students respond at that time.

Based on the results of unstructured interviews conducted with Class V Teachers and students, it was found that there are factors supporting *Blended Learning* learning. These factors include the availability and affordability of resources, the ability of teachers to manage classes, the teacher's skills in operating *smartphones* and also the physical condition of students. *Blended Learning* will run smoothly if these supporting factors are met. Based on the results of interviews conducted by researchers to class V teachers at SD KIP Maccini, it can be seen that the obstacles contained in *online* learning that cannot be avoided are internet connections that are sometimes unstable or suddenly experiencing problems. Even though teachers have prepared learning plans well, starting from adjusting learning materials during the pandemic to compiling a schedule between *online* and *face-to-face* learning. In online learning, teachers have prepared teaching materials that can be accessed by students, then teachers have mastered how to operate several *online* media. As in class V, teachers have used *the whatsapp* application and *zoom meetings* as online media in *online* learning. Meanwhile, the obstacles that students have in *online* learning are that the facilities and abilities of students or parents are still lacking in using online media. Some students have their own cell phones, some use their parents' phones.

Discussion

This research was conducted at SD KIP Maccini Makassar City which is located in the province of South Sulawesi, SD KIP Maccini is the same as Sekolah Dasar in Indonesia in general which has an education period taken within 6 years of study, starting from class I to class VI. This school also provides various learning support facilities such as extracurriculars (eskul), learning communities, sports teams, and libraries so that students can learn optimally and the learning process is made as comfortable as possible for students in the school. In meeting the learning needs of students during the *Covid-19* pandemic, a learning model is needed that can be applied during the current pandemic. In the results of preliminary observations in class V of SD KIP Maccini, it was found that class V teachers had used the *Blended Learning* learning model. According to the class V teacher, the application of the *Blended Learning* learning model is based on the constraints of delivering material in online learning that previously used the lecture method. Teachers used the lecture method as an online learning method, but seeing that this method was not effectively used during a pandemic like today, teachers then switched to the *Blended Learning* learning model where online learning and face-to-face learning were combined into one. According to (Annisa, 2021) if lectures become the only learning method, students' abilities become less honed because students are accustomed to thinking outside the context conveyed by the teacher and become passive in choosing additional learning resources outside the learning resources provided by the teacher.

Based on the results of interviews and observations conducted by researchers at SD KIP Maccini, it is known that the learning process in the school, especially in Class V, is divided into 2 learnings because it uses a combination learning model (*Blended Learning*), namely online learning and face-to-face learning. In the combination learning model or better known as *the blended learning* model, there are 3 stages in its implementation, namely seeking of information, *acquisition of information* and *synthesizing of knowledge*. In online learning, the learning process is used by teachers as material in the form of learning videos and then observing and searching for information contained in the video, while face-to-face learning is used by teachers to involve students in interactive experiences such as discussions or cooperation. Online learning already contains the stages of seeking of information and *acquisition of information.* Then in the face-to-face learning component, the stages that are usually carried out are *acquisition of information* and *synthesizing of knowledge.*

In a press conference on August 7, 2020, Minister of Education and Culture Nadiem Makarim said that schools have three curriculum options that can be taken in emergency conditions or special conditions in the midst of implementing learning during the *Covid-19* pandemic, including:

a. Continue to use and refer to the entire KD in the 2013 Curriculum as stated in permendikbud No. 37 of 2018

b. Using and referring to the simplified Basic Competencies of Kepmen No. 719/P/2020 and SK Balitbang 018/H/KR/2020.71

c. Using and referring to the Basic Competencies resulting from the simplification of the curriculum independently.

Based on observations made by researchers on October 5, 2021 in Class V of SD KIP Maccini, teachers chose the third option, namely using and referring to Basic Competencies as a result of simplifying the curriculum independently. Teachers simplify learning objectives to adapt current conditions to the needs of their students. Teachers also provide teaching materials that can be used in *blended learning* models. Teachers also design their own teaching materials through various *online* or *offline* media. For example, the teaching materials used can be accessed by students, such as learning videos.

This is in accordance with the characteristics of *blended learning* stated by (Nadhif, 2015) as follows:

a. Learning that combines various ways of delivery, teaching models, learning styles, and various various technology-based media.
b. As a combination of *face-to-face* teaching, self-study, and online self-study.
c. Learning is supported by an effective combination of delivery methods, teaching methods and learning styles.
d. Teachers and parents of learners have an equally important role, teachers as facilitators, and parents as supporters.

Based on the results of interviews and observations conducted by researchers at SD KIP Maccini, it is known that the application of the *Blended Learning* learning model in science subjects in class V aims to obtain the ease of the learning process during the *Covid-19* pandemic by utilizing technological advances and sophistication. This is in line with Kusairi's theory which states that the advantage of *Blended Learning* is that learning activities can be carried out in the classroom and outside the classroom by utilizing technology to increase the subject matter and questions given in class or through *online* which is managed and controlled in such a way by the teacher so that learning activities can take place, as well as communication between students and between teachers and students can be established Both in the classroom and outside the classroom (*online*) by forming a discussion group that utilizes technological developments in this era.

With the *Blended Learning* learning model applied, it can provide opportunities for students and teachers to do learning independently. The role performed by teachers in carrying out learning planning is to make learning tools. Teachers simplify learning objectives to adapt current conditions to the needs of their students. Teachers also design their own teaching materials through various *online* or *offline* media. In this case, in science subjects the teacher uses learning videos.

Based on the results of observations made by researchers several times, it is known that the application of the Blended Learning model in science subjects in class V has also included all components in *Blended Learning* learning, namely online learning which is carried out using *online* media such as *zoom meetings, video calls* via whatsapp and *whatsapp groups.* Students and teachers interact indirectly through these media and carry out learning with the *Blended Learning* stage. The face-to-face learning component is carried out to deepen the material if there is still material that is not yet understood in online learning. In addition, face-to-face learning is also used for discussion and cooperation activities. As for the self-study component, students are asked to do assignments that are usually picked up on Mondays or can also work on assignments given through *online media.* But in this study researchers combined the components of *online* learning with self-study. Because basically self-study will lead to distance learning which later also involves the use of *online* media in the learning process. The results of these observations are in accordance with the theory (Widiara, 2018) which states that blended learning and formal education programs that allow students to learn (at least in part) through content and instructions delivered online (online) with independent control over the time, place, sequence, and speed of learning.

In accordance with the concept of theory (Husamah, 2014) that *Blended Learning* should be able to overcome the shortcomings of pure and online face-to-face learning, hereby there are many benefits taken from the combination of learning models including students not only glued to the student's book, but with the use of *online* media that uses *Youtube, Zoom meetings, Whatsapp* , students can obtain unlimited learning resources or materials. As we already know that the current circumstances and the development of the times are changing the way students learn to use *online* media in learning so that learning will be more varied.

Blended Learning learning models have varied forms of learning so that the learning process can run in any condition. (Ansori, 2018) said that in general there are four development models of *Blended Learning,* namely:

1) *Face to face drVer model*, is a model that uses technology only as a support for face-to-face learning.
2) *Rotation model,* is a structured combination model, where face-to-face and *online* learning have their own schedules.
3) *Flex model,* is a *Blended Learning* model that focuses on learning independently through *online learning.*
4) *Online lab school model,* is a learning model carried out in a digital laboratory room

The application of the *Blended Learning* model in class V uses a rotation model development *model,* where the learning process has been structured between face-to-face learning and *online* learning carried out separately or have their own time. It is tailored to the needs of the students in the class.

Based on the results of interviews and observations conducted at SD KIP Maccini, it is known that the supporting factors for this *Blended Learning* learning model include:

1) Availability and affordability of resources

The availability and affordability of the resources referred to in this case are *smartphones*, internet quotas and applications used to support the learning process both online and face-to-face. In theory (Husamah, 2014) which says that in fact the media needed is very diverse and large in number so that it requires the readiness of school supporting facilities and infrastructure. If you look at the conditions in the field at the time of observation, the facilities and infrastructure are actually quite complete, because all teachers already have *smartphones* and laptops, so the facilities owned by class V teachers are adequate. Not only that, the facilities of class V students according to observations in the learning process are also adequate.

2) The teacher's ability to manage the classroom

The teacher's ability to manage the classroom referred to in this case is how a teacher creates a conducive classroom atmosphere during the *blended* learning process, so as to realize active, innovative learning. creative, effective and fun (PAIKEM). When the teacher is able to manage the class, the learning can be fulfilled optimally. Based on the results of observations made by researchers several times, it is known that the teacher of class V is already able to manage the class well. This is evident during online learning and face-to-face learning. During online learning, it can be seen that teachers carry out the learning process very well starting from opening learning to closing learning. Likewise, during face-to-face learning, teachers are able to provide stimulus to students to express their opinions or responses to the material being taught. It is in this case that the teacher can be said to be able to manage the class. In addition, class V teachers are also able to design their own teaching materials in the form of learning videos containing the materials to be studied.

3) Teacher's skills in operating *smartphones*

During a pandemic like today, teachers' skills in operating *smartphones* are needed to support learning, especially online learning. Online learning requires skills in operating a *smartphone* as the foundation for the implementation of the learning process and also as a support for the success of learning later. Based on the results of observations made by researchers several times, it is known that class V teachers are already skilled in operating *smartphones*. This is clearly seen during online learning. The class V teacher started a *Zoom meeting* with class V students at exactly 8:00 a.m. In the results of the researcher's interview with the class V teacher, it was found that the teacher had indeed set an alarm on the *smartphone* every 08:00 to remind the teacher to always be on time in starting online classes. In addition, the class V teacher also made the teaching materials by designing the teaching materials themselves in the form of learning videos recorded using a *camera* from the teacher's personal smartphone. The class V teacher is also able to overcome minor obstacles/problems on his personal smartphone. This is in accordance with the teacher's statement at the time of the interview with the researcher who stated that if there is a problem that occurs in the *smartphone*, the teacher will immediately fix it. However, if the problem that occurs is classified as a severe problem, the teacher will immediately take the smartphone to the *smartphone service* place to be repaired so that it can be used again.

4) Physical condition of the student

When you want to start a lesson, the student's physical condition should be a support in this regard. This greatly affects the continuity of the learning process. If the student's physical condition is healthy, then learning both online and face-to-face can be carried out as appropriate. Based on the results of observations made by researchers several times, it is known that there are class V students preparing for online learning with breakfast first, the goal is that when online learning takes place, students can concentrate and stay focused on the material taught by the teacher. This is due to the online learning schedule that starts at 08:00, therefore teachers always remind their students to stay at breakfast first before starting online learning so that students will not feel hungry or even have stomach pains when online learning starts. This is in line with the theory of Agus Purnomo et al which states that *Blended Learning* has the characteristics of being open, flexible and can occur anywhere

5) The role of parents as facilitators

The role of parents in supporting the success of children's learning to achieve goals includes parents as caregivers and educators to train children's knowledge, skills and mentality, other roles as mentors by helping to solve children's difficulties. In addition, parents are also motVators by encouraging children about the importance of learning, and parents become facilitators in the form of providing various supporting facilities. The focus in this case is the facilitator. Parents as facilitators are by providing the learning facilities needed as well as things that can improve children's learning achievement.

Based on the results of interviews and observations conducted at SD KIP Maccini, it is known that the inhibiting factor of the *Blended Learning* learning model is known that the inhibiting factor is an unstable internet connection or sudden disruption. According to (Widiara, 2018) the disadvantages of *Blended Learning* include:

a) The media needed is very diverse, so it is difficult to implement if the facilities and infrastructure do not support
b) The uneven facilities owned by students, such as computers and internet access, even though *Blended Learning* requires adequate internet access, it will certainly make it difficult for students to take part in independent learning via *online*.
c) Lack of knowledge of learning resources (educators, learners and parents) towards the use of technology.

Based on the results of observations made by researchers several times, it is known that most of the students in class V experience sudden internet interference. There are only 2 students who have a smooth internet connection because the student has private *wi-fi* in his home. This is an obstacle that most students at SD KIP Maccini, especially class V, feel. According to the results of the researcher's interview with the class V teacher who stated that there is a free internet quota from the government that can help students, regarding unstable connections that sometimes follow the weather around the student's residence. One of the class V students mentioned that when the weather is bad, the internet connection is also unstable. Of course, this will be pursued by class V teachers and other teachers so that the learning process during this pandemic can run smoothly.

Conclusions

Based on the results of research that has been carried out, it can be concluded that the learning process at SD KIP Maccini, especially in Class V, is divided into 2 learnings because it uses a combination learning model (*Blended Learning*), namely online learning and face-to-face learning. In the combination learning model or better known as the *blended learning* model, there are 3 stages in its implementation, namely seeking of information, *acquisition of information* and *synthesizing of knowledge.* In online learning, it contains the stages of seeking of information and acquisition of information, then in the face-to-face learning component, the stages carried out are *acquisition* of *information* and *synthesizing of knowledge.*

The application of the *Blended Learning* learning model in science subjects in class V aims to obtain the ease of the learning process during the *Covid-19* pandemic by utilizing advances and technological sophistication. With the *Blended Learning* learning model applied, it can provide opportunities for students and teachers to learn independently and create a space for interaction both between teachers and students and between students.

The supporting factors for the application of the *Blended Learning* learning model are: 1) Availability and affordability of resources, 2) Ability of teachers to manage classes, 3) Teacher skills in operating *smartphones*, 4) Physical condition of students and 5) The role of parents as facilitators. Meanwhile, the inhibiting factor in the application of the *Blended Learning* learning model is an unstable internet connection or suddenly experiencing problems.

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