Implementation of blended learning in Indonesian Language subject at Senior High School 05 Bombana

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Article Info	ABSTRACT
	This study aims to analyze the planning, implementation, and evaluation of the blended learning model at SMA Negeri 05 Bombana during the Covid-19 pandemic. The approach used in this research is qualitative with descriptive analysis to obtain a comprehensive picture of the implementation of blended learning. The research variables include blended learning-based learning policy, human resource readiness, learning application management, learning planning, teacher role, student readiness, learning strategies and methods, learning media, application, learning system, and learning process and outcomes. The results show that the planning of blended learning has run well with appropriate policies, technical guidance for teachers, and operator readiness. The implementation was effective, marked by the active role of teachers, the enthusiasm of students, and the use of Google Classroom and WhatsApp applications. The evaluation showed that online and offline methods were well integrated, and students improved in cognitive and psychomotor aspects. Teachers use essay and multiple choice tests as learning evaluation. Teacher performance in learning was also high, with APKG II score of 91.6% (category A). This research shows that blended learning can be an effective solution in supporting the learning process during the pandemic.

INTRODUCTION

In early 2020, the world was shocked by the Covid-19 pandemic, an outbreak designated as a public health emergency due to its rapid and widespread spread. The virus has spread to 189 countries, with nearly 39 million confirmed cases globally. Based on World Health Organization (WHO) data, as of October 28, 2020 there were 43,766,712 confirmed cases and 1,163,459 deaths. In Indonesia, during the same period, positive cases of Covid-19 reached 400,483 with an average of 4,000 new cases per day.

In response to the pandemic, the Indonesian government implemented various policies to curb the spread of the virus, such as social distancing, physical distancing, large-scale social restrictions (PSBB), and the implementation of strict health protocols. The education sector is one of the most affected due to the drastic change from face-to-face learning to distance learning (PJJ). The Minister of Education and Culture of the Republic of Indonesia issued Circular Letter No. 4/2020 on education policy during the Covid-19 emergency, which instructs the implementation of online learning as an effort to reduce the spread of the virus (Kemdikbud, 2020).

Distance learning, as stipulated in Permendikbud No. 24/2012, is an education system that separates students from educators by utilizing various learning resources based on information and communication technology. This system is designed to meet educational needs that cannot be reached by regular methods (Munir, 2012). According to Sadikin & Hamidah (2020), online learning has advantages in terms of connectivity, flexibility, and accessibility, which enable interaction in the learning process. However, the success of this system depends on the readiness of all parties involved, including the availability of adequate internet networks and other supporting facilities so that the learning process can take place effectively.

Dewi (2020) states that online learning is implemented according to school readiness. However, not all students, teachers or educational institutions have adequate capabilities to run it. Although online learning allows students to learn anywhere and anytime, it has not fully replaced face-to-face learning,

which is considered more effective (Rusman, 2018). In a teleconference interview, the Minister of Education and Culture, Nadiem Anwar Makarim, mentioned that some regions can organize face-to-face learning under the condition of strict health protocols. The decision is in the hands of regional heads, school principals, and parents, taking into account the conditions of each region.

To ensure the effectiveness of learning during the pandemic, proper planning is needed so that students still get optimal education. One alternative that can be implemented is a combination of online and face-to-face learning with an appropriate learning model (Puspitarini, 2022). Learning models have an important role in improving student motivation and achievement, so teachers need to design methods that are innovative, creative, and in accordance with health protocol standards.

Blended learning is one of the relevant learning solutions in the digital era. This model combines face-to-face learning with technology-based online learning (Maskar & Wulantina, 2019). Blended learning allows the integration of conventional methods in the classroom with flexible information technology (Ningsih et al., 2017). Onta (2018) explains that this approach combines distance learning with face-to-face methods, while Munir (2017) adds that blended learning includes both offline and online computer-based learning strategies. This approach not only improves mastery of the material, but also helps students in understanding and utilizing technology in education. In addition, blended learning is an innovation that answers the challenges in developing individual students in the digital era (Widiara, 2018), so it is very relevant to be applied in the current pandemic situation.

The blended learning model was chosen as an effort to anticipate government policies that allow learning to be done from home online due to the Covid-19 pandemic. Online learning is a system that does not involve direct face-to-face meetings between teachers and students, but is carried out through the internet network using devices such as computers or laptops. In practice, this learning can take place synchronously through social media and digital platforms such as WhatsApp, Zoom, or Google Classroom, so that teachers can ensure that students follow the learning simultaneously.

Although online learning provides flexibility, the main challenge faced is limited internet access in some areas. Geographical conditions that are difficult to reach by signal often cause connectivity constraints, so the implementation of online learning becomes less than optimal. Therefore, this study applies blended learning method, which is a combination of online and face-to-face learning with adjusted class hours. This approach aims to maintain the effectiveness of learning even though most of the process is conducted online.

The blended learning method has various advantages, including increasing supervision of students, reducing distractions during learning, simplifying task management, and improving student performance (Borba et al., 2016). This method requires supporting software, one of which is Google Classroom, which is part of Google for Education. The use of Google Classroom makes it easier for teachers to manage learning and deliver information quickly and accurately to students (Hadriyana cited in Terasne et al., 2020). This application is designed to be used by teachers, students, guardians, and administrators, and allows the creation and management of classes, assignments, and assessments more systematically. In addition, Google Classroom can be accessed for free and allows discussions without time restrictions or specific lesson schedules (Darmawan & Ariyanto, 2019). With the support of excellent features from Google Classroom and the application of the right learning model, it is hoped that students can be more active in improving their learning abilities.

In the context of Indonesian language learning at school, the main goal is to improve students' language skills so that they can communicate orally and in writing properly. Writing skills are an important aspect of language learning, because a good writing culture can encourage students to be more active, creative and intelligent. Therefore, habituation in writing needs to be done through continuous practice so that students can develop writing skills optimally.

On October 25, 2021, researchers conducted observations and interviews with the principal and one of the teachers at SMA Negeri 05 Bombana. From the interview, it is known that the school has implemented a blended learning model that combines face-to-face and online learning. Face-to-face learning is conducted twice a week by implementing health protocols, while online learning is conducted flexibly through various online media. This learning process includes several stages, namely

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searching for information independently or with teacher guidance (seeking of information), discussion in groups both online and face-to-face in class (acquisition of information), and demonstration of learning outcomes through live presentations in class or uploading assignments online (synthesizing knowledge).

According to the grade XII Indonesian teacher at the school, there are various challenges in distance learning during the pandemic. Therefore, a more effective and efficient learning method is needed to support the success of learning. The blended learning model was chosen because not all materials can be delivered online, given the limited access and different abilities of students. The decision to implement face-to-face learning was based on an agreement between the school supervisor, principal and parents. Face-to-face learning was conducted for 1 hour and 35 minutes without a break, with written consent from parents as evidence that the implementation of this method was not forced. Many parties support the implementation of blended learning because it is considered to provide practical benefits in the implementation of learning.

With this learning model, students have more freedom in learning the material independently using learning resources available online. In addition, the interaction between teachers and students is not limited by time and space, so discussions can be held at any time. This model also allows students to master the technology that is part of their learning experience. Therefore, teachers consider that blended learning makes the learning process more varied, effective, and efficient, especially in supporting students to keep learning optimally during the Covid-19 pandemic.

Several previous studies have discussed the effectiveness of blended learning in improving the quality of learning. Research conducted by Nita et al. (2021) shows that the application of blended learning can improve the ability to write description texts for students in class VII-A at SMP Negeri 1 Konawe Selatan. Similar results were found in research conducted by Wicaksono & Rachmadyanti (2016), who revealed that the use of Google Classroom provides wider access for students in carrying out online learning, thus increasing flexibility in the teaching and learning process.

Furthermore, research by Rusdiana et al. (2020) found that the application of the POE2WE model based on blended learning with Google Classroom media can be a solution in overcoming learning challenges during the WFH period due to the Covid-19 pandemic. In the context of increasing student activeness, Sari (2016) research revealed that the blended learning model was able to increase student involvement in the learning process, both in face-to-face and online sessions. This is evidenced by the increase in student activeness indicators achieved in the second cycle of her research.

In addition, Amrizal (2015) research (2016) showed that the implementation of blended learning in mathematics learning in class VIII can improve students' motivation and learning outcomes. In this model, conventional learning is used to deepen the understanding of the theory, while online learning serves as material enrichment. In line with these findings, research conducted by Yuliati & Saputra (2020) proved that blended learning is effective in increasing student learning independence and is a relevant alternative learning method, especially during the Covid-19 pandemic.

Based on these studies, it can be concluded that blended learning has a positive impact on various aspects of learning, including improving academic skills, learning motivation, student activeness, and independence in learning. Therefore, this method can continue to be developed as an adaptive and innovative approach in supporting the educational process at various levels. Considering the background, observation, and interviews conducted at SMA Negeri 05 Bombana, this study aims to analyze the planning, implementation, and evaluation of the blended learning model at the school during the Covid-19 pandemic.

RESEARCH METHODS

This research used a qualitative approach. The researcher chose a qualitative approach in this research process to produce data on the application of the blended learning model at SMA Negeri 05 Bombana which is presented descriptively in the form of writings obtained from data sources where the data obtained must be valid and accountable information. This is in line with Setyosari (2016) opinion that educational research is a method used by educational researchers to obtain significant information

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and can be scientifically accounted for. In this study, the data collection techniques used were observation, interviews, and documentation. The data analysis technique in this study uses the stages of data analysis adopted by Miles and Huberman, namely data reduction, data display, and conclusion drawing/verification (Sugiyono, 2019).

RESULTS AND DISCUSSION

The implementation of Blended Learning at the time of the research has been running for approximately 3 semesters since January 2021. When implementing Blended Learning, the school asked for permission from the Head of the Bombana Regency Office Branch to implement Blended Learning because one of the components of Blended Learning is face-to-face learning. During the pandemic, the social activities of the community are limited, especially in teaching and learning activities. However, after the instruction from the Ministry of Education, it is allowed to carry out face-to-face activities under the following conditions: the school area is included in the Covid-19 safe zone, the duration of learning is reduced and health protocols are adhered to. Based on the results of the online learning evaluation, the principal, teachers, parents and other figures involved decided to implement this blended learning model as an alternative learning that can reduce and complement the shortcomings of online learning.

However, there is no standard instruction regarding the proportion between online and offline learning implemented. Because this is returned to the school to design Blended Learning with subject teachers and adjusted based on their needs. This freedom is based on the concept of limitation between the terms stated by Friesen and Graham, that in Blended Learning there are two main elements of learning, namely 'face to face' or 'co-present' which is offline and computer-based learning elements which are online.

The implementation of the learning pattern is adjusted to the competency analysis needed and of course adjusted to the conditions and situation of the school both supporting infrastructure and human resource readiness. Whereas in this study, the school used a learning portion of 25% face-to-face learning and 75% online learning. This is in line with the opinion of Allen & Seaman in Husamah. "Learning is said to be online if more than 80 percent of the material content is delivered online and is said to be blended if 30%-79% of the content program is delivered online". Based on this opinion, the proportion of online learning conducted at SMA Negeri 05 Bombana, which is more dominant than face-to-face learning, is still categorized as Blended/ Hybrid Learning because the delivery of material using the online system is below 80%.

Blended Learning Lesson Planning

Lesson planning is the initial stage before starting the learning process. Blended Learning-based learning planning is actually the same as planning done in conventional learning models, the difference lies in the learning components that are combined between online and face-to-face learning. In general, the planning stages carried out are as presented in Figure 1.
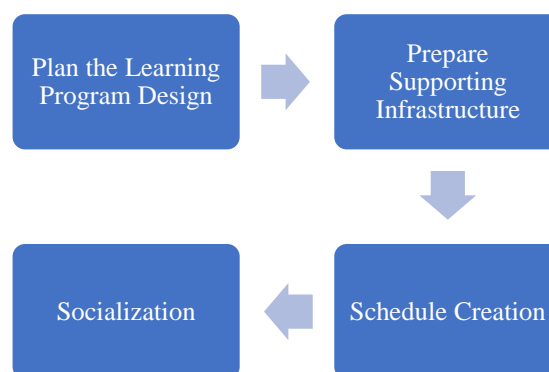

Figure 1. Blended learning planning

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After determining the learning model to be used, the principal and teachers design the blended learning program such as the objectives of the learning program, lesson schedule, media to be used, and so on. The purpose of SMA Negeri 05 Bombana's blended learning program is designed to reduce and complement the various shortcomings in online learning implemented during the Covid-19 pandemic. The learning facilities and infrastructure prepared by the school to support Blended Learning are such as; providing learning media in the form of access to Google Classroom and WhatsApp for subject teachers and students, evaluation tools to HR facilities or teachers specifically formed to control student learning during this pandemic, namely there are homeroom teachers and subject teachers. In addition, before carrying out learning, the school through the Vice Principal for Curriculum prepares a learning schedule for both online learning schedules and face-to-face learning schedules.

After some of the above preparations have been made, the school then holds socialization activities before the learning process is implemented. At this stage, teachers are also directed to conduct blended learning along with following the technical guidance on the use of learning media that will be used. Then students are asked to gather at school to be given directions and learning schedules. For the socialization of the use of learning media is carried out by each subject teacher, so students are gathered by bringing their respective smartphones to be given directions and procedures for using learning media that will be used in learning activities. Because previously the learning media has never been used in teaching and learning activities, so it is necessary to have a briefing first so that later it does not make it difficult for students to participate in learning.

This is in accordance with Sjukur (2013) opinion regarding the stages of blended learning. In the fifth stage, namely "organizing Blended Learning well", organizing good learning begins with conducting socialization activities for teachers and students regarding the learning model to be used, such as; introduction to how to access teaching materials, how to collect assignments, and so on. These preparations have been carried out optimally by the school, but based on conditions in the field, in its implementation, the facilities and infrastructure supporting learning are not sufficient to adequately support Blended learning, the learning media used in the online learning component is also less diverse and the existing media is less optimized in its function. This is also inseparable from the competence of teachers in operating learning technology which is still minimal and limited, so in this planning stage schools need to improve teacher competence in digital-based learning and utilization of learning technology by holding various trainings.

Blended Learning Implementation

The implementation of blended learning in SMA Negeri 05 Bombana is in the form of online learning and offline/face-to-face learning, as follows:

1. **Online Learning**

Based on the researcher's observation, in the implementation of the online learning process in the Indonesian language subject at SMA Negeri 05 Bombana. However, there are different learning components in each subject because the media used varies, some use LKS (student worksheets), google classroom, WhatsApp group, or some combine all of them. In this case, teachers still go to school according to their respective subject schedules, so teachers provide material at school so that when there are students who have difficulty doing online learning or have network constraints and learning support facilities, they can go directly to school by getting help from the subject teacher.

The implementation is carried out in accordance with the schedule of each subject that has been determined. In general, the form of online learning at SMA Negeri 05 Bombana is the Asynchronous Independent (AM) type, which is a process of online teaching and learning activities carried out individually. Learners can learn anytime, anywhere, based on their own pace. Learning activities in independent asynchronous include watching, reading, listening, practicing, imitating using digital materials that are in accordance with the theme or learning material. Learning activities in independent asynchronous learning mostly use online learning, although there will also be offline learning. The online learning process at SMA Negeri 05 Bombana is carried out in an independent asynchronous manner, because the learning process is carried out online using Google Classroom media, WhatsApp Groups and LKS books independently.
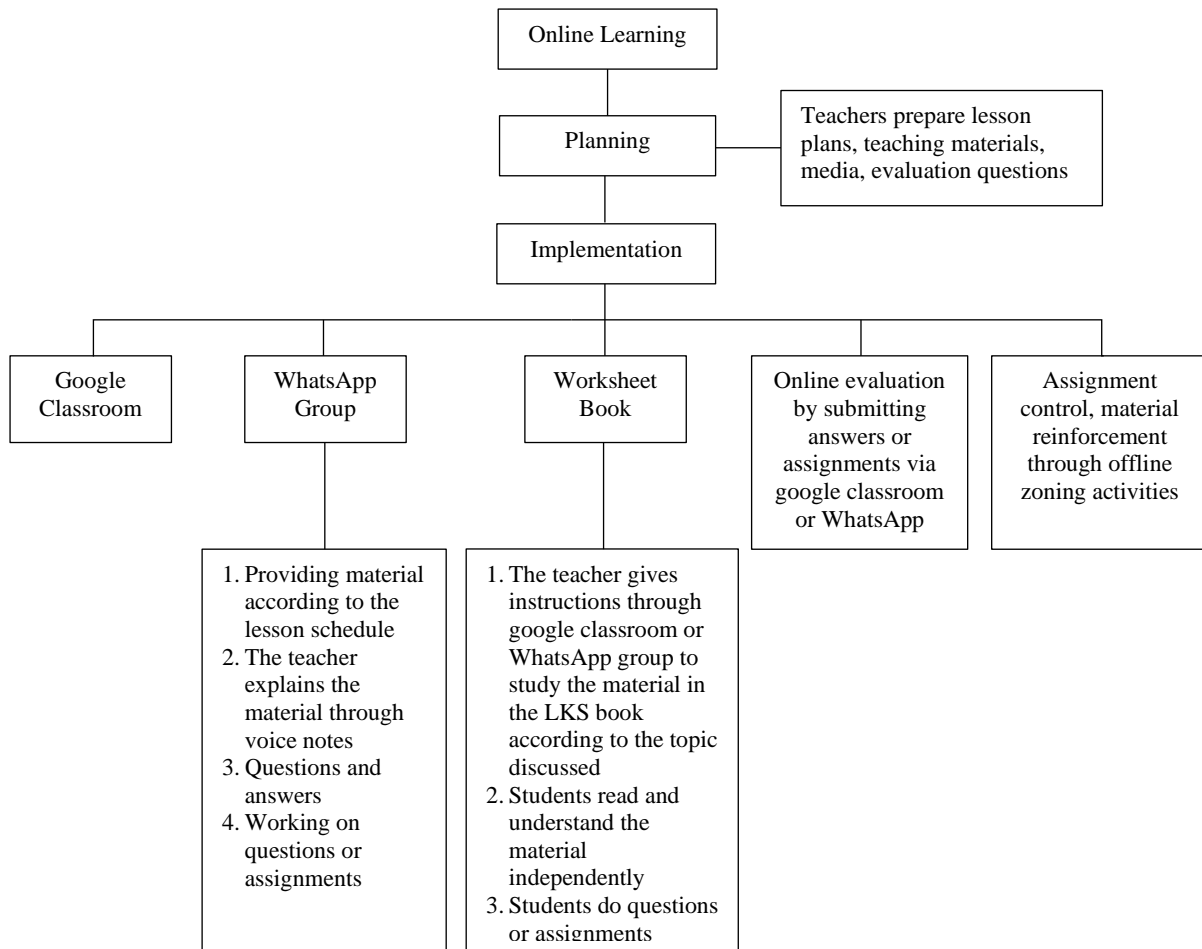
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                        │ Online Learning │
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                        │    Planning     │──────│ Teachers prepare     │
                        └────────┬────────┘      │ lesson plans,        │
                                 │               │ teaching materials,  │
                                 │               │ media, evaluation    │
                                 │               │ questions            │
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                        │ Implementation  │
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| Google Classroom | WhatsApp Group | Worksheet Book | Online evaluation by submitting answers or assignments via google classroom or WhatsApp | Assignment control, material reinforcement through offline zoning activities |

WhatsApp Group:
1. Providing material according to the lesson schedule
2. The teacher explains the material through voice notes
3. Questions and answers
4. Working on questions or assignments

Worksheet Book:
1. The teacher gives instructions through google classroom or WhatsApp group to study the material in the LKS book according to the topic discussed
2. Students read and understand the material independently
3. Students do questions or assignments

Figure 2. Online learning implementation process

Offline Learning

The next blended learning is offline learning or traditional learning model. This learning is carried out as generally teaching and learning activities, namely by face-to-face meetings by interacting directly between teachers and students. The implementation of face-to-face learning is not much different from face-to-face learning in general, namely by learning directly (face-to-face). This shows that the learning carried out is tailored to the conditions, situations, and needs of students. So this activity can be carried out by delivering material or continuing material previously learned in online learning, it can also review material that has not been understood in previous online learning or can actually be a sharing activity. So this face-to-face learning is tailored to the needs of students because as explained earlier that schools are also not pursuing curriculum completeness in learning in the midst of this pandemic.

From the research data, the existence of additional face-to-face learning for these subjects is quite helpful for teachers to convey material that is difficult to learn online or that has been learned online can be reviewed in face-to-face meetings. Learners are also quite enthusiastic to come and take part in learning considering the boredom of learning at home and the enthusiasm to meet socialize again with their friends. students tend to prefer face-to-face learning compared to online learning. The attraction of students is more inclined to face-to-face learning because they consider direct learning to be more effective and communicative and what makes them more happy to learn face-to-face is a pleasant school environment because they are surrounded by many friends, unlike learning online they are more passive because they learn individually. Indeed, at their age they still need a pleasant learning environment filled with the warmth of friends around.

The role of face-to-face learning in the midst of this pandemic has a very important role, especially for SMA Negeri 05 Bombana students who have limitations to implement online learning as

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a whole. This does not mean that online learning is not needed or ineffective, but its implementation must be adjusted to the readiness of the school, both the readiness of its infrastructure and human resources. In fact, online learning is also an alternative to learning in the midst of this pandemic with virtual distance learning being more flexible in utilizing technology that can make it easier for students to access learning materials. However, in this case, SMA Negeri 05 Bombana has not been able to implement online learning 100%. Therefore, each component of learning, both online and face-to-face, has its advantages and disadvantages, which is why blended learning can complement both. As stated by Maldino, "The implementation of blended learning aims to combine the advantages of face-to-face learning and online learning to minimize the shortcomings of the two learning systems" (Handayati & Hasanah, 2024).

In general, learning is carried out asynchronously independently in Indonesian subjects combined with face-to-face learning. Independent asynchronous learning can indeed be implemented flexibly because the implementation process is not bound by time but this type of learning is less effective and interactive, learning tends to be one-way only making it possible for students to have difficulty understanding the material. In addition, this learning model cannot guarantee students' learning activities because students may not do the instructions given by the teacher because there is no interaction. Ideally, effective online learning should include both asynchronous and synchronous learning activities. This allows learners and teachers to benefit from multiple delivery formats regardless of their preferred schedule or learning method. This approach provides students with access to immediate help if needed, while still giving them the ability to learn at their own pace. It is hoped that in the future synchronous and asynchronous online learning at SMA Negeri 05 Bombana can be applied to all learning subjects, in order to make learning more effective.

The learning media used can also be developed and improved, because when viewed from its implementation, overall the learning media used to support online learning is still ineffective because the teacher cannot ascertain whether students can understand the material presented, then whether the material submitted online is studied, if it is in the form of videos watched and if it is in the form of power points or material read by students, because the teacher cannot monitor it directly other than being seen from the work submitted by students after the learning takes place, even then they can only answer the exercise questions without studying the material first. In this case it cannot be denied that students do not fully carry out the learning process as instructed by the teacher. So that in the future schools need to provide more varied and innovative learning media to control and see students' learning activities through online access to these media such as providing learning media websites, quipper, and so on.

According to the Indonesian language subject teacher, in general all Indonesian language subject matter can be applied with online learning methods, it's just that there are some student skill activities that must be carried out online considering the assessment of students must be done directly during face-to-face meetings with students. Among the materials in question are materials related to drama performances considering that there are obstacles when giving assessments if through online media. For example, related to the expression of drama players, it is very possible to be manipulated by online media, especially using sophisticated and latest technological devices.

The same is true for poetry, as students' expressions when practicing poetry will be masked by the appearance and capture of cameras or audio equipment. So that the student's voice may not be the original voice because it can be influenced and changed due to the use of applications on the technology system used.

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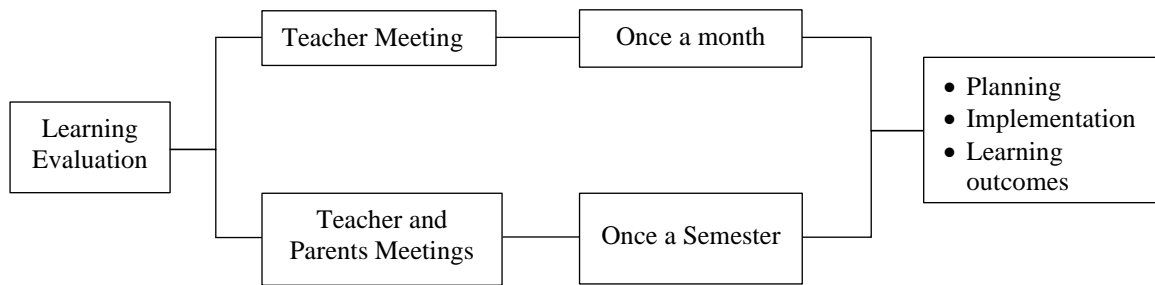**Blended learning system evaluation**

Figure 3. Evaluation of blended learning system

The implementation of learning evaluation in SMA Negeri 05 Bombana is conducted through various meetings, both meetings between teachers held once a month and meetings between teachers and parents held every week. This evaluation covers various aspects, such as lesson planning, including lesson plans, as well as implementation, which includes student participation, activeness, learning outcomes, obstacles faced by students, and solutions.

However, based on the conditions in the field, researchers found that the learning evaluation system in this school has not run optimally. In meetings between principals and teachers, there are still some teachers who do not attend. In addition, teacher meetings, which should be a forum for evaluating learning, have not been carried out optimally. Based on observations, the meetings often focus more on discussing school policies, regulations and other administrative matters, while student learning evaluation is only discussed at the end of the meeting and is not a top priority.

In addition, communication and cooperation between parents and teachers in guiding students has not gone well. Discussion forums between parents and teachers need to be optimized to improve the effectiveness of learning evaluation. One of the efforts that can be made is to increase communication forums online through WhatsApp and direct meetings. Schools can also add communication facilities between teachers and parents by creating a special WhatsApp group for homeroom teachers and parents. Currently, the researcher sees no adequate communication facilities to support the interaction between teachers and parents at SMA Negeri 05 Bombana. Risdoyok & Aprison (2021) research showed that through WhatsApp Group media, communication between teachers and parents runs quite well, but parents are still not involved in enforcing regulations, such as student discipline in collecting assignments which only last for 1-3 weeks before being neglected due to parents' busy work schedules. Therefore, in addition to providing more effective communication media between teachers and parents, efforts are also needed to improve the consistency of parental involvement in enforcing rules for students at home. With the improvement of the communication and evaluation system, learning in this school is expected to run more effectively and positively impact student's academic development.

Teacher Performance

Teacher performance assessment includes the teacher's ability to plan learning activities and implement learning. The observation sheet to assess teacher performance is in the form of a Teacher Ability Assessment Tool (APKG), namely APKG II. APKG II is used to assess the teacher's ability to carry out learning activities. The teacher obtained a score of 9.61 on the aspect of implementing active and effective learning and a score of 8.33 on the aspect of learning assessment (APKG II). After recapitulating the results of teacher performance observations, the teacher performance score was obtained with a total teacher performance score of 91.6 with category A value (4), these results indicate an increase in teacher performance in learning Indonesian through the application of blended learning. The value of the observation of teacher performance is considered satisfactory for researchers. Based on the results of observations of teacher performance on the implementation of active and effective learning, the value of teacher performance has reached the specified success indicator of at least 75 with category B value (3).

Based on the acquisition of teacher performance scores on aspects of learning implementation and APKG II learning assessment, the total teacher performance score is 91.6. The value of teacher

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performance is considered high by researchers. Based on the identification results, the factor that causes the increase in teacher performance scores is the use of blended learning methods in online learning in learning activities is no longer new to teachers and students. The use of blended learning methods allows teachers to overcome the obstacles that arise when learning takes place during the pandemic. This makes observing student activities when playing the role of speaker and listener not difficult in the learning process.

This result is in line with Abroto et al. (2021), who found that blended learning improved students' motivation and learning outcomes compared to conventional methods. In addition, Yulianti et al. (2022) also found that teachers who implemented blended learning showed good pedagogical competence, although student learning outcomes in offline learning were better than online, as also found in this study. However, Panambaian (2020) research showed technical obstacles, such as students' difficulties in understanding the teacher's instructions and sending video assignments. This shows that although blended learning is effective, it still needs optimization in technical aspects and student assistance to maximize learning outcomes.

CONCLUSION

Based on the research results, blended learning-based learning planning at SMA Negeri 5 Bombana has been running well. The school has implemented government policies related to learning during the COVID-19 pandemic, by providing technical guidance to teachers and preparing operators and designing lesson plans before starting learning. The implementation of this learning also runs smoothly, as evidenced by the active role of teachers and the enthusiasm of students in participating in learning. The application of strategies, methods, media, and the use of applications such as Google Classroom and WhatsApp are carried out appropriately. The blended learning-based learning evaluation has also been implemented well, with the application of online and offline methods. As a result, students gain new understanding, especially in cognitive and psychomotor aspects. Evaluation is done mostly through essay and multiple choice tests. Teacher performance in the implementation of this learning is also optimal, reflected in the APKG II score which reached 91.6%, indicating category A or score 4, indicating success in the use of appropriate learning applications.

Based on the research results, there are several suggestions that can be made. For schools, the blended learning policy, which includes online and offline methods, can be used as a reference to be implemented more widely. For teachers, it is suggested that the interaction in learning should be improved so that students can absorb the material more optimally. Meanwhile, for students, they are expected to be more disciplined in attendance and collecting assignments, so that their understanding and knowledge during the pandemic are well maintained.

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