

Implementation of the Blended Learning Model in Indonesian Language Learning during the COVID-19 Period

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ARTICLE INFO

Keywords:

Blended Learning Model;
COVID-19;
Indonesian Language Learning;
Students

Article history:

Received 2022-01-03

Revised 2022-06-12

Accepted 2022-11-21

ABSTRACT

Throughout the COVID-19 epidemic, learning activities were conducted online. Students' capacity to comprehend the content offered by the teacher is significantly impacted when they learn through this online technique. This also occurs in subjects from Indonesia. As a result, innovation is required to enhance students' comprehension abilities when learning Indonesian, namely through blended learning-based learning. This study aims to collect data on the blended learning model's implementation in Indonesian language topics during the COVID-19 pandemic. This descriptive qualitative research method entails locating data sources through literature searches for subsequent analysis. The results indicated that the blended learning model is an excellent model for Indonesian language learning during the epidemic and the new normal. It allows students and teachers to learn autonomously, be helpful, and improve. The blended learning model's purpose is to assist students in developing their learning styles and preferences for learning; to provide practical, realistic opportunities for educators and students to learn independently, be helpful, and continue to grow; to increase scheduling flexibility for learners by combining the best features of face-to-face and online instruction; to engage students in interactivity during face-to-face classes. At the same time, the online component gives students rich multimedia content at any time and from any location as long as they have access to the objective.

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1. INTRODUCTION

To alter one's behavior, one must engage in the learning process. Learning includes conceptual comprehension and practical action as a mental or psychic activity. This interaction between the learner and the environment results in changes in knowledge, skills, and values that then influence one's attitude toward the environment (Harefa & Telaumbanua, 2020). Following-up education is just a

matter of figuring out the best way to mold the next generation of citizens into capable members of society. However, the actual application of the method is an essential part of education. This field of study involves a variety of tactics and strategies to ensure that the goals are met (Siki, 2019).

In the era of civilization in the Covid-19 pandemic, or what is commonly referred to as the "New Normal," education is being forced to abandon the old learning concept, which still relies on 100% face-to-face interaction between educators and students, and shifts to the use of information and communication technology bases (Siahaan, 2020). The government has outlawed face-to-face (traditional) learning in various cities and provinces through the Ministry of Education and Culture and directed that learning take place online. Following government policies, schools must innovate in all learning process elements (Mansyur, 2020).

Because of the correctness of the learning model used, the learning process will be good, entertaining, and can boost the motivation of students' interest in learning. According to Fathurrohman (2015), the learning model is a platform for applying a method, approach, and methodology. Meanwhile, according to Octavia (2020), a learning model is a method of learning that demonstrates specific learning patterns. According to Khoerunnisa & Aqwal (2020), the learning model is a conceptual framework that specifies systematic and structured procedures for structuring learning experiences to fulfill learning goals. The learning model's characteristics are founded on theories and expert opinions (theoretical), have plans to attain, necessitate a learning environment, and have actions to reach the specified purposes.

Indonesian language acquisition is still plagued with issues. This barrier exists because, as a result of the COVID-19 pandemic, teachers have not implemented the appropriate learning practices. This has a significant impact on the teaching and learning process, as pupils will struggle to absorb the material offered by the teacher (Hasanudin et al., 2020). Moreover, so far, learning Indonesian is considered monotonous because it only provides theoretical material in the form of lectures. In general, in learning Indonesian, the teacher divides it into two terms. The first term is the provision of subject matter that discusses linguistic aspects. Students consider presenting this as boring material because the material discussed has been repeated. The second term is given scientific Indonesian language material, which focuses on writing scientific papers. The techniques used in writing scientific education generally use theoretical scientific writing techniques (Wakaimbang & Rusminto, 2016).

The education system has developed rapidly in recent times; traditional approaches or traditional methods are starting to disappear with the invention of technology. Rapid technological developments now require innovation and transformation in learning (Amin, 2017). Jeanne Lam (2014) stated that traditional learning has often been carried out. In the current century, the use of internet technology has begun to emerge, and e-learning has been effectively used in higher education, one of which is learning with blended learning.

Blended learning is a versatile approach to program design that allows for various learning times and locations. According to Rovai & Jordan in Rizkiyah (2015), the blended learning paradigm is essentially a combination of the benefits of face-to-face learning and virtual learning (e-learning). Online learning, often known as e-learning, is a natural extension of traditional classroom learning, which employs a face-to-face learning style. The learning process will be more effective with the blended learning model since the conventional teaching and learning process will be aided by e-learning, which is based on information technology infrastructure and can be done at any time and from any location (Syarif, 2012).

Blended learning does not entirely replace face-to-face learning by introducing utterly online learning. Blended learning merely supplements and completes topics not given during classroom instruction. According to Al Aslamiyah et al. (2019), while the growth of e-learning shows a growing tendency, face-to-face sessions are still regarded as crucial for the time being. According to Garrison and Kanuka (2004), Blended learning integrates face-to-face learning experiences in class with online learning activities. This is supported by Kristanto & Mariono (2017)'s belief that blended learning

incorporates parts of online learning, scheduled face-to-face activities, and real-world practice. Blended learning combines traditional learning features and an electronic learning environment (Sjukur, 2012).

It follows from this reasoning that schools must keep up with the needs of today's ever-changing circumstances, particularly during the COVID-19 pandemic. There are still many schools that are having problems keeping up with the times, despite the facts that have been discovered in the area. Most likely, this is due to the school's challenges in managing the Indonesian language learning process, particularly when it comes to merging and blending online and offline learning (Blended Learning). This is an important issue to investigate, as indicated by the discussion above. The researchers concentrated their research on implementing the Blended Learning Model in Indonesian Language Learning during the COVID-19 period.

2. METHODS

The method used in this study is a qualitative descriptive method through theoretical analysis. This method is used to understand a phenomenon related to the background of the research subject in depth (Moleong, 2011). This study uses a literature review from various library data sources by analyzing, describing, and concluding according to the research objectives. The researcher uses the descriptive method because the data collected is in words, pictures, and not numbers, so the research report will contain data to provide an overview of the presentation of the information. Because this research uses library research, the data collection method begins with data compilation, data analysis, and conclusions. Data collection is done by collecting related journals for later reading and review. The data that has been collected and analyzed by the descriptive method describes what is being investigated and then draws conclusions from the analyzed data.

3. FINDINGS AND DISCUSSION

Learning the Indonesian Language during COVID-19

The laws jointly set by the four Ministers in the four Ministerial Decrees addressing the implementation of learning during the COVID-19 pandemic are referred to as the implementation of Indonesian language learning during the COVID-19 pandemic. Following this, the Ministry of Education and Culture established specific rules for learning during the COVID-19 epidemic. The Emergency Curriculum is the name given to the covid 19 epidemic. Learning Indonesian at home is referred to as Distance Learning under these two standards. The learning method is carried out using three ways: learning in the network (online). Learning outside the network (offline) combines online and offline learning (Basar, 2021).

Offline learning is used in learning Indonesian as a variant of the implementation of education. Offline learning does not require components as complete as online learning. It takes a few textbooks and assignments students have to do at home (Dirjenpendis, 2020). Furthermore, Distance Learning is also used online and offline or called a combination. The most frequently used by teachers is learning with various online and offline strategies.

The three learning strategies during the pandemic are designed as well as possible in the form of a Learning Implementation Plan or which is then managed with RPP. RPP is a preparatory step from the teacher before starting learning. The lesson plans are made following the competencies stipulated in the Minister of Education and Culture Regulation No. 37 of 2018 concerning Basic Competencies of Indonesian language subjects, which are the minimum skills students must possess in and after learning the Indonesian language. So, at a minimum, teachers must facilitate students to achieve the minimum competencies set by the curriculum. If possible, you can develop it beyond the minimum competence (Prasetyo et al., 2016).

Indonesian language learning needs to be appropriately implemented, regardless of the strategy used in the implementation process. Psychologically Indonesian has a vital role in the development of students, both intellectually, emotionally, socially, and culturally, all of which help students learn the

material in various subjects. Using language, students will express their ideas, opinions, and knowledge in writing and orally. Students can communicate their ideas and expertise properly and correctly (Sugiarti, 2012).

Related to the vital role of Indonesian, learning Indonesian is text-based learning (Mahsun, 2013). In-text learning materials are connected with various life phenomena and science in other fields that students at school also study. Therefore, the text becomes a medium for language and communication and conveys ideas in all areas. So, in learning Indonesian, the reader becomes the output for students. Of course, the production in the form of text made by students begins with strengthening their knowledge and understanding of the text, then ends with the skill of making texts according to the context in writing and orally (Mansyur, 2016).

Observing learning during the COVID-19 pandemic, the minimum competence that must be achieved is difficult to achieve. Learning during this pandemic has become ineffective. Learning behavior becomes neglected with the dominance of more attractive applications to students on their gadgets. Some of them cannot participate in learning optimally due to the limited facilities and infrastructure that support learning during this COVID-19 period. The limited ability of parents is also a trigger for the ineffectiveness of the learning carried out (Asmuni, 2020).

In learning Indonesian, these problems become more complex. Learning Indonesian is difficult for students to learn and learn. Competencies that are compiled are not appropriately achieved. Learning tends only to provide information and provide knowledge. From several interviews with Indonesian language teachers, it was stated that it was challenging to teach Indonesian. Most students cannot achieve the learning indicators, even the more accessible indicators.

The competencies that students in language learning must possess are contained in the Indonesian language syllabus (Aisyah et al., 2020), namely (1) speaking Indonesian with an emphasis on listening, reading, viewing, speaking, and writing skills; (2) develop listening, reading, viewing, speaking, and writing skills through text media. The text is the embodiment of social activities and has a social purpose. The characteristics accommodate the achievement of this goal: the way of expressing social goals (which is called the rhetorical structure), the choice of words that follow the objectives, and the grammar that follows the purpose of communication; and (3) communication in written, oral, or multimodal form (i.e., text that combines language and other communication methods/media such as visual, sound, or verbal as presented in a film or computer presentation).

The need to evaluate the implementation of Indonesian language learning during the COVID-19 pandemic is expected to provide an overview of the competencies possessed by students during this pandemic. This description will contribute to the idea that there is a middle competence in Indonesian language skills for students. For teachers, these findings can provide thoughts on improving and refining students' competencies and an overview for choosing the right strategy to start learning in the following semester. For students, it can be used as a benchmark for their competencies.

Learning Blended Learning Model in Indonesian Language Learning

According to Josh Bersin's (2004) book "The Blended Learning Book," blended learning is the process of combining several sorts of learning "media" (technology, activities, and other types of actions) to produce optimal learning design for a specific audience. "blended" refers to traditional instructor-led instruction and other electronic media. As defined in this book, Blended learning programs combine various forms of e-learning with instructor-led instruction and other hands-on formats. In the early years of internet-based education (a few years ago), people rushed to gather as much content online as possible. Web-based education alone is insufficient to address all issues. This can be a game-changer in some circumstances, extending the reach of training to individuals who were previously unable to attend classes. In other instances, the cost of virtual is relatively high. The purpose of blended learning is to combine many types of training media into a cohesive whole that can be customized to provide highly effective, efficient, and exciting learning programs.

According to Driscoll and Carliner (2005), blended learning is integrating or combining learning programs delivered in various forms to accomplish a similar goal. Typically, blended learning programs include classroom and online instruction. For instance, a blended learning program may provide prerequisite material via an asynchronous web-based program and then teach them more advanced curriculum subjects in the classroom. Additionally, blended learning can incorporate material from alternative media. For instance, a blended learning program might begin by delivering necessary material in an asynchronous online format before transitioning to a virtual classroom to provide the following set of content.

Carman (2005) explains that there are five keys to implementing blended learning, namely: (1) Live Event (face-to-face learning); (2) Self-Paced Learning (Independent Learning); (3) Collaboration (Collaboration); (4) Assessment (Assessment or Measurement of Learning Outcomes); (5) Performance Support Materials (Support Learning Materials).

The primary goal of blended learning should be to make the educational process easier for students and encourage collaboration between students and educators to accomplish mutually beneficial educational goals. According to Idris (2018), the objectives of Blended Learning are as follows: (a) assisting students in developing their learning styles and preferences in learning; (b) providing practical, realistic opportunities for educators and students to learn independently, usefully, and continuously; (c) increased scheduling flexibility for learners by combining the best features of face-to-face and online instruction, and (d) face-to-face classes can be used to supplement online instruction. At the same time, the online component provides students with multimedia content that is dense with knowledge at any time and from any location as long as they have target access; (e) overcoming learning obstacles that demand resolution through the employment of diverse learning methods.

According to Graham (2013), blended learning has the following characteristics: (a) learning activities are distinct from teaching activities; (b) during the learning process, pupils as students and teachers as educators are separated by geography, time, or a mix of the three; (c) Because students and teachers are separated during the learning process, learning media such as print media (teaching materials in the form of modules) and electronic media (CD-ROM, VCD), as well as telephone, radio, video, television, and computers, facilitate communication between the two. (d) Services such as resource learning centers or learning resource centers, teaching materials, and learning infrastructure are provided for both students and teachers. Thus, neither students nor teachers are required to focus only on their own needs during the teaching and learning process; (e) Communication between students and teachers can be one-way or two-way; examples of two-way communication include teleconferencing, video conferencing, and so on; (f) Although not required, face-to-face meetings can still be used to facilitate the teaching and learning process in distance education. (g) During educational activities, pupils are more prone to create study groups, even if they are not necessary or appropriate; (h) As a result of the preceding, the teacher serves as a facilitator, while pupils act as participants.

Constructivism (individual learning) is the learning theory underpinning the mixed learning concept of constructivism (individual learning). The constructivism theory of learning (individual learning) is as follows (Tarnopolsky, 2012): (a) Active learners; (b) Learners develop their knowledge; (c) Subjective, dynamic, and expanding; (d) Information processing and comprehension; and (e) Learners are self-directed. According to this theory, individual learning is characterized by active learners who can construct their knowledge subjectively, dynamically, and continuously. Then kids can analyze and comprehend the information on their own. Learners create their knowledge based on their own experiences.

The following learning theory that underlies the blended learning model is cognitive learning theory. The cognitive approach emphasizes the chart as an organized structure of knowledge. Piaget (2003) made his theory of cognitivism guided by the conceptual framework that cognitive systems make a person intellectually adaptable and coordinate the surrounding environment. Piaget assumes that learning is a process of adopting new knowledge into the cognitive structure of each individual. Piaget divided 3 basic concepts from his learning theory: Assimilation, Accommodation, and

Equilibration. Assimilation adapts new perceptions, images, experiences, and knowledge into one's cognitive structure. Accommodation is a change of cognitive schema to a unique situation. Meanwhile, equilibration is a continuous balancing process between the concepts of assimilation and accommodation.

Ausubel (1967) suggests that learning is a process of assimilation or fusion between new knowledge to be learned with old knowledge that already exists at a person's cognitive level. Learning requires an "advance organizer" as a place for new information to be absorbed. The advance organizer can be said as the basis, summary, and conceptual framework of ancient knowledge that individuals have to build new knowledge. Learning will be more meaningful if new knowledge is related to old knowledge. Learning will be more meaningful if learning activities and materials must also be designed to be motivating, significant, follow students' cognitive level, and have an advanced organizer. Ausubel suggests three primary roles of advance organizers in learning, namely as follows: (1) Providing basic concepts or frameworks of learning materials that students will study; (2) As a connecting bridge (Mnemonic) from existing knowledge with new knowledge; (3) Can help students to understand the learning material quickly.

The benefits of the blended learning model in Indonesian language learning are that students can study subject matter independently by utilizing online materials, students can communicate and even discuss with teachers or other students outside of class, teachers can add enrichment materials through online media, students can be required to read the material or take tests before learning, give quizzes, and effectively use test results. Reduce students' playing time by incorporating beneficial activities they can accomplish with their gadgets, such as completing school work online and extending the scope of learning/training, and improving the effectiveness and efficiency of learning.

The drawback of this model is that the learning process that only utilizes technology cannot be entirely successful. This is because each student's learning style is different. Teachers cannot fully control student activities outside of face-to-face, and the results of working on assignments allow students to share. Students who tend to have a low interest in learning have difficulty learning independently with this online learning—a good level of access not all students have.

Each Indonesian learning model has a particular syntax that must be followed. The blended learning paradigm is composed of six syntaxes: (1) orientation to learning; (2) access to materials and subject activities; (3) group assignment projects; (4) discussion offline and online for project monitoring; (5) in-class testing of project results. The model's approach to learning is learner-centered, which enables students to work independently and develop their knowledge (Jalinus et al., 2021). Students can engage in proactive Indonesian language learning with this syntax. Students receive face-to-face instruction at school and also receive online schooling at home. Students who participate in face-to-face instruction are restricted in school, whereas students who participate in distant education have access to the same content offered by the teacher. Students can engage in concurrent discussions about learning content through this methodology. This undoubtedly simplifies learning for kids in the new average period.

4. CONCLUSION

Indonesian language learning is being implemented during the COVID-19 pandemic following government laws, specifically the four ministerial decrees governing the implementation of learning during an emergency period. The guide resulted in the creation of an emergency curriculum. The blended learning paradigm is one of the efforts to apply this curriculum. This learning paradigm is one of the remedies to the educational challenges that arose during the Covid-19 Pandemic when complete online learning was previously adopted. A blended learning model is a flexible approach to program design that accommodates a variety of various learning times and locations. The blended learning model's purpose in Indonesian language learning is to assist students in developing their learning styles and preferences; to provide practical, realistic opportunities for educators and students to learn independently, be helpful, and continue to grow; to increase scheduling flexibility for learners by

combining the best features of face-to-face and online instruction, and to allow for the use of face-to-face classes.

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