Application of Blended Learning Methods in Increasing High School Students Learning Interest in Sukoharjo

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ABSTRACT

The Covid-19 pandemic caused a change in the education system that began from face- to-face meetings in the classroom to online-based to reduce the spread of the covid-19 virus. During online learning this causes the interest in learning learners decrease and there are several obstacles, namely: facilities, facilities, and infrastructure that are lesssupportive in teaching and learning activities, in addition to the lack of teaching methods carried out by educators in learning activities. This research uses descriptive research methods with quantitative approaches as well as primary data collection techniques from tests (questionnaires) and observation of online and offline learning activities in the classroom. Sma Negeri 1 Tawangsari has implemented a learning system offline and online. So that the application of *blended learing* learning methods is considered suitable in this system. Supported by the results of research shown in the second cycle that showed that offline learning activities are more desirable to learners because of the interaction between teachers and participants who are able to improve memory, reduce smartphone use that causes negative impacts on health, and short assignments with long-term collection.

1. Introduction

The Covid-19 pandemic that lasted since 2019 until now is still side by side with the State of Indonesia. This pandemic provides changes in social, political, economic, and educational in Indonesia. The impact of this pandemic caused the government to issue a new policy to stop the spread of the Covid-19 virus, namely by inviting the public to carry out *physical distancing* or distance with others as far as one meter and avoid crowds and gatherings that cause crowds. In addition, the government applies policies for home only such as work at home or Work From Home (WFH) and any activities related to gatherings or meetings are eliminated and replaced with online media. The Ministry of Education issued a circular about learning online and working from home in order to prevent the spread of covid-19. The contents of this letter one of them is to dissolve teaching and learning activities and replace it with network-based learning (online) via *e-learning* that can be used by various educational institutions. Learning using information and communication technology or often called online is an update of the work, where media can be visualized in a very interesting, varied and dynamic form combined with the use of the internet network as its conductor. Learning in this way greatly increases the enthusiasm of students or learners (Sagala, 2006). Blended *learning* or training combines *face to face* learning with the help of information and communication technology that has advantages, among others (Despot, 2017)

1) Can interact with friends
2) Interact directly with the content of the learning

3) *Online* assessment

4) Learn *online* through video and audio

5) Discuss groups and exchange ideas

Blended Learning combines various forms of devices used in learning ranging from application communication, namely *zoom, google meet, whatsapp.* The principle *of blended learning* lies in communication between teachers and learners through online and offline or face-to-face merging. Blended *learning* principles: (Husamah, 2014)

1) Use of thinking by combining *online* learning with face-to-face learning.

2) Learners have enough time and feedback.

3) Learners are guided to attend the learning process attentively.

4) Learners work in an ideal atmosphere that is low levels of stress or anxiety.

In this condition, educators and learners are required to be able to adapt from *offline* teaching and learning activities to *online-based.* This *online-based* learning system that has been runningfor 2 years is considered to have a positive impact, namely more creative and innovative for educators in creating and delivering learning media, as well as making varied learning methods. However, there is also a negative impact of online-based learning that leads to a decrease in the quality of learning learners. Boredom is the basis of the decline in the quality oflearning. There are several other obstacles, namely the limitations of facilities owned by learners, the lack of parental supervision during the child's learning, and the lack of communication between educators and learners.

Researchers used class XI IPS 1 as a research subject because based on pre-research conducted in October 2021, researchers saw that students' learning interest decreased as evidenced when teachers provided materials and assignments through *google classroom.* In addition, limited learning media and lack of interaction between teachers and students are one of the causes of decreased student interest in learning. Sma Negeri 1 Tawangsari has now implemented teaching and learning activities online and offline. So, researchers want to change the learning interests of learners by using blended learning methods and the use of learning media and assignments that are varied and relevant to the learning materials contained in the education curriculum. This blendend learning method is a combination of online learning activities*(e-learning)*and face-to-face learning activities. Bleanded learning is a scheme to facilitate learning because in the system there is a combination of ways, models, methods in learning so that the material can be conveyed effectively in terms of time and energy.

In general, it can be concluded that this blended learning model is a blend of the benefits of online learning or (e-learning) with face-to-face (conventional) learning. It is a combination of various aspects ranging from the way of equalization, models, methods and learning styles. This allows a learning not to leave the basic package of interaction and technology.

In practice *bleanded learning* is online learning between teachers and learners can be through video or conversation. Where learners and teachers can be in different places, but can still do the delivery of material, questions and answers. In practice all are implemented at one time (real time) (Graham, 2004). It is expected to be able to trigger the focus of learners in following the geography learning process whose results are able to increase interest in learningtowards geography subjects in class XI IPS 1 Sma Negeri 1 Tawangsari.

2. Method

The research was conducted in class XI IPS 1 Sma Negeri 1 Tawangsari for two months (October-November) in 1 year of 2021/2022 which was conducted in two cycles

with the number of research subjects 36 students (8 male students and 28 female students). The research method to be used is descriptive research with a qualitative approach. This method aims to provide an explanation of phenomena that occur in the present, as well as to describe systematically, factually and accurately the facts or properties and relationships of the phenomena studied (Moelong, 2007). In qualitative research methods the results of analysis are not dependent on the amount, but the data analyzed from various views. Research conducted includes data collection activities, data preparation, and data analysis. By using qualitative descriptive research fan is sought to find an understanding of reality in terms of perspective from people who are experts in their fields. In the process of researching the data obtained there is nothing wrong because the data will be considered all right. (Purhantara, 2010)

The data in this study uses primary data sources, where data is obtained directly from the study subjects, in this case the researcher obtains data or information directly using established instruments. Primary data is collected by researchers to answer research questions. Primary data collection is an internal part of the research process and is often necessary for decision-making purposes. Primary data is considered more accurate, as this data is presented in detail. In this study, the primary data was obtained from the test results (angket) from students of class XI IPS 1 at Sma Negeri 1 Tawangsari. Data collection is a process of procuring data for research purposes. Data collection is a very important step in the scientific method. In this study using qualitative methods. For this reason, individual researchers will directly jump into the field and directly participate in teaching and learning activities with teachers and learners. Its data collection techniques use tests and analysis. This data collection is carried out in 2 cycles, the collection of test data is in the form of questionnaires through google *forms* about learning activities that have been carried out offline (face-to-face) and online-based conducted at the end of the first cycle to find obstacles that cause learners less interest in geography learning. While this observation technique is done to take data about the activities of learners in the activeness of learners during teaching and learning activities and task collection. The analysis of data that will be used in this study is in the form of results from tests (questionnaires) through *google form* and observation results about the activeness of students during learning activities and the determination of task collection. This research is considered successful if it has reached the scope of the criteria.

3. Results and Discussion

Positioning Figures and Tables: Place figures and tables at the top and bottom of columns. Avoid placing them in the middle of columns. The covid-19 pandemic that has been going on since 2019 is able to change the order or education system in indonesia. Before the occurrence of this covid pandemic, teaching and learning activities were carried out in the classroom (face-to-face). However, due to the pandemic and prevention of the spread of the Covid-19 virus, now all activities are carried out at home or *work from home* (WFH), so teaching and learning activities are also carried out at home through online-based learning. Educators and learners are required to adapt in doing this learning. Educators are required to have new creativity and innovation in providing learning, such as those used in Sma Negeri 1 Tawangsari by using *google classroom platforms.* However, because online learning is done for 2 years leads to a decrease in learners' interest in learning. There are also some obstacles that cause decreased interest of learners that will be explained through the following table.

Table 3.1 Student Constraints During Online Learning

No.	Type of complaint	Sum (PD)
1.	Signal Constraints	14
2.	Quota	15
3.	Smartphone	1

From the table above, there are 16 learners who have constraints from the overall number of students of class XI IPS 1. In this study, researchers used blended learning methods to increase interest in learning geography subjects of class XI IPS 1 learners. The notion *of blended learning* which is a combination of face-to-face and offline meetings is suitable when done in class XI IPS 1. This action research is carried out in two cycles with the scope of success is a change in the attitude of learners in interacting or responding when learning takes place and changes in the habit of learners in the collection of tasks that exceed the time specified *(deadline).* In the first cycle is carried out the same as previous learning with online-based learning. In the opening activities through whatsapp groups with learning and assignment media provided through google classrom in the form of *powerpoints* and pdf file documents, theresults of students had minimal response from 36 students who recorded only 5 children who responded in whatsapp groups and the collection of tasks that exceeded the deadlines already stated. So in cycle I this is considered a failure because it does not meet the scope of success. Then in cycle II this learning is carried out face-to-face with learning media using learning videos, in this case learners begin to be interested because after playing the learning video, because it causes interaction. Learners begin to think and wonder about the intent and purpose of the video being played. So that there is an increase in the response of direct interaction between educators and learners and between learners. Then, after permeating the video given by learners given the problem that was done at that time. As a result, learners are more focused on learning and facilitate in assignments. At the end of the meeting, learners were given questionnaires (questionnaires) through *google classrom.* The results are as follows.

Table 2 Cycle II questionnaire results

Attendance	Question			
	1. Do you feel bored when learning PJJ?	*2. What do you want?*	*3. What kind of assignment do you want?*	*4. When offline learning do you feel bored? Whatdo you want to not feel bored?*
1.	Not	None	None	No, the spirit of learning
2.	None	None	Varied and easy assignments and long deadlines	Spirit. Because youcan meet friends

3.	None	Orally	Written and not difficult to do.	Not. Because face-to-face learning can chat with friends and teachers
4.	Unable to meet friends and difficult to understand	Face-to-face	Structured, neat, reasonable assignments	Very happy, because it's more fun when meeting face-to-face
5.	Can't meet friends	As usual	Easy assignments and old deadlines	Happy. Because meeting friends and lessons are easy to digest
6.	Tired of not being able to understand the material	Learning as before covid-19	Little task but good value	Not. Because after a face-to-face meeting it's fun because it's fun to be with friends and not alone.
7.	Saturated, because the same atmosphere as usual there is no school atmosphere due to learning at home	Back to what it was before the pandemic.	Assignments per chapter and tasks that are not difficult and long deadlines	A little saturated. Can be made exciting games and not just quizzes and learning as usual
8.	Signal constraints and difficulty focusing	Quiz	There's no need for a task.	Understand better when face-to-face
9.	Online, don't bother waking up in the morning	Online	Get good grades without learning.	Bored. Because the teacher is monotonous when explaining learning.
10.	Difficulty understanding the material	Online	Short questions such as multiple choices	Communication between friends and teachers is better.
11.	The material is difficult to understand and the task becomes a lot.	Offline	Little task and long-term collection	No, because I can meet friends.
12.	Saturated, when pjj is difficult to understand	Offline	There's no better job.	Not tired of being able to meet friends

13.	Yes, because it must understand the material itself although sometimes given an understanding zoom /meet / via youtube but in my opinion still not effective because everyone hasdifferent abilities in understanding the material directly or indirectly.	Face-to-face because it is more effective in the learning process	Individual peddling to test skills and skillsin thinking	Sometimes feel saturated when jamkos because only given assignments and some students willend up noisy and crowded. It also disturbs the concentration of others. The thing I want when jamkosis that there is stilla representative ofthe mapel teacher waiting.
14.	I don't understand the material	While playing, if itcontinues toget bored.	Not much and long collection deadlines	Not. Because you can interact with teachers and friends directly. So it's fun
15.	Learning becomesless effective	Look at mukka and explained ineasy-to-understand language	Once explained, then given a little online problem but often	Not. Because learning is easier tounderstand and canchat with friends.
16.	No	Game	Little task and long collection time	No, can chat with friends and not mess when studying independently
17.	Not	Easy to understand	Not much and not difficult.	It's fun to go offline because youcan talk to a friend in person.
18.	Difficulty understanding learning	It's exciting and interesting.	Short answer tasks and not much	Prefer it when learning offline. Because it's not boring andeasier to understand the lesson.
19.	Not	Offline	Assignment as usual and collection is long	Not
20.	Yes, the material is sometimes confusing, learning online all day makeseye pain about it pantengin screen continues	Online or offline is the same.	No tasak only	When explaining the material sometimes the sound makes sleepy, if it can the material interspersed with jokes so that it is not easily saturated.

21.	There is no quota.	Up	Free	Yes
22.	Hard to understand	Face to face	Explained first the new task	Not
23.	Elusive material	Learning that exchanges ideas	What's in materi	Not because I met a friend.
24.	Yes, because learning yourself is difficult.	Learning that doesn't read too much	Small and group tasks and long deadlines	It's fun to interact with teachers and friends.
25.	Not	Which is fun	Tasks efficiently and arranged for each time mepellessons	Saturated. Because I'm used to learning online. If you have to get up online in the morning
26.	Not	Offline	Assignments with easy-to-do questions only	Not. Because you can talk to friends.
27.	Yes, because sometimes it is difficult to understand the material and can not meet with friends	Effective and conducive	It's not a practice and video recording task.	After a face-to-face learner, I don't feel bored
28.	Can't understand	Offline	Offline	Not. Because if the learning directly it is easier to understand
29.	Lessons are hard to digest and no friends	Face to face like school in normal	A little easy to understand	Not. Learning is easier to understand than when learning online
30.	Not	Casual chat	Little and no difficult task	Tired, because they can't do other activities
31.	Can't meet friends	Face-to-face	Task matter easy, long dealine	Not bored, because you can meet friends

32.	Back to what it was before the pandemic.	Back to what it was before the pandemic.	Simple and can be directly donein class, so as not to worry about which tasks to do, because if face-to-face can focus on the schedule of the day and hours	Unsaturated, interaction with teachers and friends directly in the classroom makes you feel at home and focused.
33.	No friends	Interesting	Not much	Not
34.	Saturated	Group	Tasks are not burdensome	It's nice to meet friends.
35.	Sometimes, because when pjj only facedwith books or cellphones sometimes make when dizzy becauseit always holds the phone	Fun learning, and interaction between teachers and friends is not awkard and easy to understand	The teacher explained that he was given a task, not a teacher who didnot explain suddenly told todo tasks, the teacher just saidyou can learn it yourself	Yes sometimes, I want teachers to beinvited to joke not only to learn but interspersed with jokes so as not to be too monotonous
36.	Difficulty understanding the material	Fun learning	Long collection period	Learning that is not monotonous

Based on table 3.2 results of this cycle II questionnaire states that face-to-face learning (offline) is more desirable for learners in geography learning because it is considered more focusedand easy to understand, as well as interaction between educators and learners is more intense. Then learners like learning that varies the learning media and the many interactions between educators and participants and in the assignment system, learners are more inclined to short assignments with long collection periods accompanied by advance explanations from educators. So in the second cycle it is considered that it has achieved the scope of success. The result of this study is that learning conducted face-to-face in the classroom makes it easier for learners to learn.

4. 4. Conclusion

From this research it can be concluded that learning in this pandemic period of learning methods that use blended learning is able to increase the learning interest of students of class XI IPS 1 at Sma Negeri 1 Tawangsari. Because based on the results of research in the first cycle this failed because the learning system is still based online. However, the learning media used is different from previous learning. So that continued in the next cycle, cycle II, this causes changes. From the results of observations and questionnaires, the most prominent answers in face-to-face learning (offline) with varied learning and small assignments and long deadlines.

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