The Implementation Of Blended Learning Method In The Post-Covid-19 Period In Teacher Profession Course At Langlangbuana University

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Abstract This study aims to analyze the use of the blended learning method or the combination of face-to-face learning and online learning in the post-covid-19 pandemic in the Teacher Profession course Langlangbuana University. The university provides the opportunity for 2 courses for each department to hold limited face-to-face lectures (Offline). Offline lectures are accompanied by a faculty operator who will operate IT. During lectures, students can attend limited face-to-face lectures offline and online. Students who meet the requirements can take online lectures directly on campus (face to face) and students who do not meet the requirements can take online lectures. The method used in this research is descriptive qualitative method. The data were obtained from observations and interviews with lecturers and students which were then triangulated. The findings revealed that the synthesizing of knowledge and acquisition of information syntax is maximized during face-to-face meetings and the seeking of information syntax is maximized during online learning. The learning assessment used are assessment of attitudes, knowledge, and skills. Factors supporting the blended learning method include the government, teachers, technology, and parental support. The inhibiting factors for the blended learning method include time, unstable internet connection, lack of motivation to learn, and parents.

Keywords: Blended Learning, Post-Covid-19, Teacher Profession, Elementary School Teacher Education, Universitas Langlangbuana

INTRODUCTION

The Covid-19 pandemic in Indonesia has been going on for approximately two years. Such conditions require educational institutions to always adjust and innovate the learning process. The Minister of Education, Culture, Research and Technology, Minister of Religion, Minister of Health, and Minister of Home Affairs responded to this by issuing a policy contained in a Joint Decree of the Minister of Education, Culture, Research and Technology, Minister of Religion, Minister of Health, and Minister of Home Affairs No. O5/KB/2021, no. 1347 YEAR 2021, No. HK.01.08/MENKES/6678/2021, No. 443-5847 of 2021 concerning Guidelines for Organizing Learning During the 2019 Corona Virus Disease (Covid-19) Pandemic. Thus, several schools and campuses located in certain zones can conduct limited face-to-face learning. The Chancellor of Langlangbuana University, through a Circular Letter on the Policy for Even Semester 2021/2022 Learning Regulations, said that learning during the Covid-19 pandemic could be carried out through limited face-to-face learning (Onsite) with certain subjects and could be implemented online. The implementation of lectures is carried out based on the Implementation of Restrictions on Community Activities (PPKM) established by the Bandung City government and the vaccination achievements for Lecturers, Students and Education Staff have got the 2nd dose of vaccines by filling out a signed statement letter.

On February 14, 2022, some faculty members of Langlangbuana University held a simulation of IT application in the implementation of face-to-face learning. By holding this Simulation, the Lecturers can possibly carry out lectures offline by using IT which will be used to carry out lectures offline simultaneously with online lectures in 1 course. This model is a blended learning model or a combination of face-to-face and online learnings. Blended learning is a learning method that integrates technology and digital media with class activities led by lecturers and operated by each faculty operator, to give students flexibility to adjust their way

of learning. The university provides the opportunity for 2 courses for each department to hold limited face-to-face lectures. Later in the offline course there will be a faculty operator who will operate IT. In the PGSD Department there are also 2 courses that carry out lectures offline, namely the Micro Learning course and the Teacher Profession course. The researcher herself was assigned to teach the Teacher Profession course.

Research Questions

The research questions of this study are :

a. How is the implementation of Blended Learning method for Teacher Profession course in the post-Covid-19 pandemic period in Langlangbuana University?
b. What are the supporting and inhibiting factors for implementing Blended Learning method for Teacher Profession course in the post-Covid-19 pandemic period in Langlangbuana University?

Aims

a. Analyzing the implementation of Blended Learning method for Teacher Profession course in the post-Covid-19 pandemic period in Langlangbuana University..
b. Identifying the supporting and inhibiting factors for implementing Blended Learning method for Teacher Profession course in the post-Covid-19 pandemic period in Langlangbuana University.

Blended Learning Method

Loviga Denny Pratama (2018) states that blended learning is a mixture of various learning strategies and delivery methods that will optimize the learning experience for its users. Sarah Bibi (2016) mentions blended learning is learning that combines online learning with face-to-face learning, and Husamah (2018) reveals that blended learning is a mixture of e-learning and multimedia technologies. From some of the definitions above, it can be concluded that blended learning is a learning method that combines two learning methods, namely online learning and direct learning by utilizing IT-based technology.
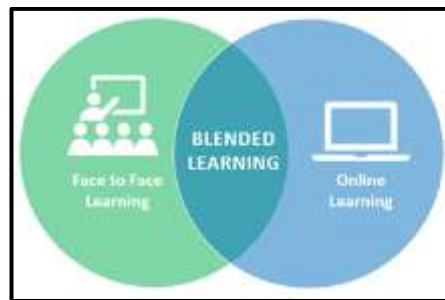

Figure 1. Illustration of Blended Learning Method

The blended learning indicators in this study were obtained from relevant research and literature reviews that have been described in the previous sub-chapters. So the researchers summarized theories originating from various sources to support the indicators of blended learning in this study. The following are indicators of blended learning in this study:

1. The planning of blended learning method
2. Face-to-face learning
3. Online learning
4. Supporting and inhibiting factors of implementing blended learning

Teacher Profession Course

This course prepares students to understand the basics of education as a teaching profession. The objective of the Teacher Profession course is for students to understand well the basic understanding and concepts of the education profession, the code of ethics of the teaching

profession, teacher professional organizations, goals and development of professional attitudes, requirements to become professional teachers, how to become communicators and facilitators, principles things that need to be considered in learning, how to motivate students, problems faced by teachers, and educational supervision.

The reasons why Blended Learning method is very suitable for teaching the Teacher Profession Course

The Blended Learning is a method that uses two approaches at once. In a sense, this method uses an online system as well as face-to-face via video conferencing. So, even though students and lecturers conduct lectures remotely, they can still interact with each other. With the lecturer-as-teacher method, in addition to giving assignments online, we also conduct face-to-face video conferencing with students to determine student involvement in lectures. With this system of lectures, we still like learning to be held in class, it's just a different place and time. Quoted from sibatik.kemendikbud.go.id, Yane Henadrita revealed that the blended learning is one method that is considered effective for improving cognitive abilities.

METHOD

The method used in this research is descriptive qualitative method. Qualitative descriptive research aims to describe, describe, explain, explain and answer in more detail the problems to be studied by studying as much as possible an individual, a group or an event. In qualitative research, humans are research instruments and the writing results are in the form of words or statements that are in accordance with the actual situation. This method presents directly the nature of the relationship between researchers and informants, objects and research subjects.

Research Location and Schedule

This research was carried out for 8 months, starting in May 2022 until December 2022. This research was carried out at the Langlangbuana University Campus. The sample was students of the Elementary School Teacher Education Department Semester IV Class A01 of 20 students.

Research Focus

This research focuses on analyzing how blended learning is implemented during the Covid-19 pandemic, starting from planning, implementing it both face-to-face and online, as well as what are the supporting and inhibiting factors of the application of blended learning. Researchers use data from several previous studies, then researchers conclude the results of these studies. The data used are observational data and interviews.

Data Collection Technique and Research Instruments

The data collection techniques in this research are observation, in-depth interviews, and document analysis. Primary data collection was done by semi-structured interviews while secondary data was collected from published journal articles and books.

Data Analysis

Data is obtained from various sources using various data collection techniques (triangulation) and is carried out continuously so that the data becomes saturated. Data reduction, data display, conclusion drawing/verification are activities in data analysis.

RESULT

The data from this research are in the form of an analysis of the implementation of the blended learning method by 20 students of Elementary School Teacher Education Semester IV Class A01 obtained through observation, interviews, and class teacher documentation. The following data findings obtained by researchers from informants in the field during the research process.

Implementation of *Blended Learning* Method

Based on the results of the interviews, the reason for implementing the blended learning method is as a solution in helping students to obtain appropriate lecture learning, so that all students receive and get the opportunity to learn the same lectures and material without worrying about missing out on the material in lectures. Lectures in the Teacher Profession course are carried out by combining offline and online learning or can be called a blended learning method. The application of this method includes aspects of planning, implementation, and

evaluation. As for part of the blended learning learning method at this school, it includes face-to-face and online lectures. To implement face-to-face lectures, several conditions must be met including lecturers and administration staff who have carried out vaccinations. The involved faculty members must implement strict health protocols, adequate facilities and infrastructure, and permission from students' parents to carry out limited face-to-face lectures.

Based on the results of observations, these lectures have met these requirements, where before implementing limited face-to-face lectures on campus, there has been socialization with authorities and staff, distributing inform consent to all parents of students, preparing facilities and infrastructure to support lectures such as health protocol kits, signs, and spraying disinfectants in all corners of Langlangbuana University. In addition, all lecturers and administrative staff at Langlangbuana University have carried out vaccinations. Meanwhile, for online learning, the campus has prepared facilities and infrastructure such as laptops and WiFi for lecturers.

The following are the stages of implementing the blended learning method in the Langlangbuana University Teacher Profession Course:

1) Planning of *blended learning*
   a) Designing learning program objectives
   b) Preparing facilities and infrastructure to support lectures
   c) Arranging schedule for learning

2) The process of *blended learning*

Blended learning applied at Langlangbuana University includes limited face-to-face learning and online learning. The following are the findings of researchers regarding the face-to-face and online learning processes in the Teacher Profession Course.

   a) Limites face-to-face learning

Based on survey results obtained from 20 students, **60%** of students stated that the implementation of teaching profession lectures using the Blended Learning Method was **very good** and **40%** of students said it was **good**. As many as **80%** of students stated that the Blended Learning Method was **Very Suitable** to be applied to the Teacher Profession course and **20%** of students stated that the Blended Learning Method was **Suitable** to be used in the Teacher Profession course in the Post-Covid 19 Period. The data can be seen from the diagram below:

Figure 2:
Results of a Student Survey on the Lecture of Implementation
Teacher Profession Course by Implementing Blended Learning Method

The researcher also interviewed another lecturer in the teaching team of the Teacher Profession course. From the results of the interview, it can be concluded that the implementation of the limited face-to-face lectures to the Teacher Profession course which contains several syntaxes of the blended learning method. However, because face-to-face lectures are limited to only being held for 3 credits or 2 hours, during the lectures, the lecturer explains the material to be discussed and then students make presentations according to their respective groups. In this lecture activity, the syntax of acquisition of information and synthesizing of knowledge is realized. The acquisition of information stage is proven by the existence of discussion activities between lecturers and students, in which they share their thoughts and opinions.

The synthesizing of knowledge stage is implemented when the lecturer asks students to describe what they have learned. Meanwhile, the stages of seeking information are more often implemented during online learning, because the limited face-to-face lecture time is maximized for material understanding.

b) Online learning

Based on the results of observations during online lectures in several classes via zoom, the activity starts from the seeking of information stage, after finishing praying and taking roll call, the lecturer explains the material to be discussed and then invites students to present the material that has been given to each group. Then in the information acquisition stage, lecturers and students conduct questions and answers about the material that was presented earlier, lecturers always try to lure students to ask questions and express opinions. Furthermore, at the synthesizing stage of knowledge, lecturers and students jointly formulate whatever material was obtained during the lecture, each student is given the opportunity to express the formulation of the lectures they have learned, after that the lecturer provides reinforcement of the material that has been given, then the lecturer gives evaluation questions about the material that has been taught.

Supporting Factors of the Implementation of Blended Learning Method

Based on the results of observations and interviews, it can be concluded that there are several factors that support the lecture process, namely the availability of complete health protocol equipment, ranging from body temperature check kits, hand sanitizers, hand washing stations available in each classroom building, supplies of masks, spraying of disinfectant after after lectures, giving seating distance, and giving signs for entrances and exits. Factors supporting online lectures for lecturers in particular are the existence of WiFi facilities on campus, laptops loaned by the Campus/Department, and internet quota from the government, while students are given internet quota every month, as well as the support of parents who always provide motivation and permission.

Inhibiting Factors of the Implementation of Blended Learning Method

The inhibiting factor for implementing temporary face-to-face lectures is that students sometomes do not comply with health protocols and they also arrive late. This statement is supported by the opinion of the lecturer for the course. He revealed that some students arrived late and sometimes forgot to wear masks. One of the students who took online lectures at home also revealed that online lectures at home were sometimes constrained by the signal, so the lectures were sometimes heard and sometimes not. Of the several obstacles above, lecturers are trying to overcome them so that online learning can be carried out optimally, including students who do not have a quota are allowed to attend lectures directly to campus or can use the WhatsApp group and Google Classroom.

DISCUSSION

The implementation of the blended learning method at Langlangbuana University, especially in the Teacher Profession course, aims to overcome lecture problems during this pandemic which not only apply online lectures but need other methods so that lectures are more varied so that lecturers and students can achieve lecture goals. This is in accordance with the opinion of Istiningsih (2018) which reveals that blended learning aims to overcome lecture

problems that require completion through the use of various lecture methods. With the implementation of this method, lecturers and students have the opportunity to conduct lectures independently with a flexible lecture schedule. Face-to-face learning is temporarily used by lecturers to provide interactive experiences to students such as during discussions and collaboration. Meanwhile, during online lectures, lecturers use it to provide material with extensive teaching materials or resources so that students can find teaching materials or resources anywhere and anytime.

Analysis of the implementation of the blended learning method

Based on the results of observations and interviews, the implementation of the blended learning method at Langlangbuana University, especially in the Teacher Profession Course, adopts the development of a face to face driver model blended learning because online lectures are used to give material only roughly, while face-to-face is maximized for material understanding and motivate students. When viewed from the class schedule, in the Teacher Profession lecture, the composition of the 50:50 time allocation for both types of lectures is chosen, even though in reality during online lectures students can still discuss and ask questions to lecturers outside of class hours. The blended learning syntax is applied during face-to-face and online lectures, where the syntax for acquisition of information and synthesizing of knowledge is maximized during the temporary face-to-face meeting, while the syntax for seeking of information is maximized during online learning.

Analysis of the Supporting Factors of the Implementation of Blended Learning Method

The supporting factors of the implementation of the blended learning method during the Covid-19 pandemic at Langlangbuana University, especially in the Teacher Profession Course, include:

1. Government

The government, through LLDIKTI IV in the city of Bandung, is distributing complete health protocol tools to every university in the city of Bandung. Provision of facilities and infrastructure for online lectures is also provided by the government for the smooth running of lecture activities, such as quotas for lecturers and students. The government also always organizes webinars for every lecturer and operator team so that all elements of the university can adapt to changing conditions in the world of education. This is in accordance with the results of research conducted by Layyinah (2021) that the government is one of the main supporting factors.

2. Lecturer

Lecturers are people who are considered to be at the forefront of the world of education in lectures and have an important role in the smooth running of lecture activities on the Langlangbuana University Campus. Lecturers are responsible for always motivating their students so they always want to learn even in a pandemic period.

3. Technology

By the existing of technology, lecturers and students can continue to carry out lectures when everything must be limited. Technology can also facilitate the course of lectures, for example when lecturers and students cannot meet, the zoom application allows lecturers and students to meet face to face even though not in person, so lectures can run effectively and efficiently. This is in accordance with what was revealed by Handika DKK (2021) that learning can run more effectively and efficiently and make it easy for students to access lecture material because the material is always shared in the WhatsApp group. Students can also freely study material anywhere and anytime.

4. Parents supports

The support of parents as lecturers at home for students is very important because at this time students spend a lot of time at home during the Covid 19 pandemic.

Inhibiting Factors of the Implementation of Blended Learning Method

Factors inhibiting the application of the blended learning method during the Covid-19 pandemic at Langlangbuana University, especially in the Teacher Profession course, include:

1. Time

Short lecture time both when limited face-to-face and online lectures is an obstacle to the course of lectures. Lecturers must be able to take advantage of this short time so that at least the core material can be conveyed properly to students.

2. Internet connection

In accordance with Mawahdah's research (2021), unstable internet connections, signal difficulties, and the inability of students to buy phone credits are some of the obstacles to learning, especially online. This is in accordance with the opinion of Handika, et al. (2018) that one of the shortcomings of the blended learning method is that this method is difficult to apply if the facilities and infrastructure do not support and the learning facilities owned by students are different.

3. Students learning motivation

In addition to the lack of facilities and infrastructure owned, students who do not have the motivation to study will be an obstacle to the lectures activities.

4. Parents

Apart from being a supporting factor, parents are also one of the factors that hinder the application of this method, especially during online learning, because during online lectures students spend a lot of time at home, parents have more control over students. If parents do not accompany their children, then children do not have more motivation to participate in learning. Therefore, students try to always communicate with their parents so that they always provide motivation when they study at home.

CONCLUSION

Based on the results of the research and discussion regarding the application of the blended learning method by lecturer during the Covid-19 pandemic at Langlangbuana University, the following conclusions can be drawn:

1. Implementation of blended learning method

The implementation of the blended learning method at Langlangbuana University starts with designing learning program objectives, preparing learning support facilities and infrastructure, compiling a learning schedule, outreach to students' parents, then carrying out face-to-face and online learning. The synthesizing of knowledge and acquisition of information syntax is maximized during face-to-face meetings and the seeking of information syntax is maximized during online learning. The learning assessment used when applying the blended learning method is an assessment of attitudes, knowledge and skills. Langlangbuana University applies a face to face driver model with a composition of 50% time allocation for face-to-face and 50% for online learning.

2. Supporting factors of blended learning method

Factors supporting the blended learning method include the government, lecturer, technology, and parental support.

3. Inhibiting factors of blended learning method

The inhibiting factors for the blended learning method include time, unstable internet connection, lack of motivation to learn, and parents.

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