Innovative Blended Learning Model in State Vocational School 3 Lubuklinggau

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Abstract

The purpose of this study was to describe the application of the Blended learning model at State Vocational School 3 Lubuklinggau. This is a library research. In collecting data we did reviewing books, research journals, articles and literature that are considered relevant to the research conducted. The results show that the Blended Learning model can be applied both offline and online. In online learning by utilizing the Zoom learning platform, Google Classroom and WhatsApp. Although there were obstacles for teachers and students in obtaining maximum results, blended learning is an innovative learning model and demands more integration of technology. This research provides benefits for State Vocational School 3 Lubuklinggau which is currently using blended learning model. Novelty in research is blended learning model is good for Vocational Schools. To advance this research, it is necessary to carry out further research activities. This research is a new science for the State Vocational School 3 Lubuklinggau.

Keywords: Learning Model; Blended Learning; Vocational School

Introduction

The Covid-19 pandemic has had a major impact on various sectors, one of which is education (Saputra & Muharammah, 2020). The world of education is also got impact (Siahaan, 2020). Educators must ensure that teaching and learning activities continue, even though students are at home (Solviana, 2020). The solution, educators are required to design learning media as innovations by utilizing online media (Lalu Gede & Zainuddin, 2020). Digital developments, especially in education, have occurred in various countries (Risdianto, 2019). Education in Indonesia has followed the digital era as it is today. Education knows no boundaries of distance and time (Ainiyah, 2018). Learning by utilizing technology is more effective, learning can be done online (Dini, 2021). One of the learning models for adapting this situation is the Blended Learning model.

Blended learning is a combination of traditional classroom learning with technology-based learning (Ketut Widiara Negeri & Bergong, 2018). Thus, the blended learning model reduces face-to-face or physical meetings through another dimension, namely online (Ningsih, 2020). In another sense, the material provided in the blended learning model is wider because students can explore the internet according to their learning and the activities are more varied. (Astini, 2020). When learning activities are carried out online, teachers can provide material visually, audio or both (Elyas, 2018). Teachers can use various platforms, such as zoom, google classroom or google drive to share material with students (A. D. Astuti & Prestiadi, 2020).

As a teacher, you must also pay attention to several things when implementing blended learning so that it runs optimally, namely giving the syllabus, giving students the opportunity to ask questions, access to communication between teachers and students must also run smoothly, besides that the teacher must also pay attention to student development on a regular basis, and maintain interaction with students so that emotional relationships are maintained (Sutarya, 2019).

Vocational School is a school that produce graduates who are able to work according to the competency level obtained (Setiawati & Sudira, 2015). In Vocational Schools, especially vocational productive subjects, there are several tools that are used as practice (Komarudin et al., 2016). Subjects in vocational schools are theoretical subjects and practical work subjects (Suryani, 2017).

In the aspect of assessing a teacher when implementing blended learning, it can also be done online so that teachers and students are transparent about task assessment (Bariah, 2019). Learning at the State Vocational School 3 Lubuklinggau really applies the practice according to the department. State Vocational School 3 Lubuklinggau has 5 majors, namely: audio video engineering, building drawing engineering, light vehicle engineering, computer and network engineering, and motorcycle engineering, all majors have A accreditation.

State Vocational School 3 Lubuklinggau City, South Sumatra made history for Vocational School 3 Lubuklinggau City. The reason is, Eliza Yoga Pangestu is in the top 10 of the 66 participants of the 2019 National Vocational School Metrology Competition, Zone II, which is held by PT Kawan Lama and the Indonesian Ministry of Education and Culture. Eliza Yoga Pangestu from the Department of Light Vehicle Engineering, 11th grade of State Vocational School 3 Lubuklinggau (https://koranindonesia.id/siswa-smkn-3-lubuklinggau-masuk-10-besar-kompetisi-metrologi-nasional/).

When direct or offline practicum activities are indeed more effective and improve students' skills because they demonstrate directly, but practicum can also be done online by watching practicum videos or and students can also do practicum at home with online teacher instructions. Some of the subject matter is done offline by applying time shifts to practice in turns, the teachers also prepare several learning videos that are shared on WhatsApp Group so that students can learn them independently.

Previous research examined the use of android-based teaching materials for junior high school ball materials in problem based learning (Khusela et al., 2021), Blended learning Syariah: how it is applied and students' perceptions (P. Astuti & Febrian, 2019b), Analysis of the need for developing blended learning-based learning design models to improve problem solving learning outcomes (Dwiyogo, 2015), Development of problem-based blended learning models in computer systems subjects (Aeni et al., 2017), The effect of the blended learning model and learning motivation on the learning outcomes of class VIII SMPN 1 Gumukmas (Khoiroh, 2017), The relationship between the Use of Blended Learning Models on Mathematics Learning Outcomes of Elementary School Students (Riinawati, 2021), Blended learning: Study of the effectiveness of e-learning content development in universities (P. Astuti & Febrian, 2019a). Previous research did not see an innovative blended learning model in Vocational Schools. Because of the importance of this, it is necessary to carry out further research with the title "Innovative blended learning model during the pandemic of State Vocational School 3 Lubuklinggau".

The results of the study are expected to be able to contribute as a consideration for schools, specifically for vocational schools to apply blended learning models that are suitable for vocational subjects. As well as adding insight for stakeholders in vocational schools to make decisions, and also for vocational school teachers to choose the right blended learning model for theoretical and practical subjects at State Vocational School 3 Lubuklinggau.

Methods

This research uses library research. Literature study is a series of activities related to the methods of collecting library data, reading, and taking notes, as well as processing research materials into a conclusion of research results (Darmalaksana, 2020). Agree with (Sari & Asmendri, 2020) literature study also means data collection techniques by reviewing books, literature, notes, and various reports related to the problem to be solved.

Data collection was carried out by reviewing books, journal articles and literature related to the research discussion. The various reading sources were collected and documents were recorded which were then analyzed descriptively. The result of this research is a study of blended learning in Vocational Schools based on the synthesis of theories and research reviews. The focus of the research is to discuss the blended learning model at the State Vocational School 3 Lubuklinggau. The duration of this research is one semester. Sources of data were teachers and students of the State Vocational School 3 Lubuklinggau from the light vehicle engineering department.

Results and Discussion

The results and discussion of this study examines the innovative learning model, the Blended Learning model.

a. Innovative learning model

Teaching preparation reflects what the teacher will do to make learning easier for students, how to do it and why the teacher does it (Rahayu & Firmansyah, 2019). (Dolong, 2016) argues that teaching preparation has an essential position in effective learning because it will help create good work discipline, a more interesting atmosphere, and well-organized, relevant, and accurate learning (Darmadi, 2009).

Innovative learning has characteristics including student center-based and constructivism approaches (Ismayani, 2017). The application of innovation in learning is intended to solve problems that arise in the learning process while increasing the quality of its output. Creativity in learning can be developed, and the innovations applied will be beneficial for both students and teachers (Gerhana et al., 2017). According to (Patky, 2020) in education, innovation is a change from standard practice to practice. According to the Organization for Economic Cooperation and Development, innovative teaching is defined as a fundamental part of teaching professionalism (Budiono, 2018). This opinion can be proven through opinion (Safarati et al., 2020). This opinion can be proven through opinion (Sanjaya, 2010), (Firmadani, 2020) that learning innovation is an idea, idea, or certain actions in the field of learning that are considered new to solve educational problems.

It can be said that innovative learning is not always involved with learning media, or digital, but also involves learning methods or models. To assess a learning innovation, we must define its new ways, standards, and effectiveness. This effectiveness must meet the needs of individuals and groups.

b. Blended Learning Models

(Susila Darma, 2015) stated that one of the main components supporting development in these various fields can be done through the use of Information and Communication Technology. Blended learning is a formal education program that allows students to learn through content and learning instructions delivered online, either partially or completely (Widiara, 2018).

Mixed learning is the most logical and natural evolution of our learning agenda (Simarmata, 2017). It represents an elegant solution to the challenge of tailoring learning and development to individual needs. This is an opportunity to integrate the innovative and technological advances that online learning has to offer with the interaction and participation that traditional learning offers at its best. (Banggur et al., 2018) explained that blended learning is the most logical evolution in learning. Blended learning provides solutions to the challenge of tailoring learning and development to individual needs (Setiawan et al., 2019).

Blended learning is an opportunity to integrate innovative and technological advances offered by online learning with interaction and In learning activities to integrate technology and tasks so that learning is maximized (Darma et al., 2020). The elements of learning with blended learning are mentioned by, namely face-to-face learning in class, independent learning outside the classroom, utilizing online applications or platforms (Maudiarti, 2018).

An education expert (Carman, 2005); (Rizkiyah, 2015) describes several things that need to be considered in order to be successful in implementing blended learning: 1) Line events, synchronization between face-to-face learning and virtual learning in the same time and place directly in the same class/time in different places (Nugraha, 2020), 2) Self-paced learning: combining face-to-face learning and independent learning in the form of text-based and multimedia-based. Online: web, app, chatroom, YouTube and offline: CD, print media (Suhartono, 2017), 3) Collaboration: building good collaboration between teachers and students in one school or between teachers and students from various other schools through communication tools built in the form of chatrooms, discussion forums, email, website, mobile phone, or WA, for deepening material, problem solving or project assignments (Lestaringsih & Wijayatiningsih, 2017), 4) Assessment: combining several types of assessments in the form of tests or non-tests, or authentic tests in the form of projects or products that can be carried out either online or offline (Usman, 2019), 5) Performance support materials: compiling learning digitally, both offline models in the form of CDs, MP3, and DVDs, as well as online through websites (Indriani et al., 2018).

The effect of implementing blended learning on students can provide a viable means to improve students' reading performance. In addition to increasing learning values and motivation, learning with blended learning can foster a positive attitude during learning (Batubara, Hamdan Husein, 2020.). The addition of the right learning innovations will raise the independence and confidence of students who have tried to find and explore learning resources not only from the teacher. This assumption is what makes blended learning an option when learning is not enough just face to face (Ketut Widiara Negeri & Bergong, 2018)

This level of effectiveness is supported by the advantages possessed by learning with blended learning (Hima, 2017), as follows: 1) The delivery of learning can be carried out anytime and anywhere by utilizing the internet network system, 2) Students have the flexibility to study materials or teaching materials independently by utilizing teaching materials stored online, 3) Discussion activities take place online/offline and take place outside class hours, discussion activities take place both between students and teachers and between students themselves, 4) Teachers can manage and control the learning that students do outside of student learning hours, 5) Teachers can ask students to review the subject matter before face-to-face learning takes place by preparing supporting tasks, 6)

The target of achieving teaching materials can be achieved in accordance with the targets set, 7) Learning becomes flexible and not rigid.

Of course, blended learning also has drawbacks if many regions run online learning easily, this is not the case with underdeveloped areas or remote areas that have not been reached by electricity and the use of electronic media has not been evenly distributed. The absence of gadgets and the absence of electricity, forced the teachers in the area to work extra. Teachers have to visit hundreds of students one by one, to give face-to-face lessons at students' homes. The teaching and learning process at home is carried out by keeping a distance, wearing a mask, and always washing hands (Lalu Gede & Zainuddin, 2020).

According to (Sri Kantun & Raras Siswandini ASP, 2016) the weakness of blended learning is that it requires very diverse media, so it is difficult to implement if the facilities and infrastructure do not support it. In addition, the existing conditions show that the facilities owned by students are not evenly distributed, such as computers and internet access. Although blended learning has weaknesses, there are several advantages of blended learning, (a) Learning occurs independently and conventionally, both of which have advantages that can complement each other, (b) Learning is more effective and efficient, (c) Improves accessibility. With the existence of Blended Learning, it becomes easier for students to access learning materials.

At SMK Negeri 3 Lubuklinggau, there is a practicum that must be considered. Line events are synchronization of face-to-face and virtual learning, for example in one semester 7 meetings via offline or in person and 7 online meetings. Self-paced learning combines face-to-face learning and independent learning when online video practicums can be accessed through google drive or school e-learning. Collaboration, namely building good collaboration between teachers and students in one school or between teachers and students from various schools, this is done in order to give each other opinions and discuss the challenges they face. Assessment, which combines several types of assessments that are test or non-test, or authentic tests can be done offline or online. On the internet, for example, using Google Forms or Quiz. Performance support materials, namely arranging digital learning, both offline models (Mulyana, 2020). (Elyas, 2018) said that e-learning had a significant effect on the motivation of teachers and students, but for learning outcomes and time to complete the lesson the effect was not significant.

Applications used at State Vocational School 3 Lubuklinggau, vocational teachers use the zoom application for online learning assisted by WhatsApp group, for offline learning the teachers use one day of practice by means of students who enter half of the number of students, taking turns every week. For practical courses, vocational school teachers specifically for vocational subjects make learning videos that are shared on the WhatsApp group, then the following week they practice what they learn through the video.

Conclusion

Innovative learning models have the impact of contributing to students in building and developing knowledge towards better change. In assessing learning innovations, we must define new ways, standards, and effectiveness. This effectiveness must meet the needs of individuals and groups. Mixed learning model or blended learning combines online and offline learning where during a pandemic this model is very helpful and effective. The effect of implementing blended learning on students can provide a viable means to improve students' reading performance. For learning at State Vocational School 3 Lubuklinggau using zoom and WhatsApp groups for online, video assistance and for offline entry alternately every week, with half the number of students.

Acknowledgement

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