

Implementation of Blog-Based Blended Learning Method: A Case Study on Learning to Write a Lecture in Class XI Senior High School City of Surakarta

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Abstract. This study aims to determine the application of the blog-based blended learning method in learning to write lecture texts for class XI Senior High School Negeri Surakarta students through the teacher's understanding, procedures for applying the method, as well as constraints and solutions. The strategy in this research is a case study. Data collection techniques through interviews, observations, and document studies. The analysis technique used is an interactive model. The results showed that the teacher's understanding of this method was sufficient, but it needed to be improved to make it better. The application of this method has been carried out in a structured manner so that it is easy to implement. Every learning process must have obstacles, one of which is that students do not like writing skills because they are considered boring and tiring, therefore the teacher offers a solution by providing rewards.

Keywords: Blended Learning Method, Blog, Writing.

INTRODUCTION

Indonesian language learning has important skill competencies for students because when viewed from the student's perspective, this material is a compulsory subject at every level of education. The process of learning Indonesian is important because this language is the national language (Stevania et al, 2020). The importance of learning Indonesian itself is to have a position as a national language, namely the unifying language of the nation. Indonesian as a reflection of the identity of the Indonesian nation. Indonesian is in synergy with the four language skills that cannot be separated. The selection of teaching materials in general has several problems including how to determine the type of learning material, scope, order of presentation, treatment (treatment) of learning materials, and so on (Aisyah et al, 2020). In addition, with regard to teaching materials is the selection of learning resources. The majority of teachers and students use learning resources in the form of books, even though there are many other sources besides books, such as journal articles, blogs, wordpress, and other platforms.

The majority of students do not have a sense of interest or even less enthusiasm for learning to write. This is because of several factors, one of which is that students write only as a learning activity (Purnawan et al, 2016). Technological disruption continues to develop in all aspects of human life, including education (Djiwandono, 2019). It is undeniable that there are some teachers who are not familiar with technological advances and tend to use traditional methods when teaching. This is a problem in learning because teachers are less skilled or even unable to use technology and feel less comfortable textbooks because textbooks are disrupted by digital technology is increasing.

Based on the description above, this research is very important to do because the results of this analysis are useful for teachers, namely it can be an alternative learning method for teachers to carry out the lecture text learning process. Researchers are interested in studying "Implementation of Blog-Based Blended Learning Method: A Case Study of Learning to Write Lecture Texts in Class XI Senior High School Kota Surakarta". This method was chosen because it is suitable to be carried out during the Covid-19 pandemic where learning is mostly done online. In addition, to implement technological developments in the current era which continues to grow rapidly so as to facilitate all

aspects of life, including education. With this research, it is expected that teachers can optimize the implementation of language learning.

The lecture text learning method uses a variety of learning methods, this adjusts the situation and conditions during the learning process. Learning lecture texts through Problem Based Learning (PBL) in the form of materials or teaching materials for writing lecture texts (Sari et al., 2019). In the research of Nengsih there are several difficulties in learning lecture texts, but they can be overcome by applying the CIRC method which makes students have a better understanding than before (Nengsih et al., 2019). In addition, there are several studies on lecture texts from various researchers, both using the problem based learning method, CIRC, and so on. From previous studies, this study focuses more on the blog-based blended learning method in learning and uses the object of research in the form of teaching materials for writing lecture texts.

RESEARCH METHOD

In this study, the researcher tried to describe in detail how and what efforts the teacher made in the learning process of writing lecture texts. The researchers used a qualitative method with a case study strategy. The data collected in this study are events and information regarding the application of the blog-based blended learning method in learning to write lecture texts in class XI SMA Negeri 6 Surakarta and MA Jamsaren and information on the effect of contextual approaches on students' writing interest. Sources of data in the form of sources or informants, events, and documents and archives. This technique is carried out through interviews, observations and documents carried out using previously existing reference guidelines and is flowing when its implementation is always developed.

This study uses triangulation of data sources, namely comparing the data obtained through interviews, observations, and documents. In relation to triangulation of data sources, researchers prioritize checking information from informants. Information obtained from informants was cross-checked with other informants. Researchers carry out data analysis before going into the field, this process takes place before researchers start research activities until the research is completed. The data analysis technique used in this study is an interactive model analysis which, according to Miles and Huberman contains 4 main things, namely data collection, data reduction, data presentation, and drawing conclusions (Idrus, 2009).

RESULT AND ANALYSIS

The Covid-19 pandemic has had a serious impact on learning in schools, everything has to go virtual and there are arguments about how to return to face-to-face school as usual (Pressley & Ha, 2021). On the aspect of education affects 90% of the world's student population, various steps are taken such as health interventions, schools and study rooms are closed, and teachers are required to be able to find the best solution for the student learning process (Chaaban et al., 2020). The Covid-19 pandemic has forced humans to slowly leave face-to-face learning between teachers and students to technology-based learning (Nurhadi, 2020). The implementation of education is faced with a time when humans become technology-based human centered, this makes the role and technology as a learning aid difficult to separate (Raihan, 2020).

The implementation of the blog-based blended learning method has an impact on learning (Handoko & Waskito, 2018). This is because the blog-based blended learning method meets the challenges of learning in the 21st century, namely technology, learning strategies, new ways of communicating, and assessment. This method is also implemented in learning with a good combination of offline learning and online learning. Therefore, the combination of offline and online learning methods can make blog-based blended learning a learning method after the new normal Covid-19 or even become a trend in the future.

3.1 Teacher's Understanding of Blog-Based Blended Learning Methods in Learning to Write Lecture Texts in Class XI SMA Surakarta City

Teachers are the front line in the implementation of education. Teachers are the main supporting component of the smooth learning process in schools. Teachers are required to be able to use appropriate learning methods according to the situation and conditions during learning, therefore being a teacher must be sensitive to the surrounding environment in order to be able to judge what is good and not good so that they can choose the best. A teacher must be able to formulate the right method to achieve the learning objectives to be achieved.

A good learning method is a learning method that is interesting and easy to understand by students. Characteristics of a good method are: (a) the combination of methods in terms of objectives, (b) the combination of methods in terms of learning materials, (c) can lead students to practical abilities, (d) can develop learning materials, (e) providing opportunities for students to express opinions, (f) being able to place the teacher in respectable poetry in the whole learning process (Sutikno, 2021).

The spear of learning success is in the hands of the teacher, this is because the teacher is an agent of change who will continue to innovate to develop a program (Purwida, 2021). Learning activities are complex and varied. That way when learning lecture text material becomes more effective and not boring for students. The challenge for teachers is to be able to create conducive situations and conditions when learning takes place.

Blended learning method synergizes with the main components and produces learning objectives (Waskito, 2018). In its implementation, this method is a cycle that includes planning, implementation, evaluation and re-planning. Blended learning has indirectly represented the implications of the existence of technology by considering that technology plays a major role in conveying the curriculum, learning resources, and learning media (Fitriyana et al., 2020). One of the learning syntaxes of blended learning is online, so an application is needed to support the lecture process.

The main problem in learning with this blog-based blended learning method is the low level of mastery of technology for teachers and students. Therefore, it needs support from schools, for example by holding training and counseling about learning media in the digital era. The development of the digital world has a great influence on the way students learn by utilizing various existing digital media so as to meet the needs and curiosity of students in learning (Efendi, 2018). Digital media can be said to be more efficient and effective because it is flexible.

In particular, teachers must better understand technology in order to be able to carry out learning to be more optimal because the teacher as the captain has been able to apply the blog-based blended learning method well. However, the reality on the ground is that there are still many teachers who do not understand technology or are less technologically literate. This can be overcome with various solutions, both from the school and from the teachers themselves. The solution from the school is holding counseling and socialization activities, while the solution from the teacher is that teachers hone their technology skills independently or can learn from other teachers who are more technologically savvy.

Teachers at Senior High School 6 Surakarta on average have mastered technology so that they are optimal in mastering the blended learning method. In contrast to that, Senior High School MA Jamsaren teachers are less behind on technology because many teachers are old and lack motivation to learn technology. In this case, the school asks teachers who understand technology better to share knowledge with other teachers so that the learning process runs more optimally.

3.2 Procedure for Application of Blog-Based Blended Learning Method in Learning to Write Lecture Texts in Class XI SMA

The blended learning method provides the best opportunity to learn from the transitional classroom to e-learning. Blended learning involves classroom or face-to-face and online learning. This method is very effective for adding efficiency to classroom instructions and enabling increased discussion or review of information outside the classroom. According to the steps in the blended learning method are as follows: 1) the learning process can be started in two ways, face-to-face or full online, 2) students are given orders to find other available learning resources from sharing sources so that mastery wider material, 3) students are able to understand, interpret, communicate

and construct knowledge and make a conclusion that comes from the idea or idea of a source that has been found (Marlina, 2018).

The procedure for applying the blog-based blended learning method at Senior High School 6 Surakarta has gone well in a structured and systematic way, starting with the opening of the teacher in the form of information about the method to be used. The teacher has also combined two ways of implementing learning and it has been running optimally because it has been scheduled so that nothing is missed in each process. While at Senior High School MA Jamsaren teachers only use traditional learning methods which do not support the learning process during the Covid-19 pandemic. Distance learning at Senior High School MA Jamsaren uses google classroom more, because it is easier to use and teachers are more accustomed to it.

The implementation at Senior High School 6 Surakarta has been running optimally with students who are used to using blogs and teachers who have implemented blog-based blended learning methods. Meanwhile, at Senior High School MA Jamsaren, students still rarely use blogs because the existence of blogs can be said to be less popular than other platforms, especially now that there are various applications that are more attractive to students. To overcome this problem, the teacher conducts socialization about blogs from how to register to how to use them. Students will be taught gradually to understand blogs so that they can apply them as learning media. That way learning will run optimally and learning objectives can be achieved.

3.3 Barriers and Solutions Made by Teachers and Students in Learning to Write Lecture Texts in Class XI SMA Surakarta City

Every learning process must have problems which then need to find solutions to these problems, not least in learning to write lecture texts. There are various obstacles in the implementation of learning to write lecture texts, both from teachers and students. The problems experienced by students include: lack of interest in student learning, students do not like writing skills, students do not feel comfortable with the method used, students lack concentration, and the majority of students underestimate learning to write. While the problems for teachers include: lack of understanding of technology, not keeping up with the times, preferring traditional methods because they are simpler, and less precise in choosing methods.

As a teacher, of course, you must be able to determine the right solution for every problem that exists. This is done so that learning can run optimally so that the objectives of the learning process can be achieved. This solution must be adapted to the existing situation and conditions. Solutions must also be able to reduce and or maintain all students during the learning process.

The first problem, if students have less demand for learning, then the teacher must be able to motivate students so that students are more enthusiastic in participating in learning. The second problem, if in the class there are students who lack or even dislike learning to write, the teacher must introduce students to writing skills which include goals, benefits, and so on. The third problem, if seen directly in the classroom, there must be some students who feel uncomfortable with the method used by the teacher, therefore it is important for the teacher to understand and understand the characteristics of all students in order to determine the right method so that students feel suitable and like it. The fourth problem, if there are students who feel lack of concentration, the teacher must provide a treatment for students to train their concentration to be more focused. The last problem is that many students look down on writing skills, this is because writing skills look easy but are in fact difficult. Students like this need to be trained to be better able to achieve their goals by writing.

CONCLUSION

In every learning process must experience various kinds of situations and conditions. This depends on the situation and conditions in the field in this case at school. It is undeniable that every learning must have problems both in terms of external and internal. Every problem that exists must be found a solution, as is the case in the learning process of writing lecture texts. The teacher's understanding of the blog-based blended learning method is quite good because before using this method, the teacher has studied it optimally and adapted to the conditions in the classroom. The teacher has also formulated a solution of what obstacles will occur so that they can minimize existing problems.

The procedure for applying the blog-based blended learning method has also been carried out in a structured manner so that it is very easy to implement. Learning activities are carried out with an explanation of what method will be used first, then immediately use it. This method is also very popular with students, because the knowledge gained comes from various sources so it is not rigid and becomes wider. Students' knowledge is also increasing and teachers are also increasingly motivated to further develop blog-based blended learning methods. Using a blog here is quite easy, only with a quota or wifi, then students register and make arrangements on the blog, then students can start uploading their writings in the form of lecture texts.

The reality in the field, the majority of students do not really like writing skills because they are considered very boring and tiring. This is because writing skills apply several skills at once, starting from speaking, reading, and writing. Moreover, writing skills take a long time and are quite tiring. The teacher must find a solution to this problem, namely by giving an award in the form of a gift or additional value to students who are able or have successfully completed their work or who have been able to answer questions from the teacher so that students are more motivated to compete.

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