

BLENDLED LEARNING “SAMI SATU” TO OVERCOME THE COMPETENCE DEFICIT OF TEACHERS AND LEARNERS IN THE PANDEMIC PERIOD AT SMAN I PURWANTORO

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Abstract. Blended Learning “Sami Satu”, to Overcome the Competency Deficit of Teachers and Learners During the Pandemic Period at SMAN I Purwanto Wonogiri, against the background of the problem of competency deficits experienced by students during learning during the Covid-19 pandemic. The competency deficit is also experienced by teachers because: of the same thing. The purpose of this study is to present a new collaborative design between several important materials from each subject, in a learning package that is given once a week (Sami one). In addition, this Sami learning design is also to increase collaboration between teachers when working at home and in the office, as well as at home. The effectiveness and quality of learning and assessment are the main objectives of this best practice. The implementation of Sami Satu is carried out for students in class X, XI, Mathematics and Natural Sciences and Social Sciences. The results of the implementation are described using graphs, pictures, data. Sami one has been carried out for more than a semester, and it turns out to have a good impact during the pandemic. The final result, an increased competence for teachers and increased student competence. In addition, the increase in collaboration between teachers between subjects has also increased.

Keywords: learning, satu, Collaboration, sami, pandemic

INTRODUCTION

Learning, in accordance with the objectives of the National Education System No. 20 of 2003. All materials from the basic competencies of Permendikbud No. 37 of 2018 are delivered by teachers and are mastered by students who achieve cognitive and skill levels up to level C6 (Create). Fun, activity-based learning, able to develop reasoning power will have a sense of interest for students. The function of the teacher here is irreplaceable even though the pace of technology is increasingly entering the world of education. Students will always miss their teacher, even if they don't see each other for a day, they will always look for it even if they just hear the teacher's motivation.

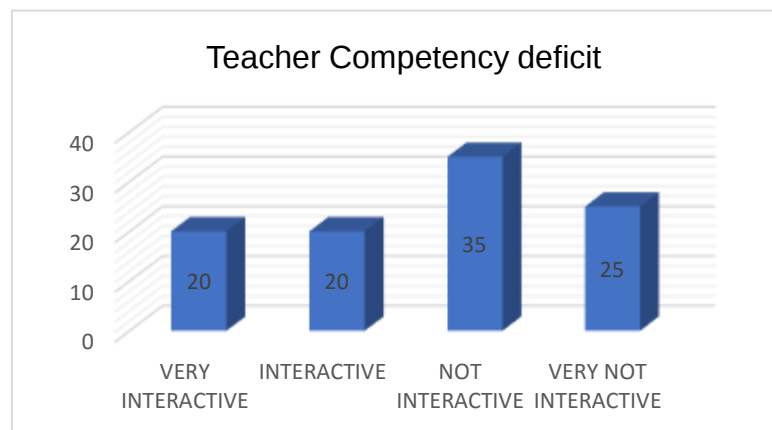
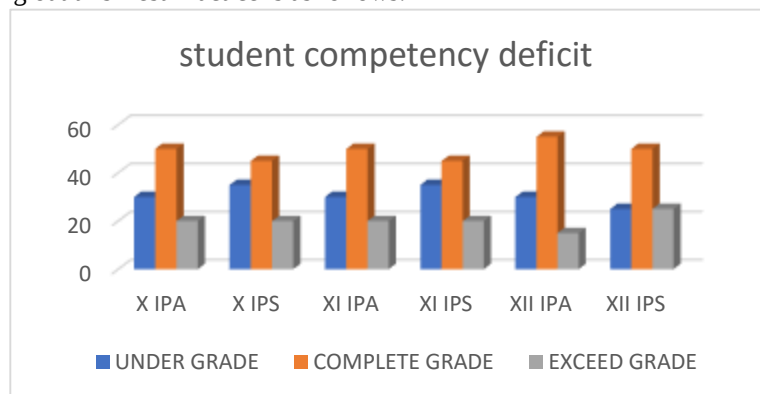
However, all of the above expectations have not been achieved, and have been hit by a viral storm that has taken happiness in all aspects of life, one of which is the world of education. The design of the school ecosystem stopped for a moment, even though it was only a matter of two days. In a short time must carry out a process called adaptive to adjust the conditions that occur at that time.

Dinn Wahyudin in the Ministry of Education and Culture's (2020) driving school portal, conveyed about how and what is the right way to diagnose the condition of students in cognitive and non-cognitive aspects during the Covid-19 pandemic. He supports Asrijanty's statement regarding the decline in student achievement during the pandemic, or what is called a competency deficit. This conclusion is supported by studies nationally and internationally, one of which is a study from the United Nations Educational, Scientific and Cultural Organization (UNESCO). , and diagnostic

treatment, namely identifying and designing the treatment that needs to be given to follow up the next learning process, so that competency deficits for teachers and students is no longer the case.

Prof. Dinn Wahyudin also added that in a research, Unesco found an indication of a competency deficit or a decline in student learning outcomes during the Covid-19 pandemic. This deficit does not only occur in Indonesia, but in all parts of the world. Collaboration between teachers with the existence of STEM, PBL, PJBL which was integrated some time ago, is difficult to implement, because each teacher try to concentrate on their respective targets, besides that it is also difficult to meet between one teacher and teacher because there is a WHO (Work from Work) provision. Office) and WFH (Work From Home) which have been in place since the pandemic.

Based on some of the problems raised, the above problems can be formulated as follows:: 1) How to Design Blended Learning Sami one in learning activities at SMAN I Purwantoro, 2) How to Prepare for Blended Learning Sami one in learning at SMAN I Purwantoro 3) How to assess Blended Learning Sami one in learning at SMAN I Purwantoro. 3) What are the benefits of using Blended Learning Sami one in learning at SMAN I Purwantoro. The initial data collected as the basis or basis of carrying out this Best Practice is as follows:



RESEARCH METHOD

This research uses R&D Development Research (Resert and Development) which was pioneered by Borg and Gall. The development of the learning model in this study took the existing learning model, namely STEM (Science, Technology, Economics, Mathematics) . Which had been carried out by collaborating several subjects into a product to be taught to students both through intracurricular and extracurricular activities.

Borg and Gall suggest that research and development steps consist of ten research steps, namely potential and problems, data collection, product design, design validation, design revisions, product testing, product revisions, usage testing, product revisions, and mass production.

Borg and Gall (1989) explain that there are four main characteristics in R & D research, namely:

1. Studying research findings continuous to the product to be develop; that is, conducting preliminary studies or research to find research findings related to the product to be developed.
2. Developing the product base of this findings: that is, developing a product based on the research findings.
3. Field test in a setting where the prototype will be used eventually; i.e. conducting field or usage tests for the real setting or situation in which the product will be used.
4. Revise to correct deficiencies found in the field test phase; namely conducting continuous revisions to improve the weaknesses found in the previous field test stage.

In this study, the steps taken through the results of research that have been carried out previously, namely STEAM which is difficult to implement during the pandemic, because it is constrained that students cannot meet to work together on a project. This research has only arrived at the Steps of Compiling the initial design. The follow-up plan will be carried out in the next semester or odd.

RESULT AND ANALYSIS

Blended Learning

Driscoll (2002) Blended Learning is learning that combines or combines various web-based technologies, to achieve educational goals. Meanwhile, Graham (2005) mentions Blended Learning in a simpler way as learning that combines online learning with face-to-face (face-to-face learning).

Semler (2005) wrote that Blended Learning combines the best aspects of online learning, structured face-to-face activities, and real-world practices. Online learning systems, in-class training, and on-the-job experiences have their own major drawbacks. The approach in Blended Learning uses each other's strengths against the other's weaknesses."

The intent contained in the above opinion, Blended Learning is to combine the best aspects of online learning, structured face-to-face activities, and real-world practices. Online learning systems, classroom training, and work experience have their own major drawbacks. The mixed learning approach uses the strengths of each against the weaknesses of the others.

Sami Satu

Sami one” is an acronym for “one week one” lesson. The diction chosen to be the name in the development of the Blended Learning learning media designs that will be applied.

Nurseto (2011) defines the word media as all forms and channels used to process information. What is the correlation with Sami one?. A breakthrough is expected to accommodate all. Answering the problems that arise out of the pandemic mainly on the competency deficit. Still able to assess attitudes, knowledge and skills. One Sami design, by collaborating several essential KDs in one week. The media used is only YouTube, with the aim of developing it into a stimulant, the material collected is thematically one.

Sami one is accompanied by additional material provided by the teacher at the link to additional material. Teachers enter independently in the form of teacher summaries, broadcast materials, pdf, word, and other forms of material whose purpose is to make it easier for students to complete bills, as well as enrichment. Additional material on Yokogu Yokogu Sami one can be seen at the following link: <http://bit.ly/MateriAddan-AllSubject>.

Sami one involves the Core Team of Sami one, the IT team, all teachers and some employees, students in class X MIPA, IPS and class XI MIPA and IPS.

Sami satu Planning

To carry out Sami Satu, learning supervision is carried out including PJJ learning activities with online instruments, the results of which can be seen at the following link: <https://bit.ly/hasilSUP>, then conducting teacher and student attendance at each distance learning. learning media used by each PJJ. Conduct a learning satisfaction tested for students through the link provided, namely <http://bit.ly/KUESIONERmodelKBM>. The results can be seen at the link <https://bit.ly/jakKBM>.

The next stage is carrying out Sami Satu in Class X IPS, for a limited test, and for an extensive test in class X, XI, MIPA, IPS.

Implementation Sami satu

Planning Steps:

1. Conducting socialization to the vice head of curriculum and subject teachers for grades X, XI, XII.
2. Accommodating ideas about teachers regarding the handling of PJJ problems that had been carried out individually and collectively.
3. Develop a development design that starts with reducing the agreed collaborative learning model.
4. Develop a development design that is adapted during the pandemic.

Develop Initial Shape

1. Choose material that is important for each subject in one week at each level.
2. Collaborate some essential material in blended learning.
3. Discuss the learning media that will be used. Media can be in the form of videos, images, articles, sounds, presentations, etc. which can be used as a blended learning media for “Sami Satu”.
4. Develop a simple lesson plan “Sami Satu” which was developed by several subject teachers. The lesson plan contains an assessment plan which includes an assessment of attitudes, knowledge and skills.
5. Develop or choose the right learning media (which can be used for all essential subject matter in one week).
6. Submit the results of the learning media planning to the IT team that has been formed.
7. Collecting into one drive, learning activities in one week.

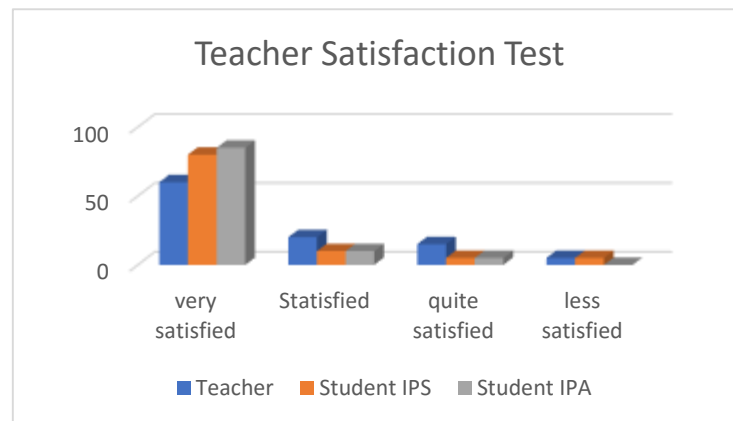
Initial Trial

1. Upload learning media and learning materials in one folder
2. Upload the assessment billed for a single drive that has been set up
3. Start from one level first, for example class X
4. Send it via Google Drive, as well as instructions for implementation, execution and collection of assignments in the context of the assessment.

limited Test

After the limited test of Sami Satu was carried out in class X IPS 1, the results were obtained, including:

1. Students are all active in learning without anyone being absent from the virtual class.
2. Students complete the lesson even though they are not on time.
3. All teachers of class X IPS are actively involved 95%
4. Furthermore, the team conducted a satisfaction survey of teachers and students on the following link:<http://bit.ly/3kepuasansami> One result can be seen at the link: <http://bit.ly/3lAngketsami>, which essentially welcomes the existence of sami one, and there are several Suggestions given from teachers and students include:]
 - 1) Do not always use YouTube continuously (30%), because there are areas that are difficult to reach. This opinion may be because students do not download the youtube link, so they continue to repeat and play it).
 - 2) Make the question only one but comprehensive one level and one major. Because if one subject has one question, one week there are still many questions.
 - 3) The percentage of satisfaction is as follows

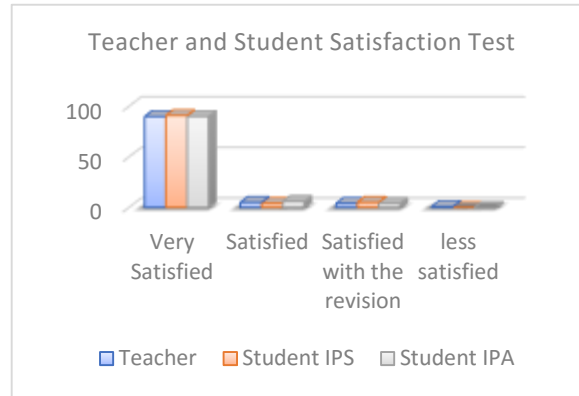


From the results of the Sami Satu test, it will be developed in a broad trial for class XI MIPA and XI IPS by making improvements according to the evaluation results in a limited trial. Values can be downloaded at: <http://bit.ly/3Nilaisamisatunaret>. The complete value is attached to the attachment.

Wide Test

After the Sami Satu 1 test was carried out in class X, XI MIPA and IPS, the results were obtained, including:

1. in SMAN I Purwanto active learning students without any absent.
2. students in SMAN I Purwanto was completed the lesson even though it was not on time
3. All teachers of class X, XI are actively involved 100%
4. More is done on teachers and students see at the link:: <http://bit.ly/3kepuasansami> One result can be seen at the link: <http://bit.ly/3lAngketsami>, which essentially welcomes the existence of sami one, and there are several Suggestions given from teachers and students include:
 - 1) Youtube videos are original recordings from the Developer TEAM.
 - 2) Make the question only one but comprehensive one level and one major. Because if one subject has one question, one week there are still many questions.
 - 3) The percentage of satisfaction is as follows



From the results of the extensive test, it will be developed again by involving class XII at a later time. Of course, by making improvements in accordance with the results of the evaluation on the limited test.

The Sami Satu Youtube link can be accessed at:

1. Sami satu 1 : <https://youtu.be/0qld69FAivI>
2. Sami Satu 2 : <https://youtu.be/eabOw5B-G3A>
3. Sami satu 2.b : <https://youtu.be/Z3WFhdsl11E>
4. Testimoni : <https://youtu.be/1WVzpsbzAlU>

CONCLUSION

Blended Learning, which had been thought to be difficult during a pandemic, turned out not to be what it was thought. Blended learning is carried out by blending the essential materials needed by students, packaged in a meaningful and activity-based learning.

One week learning is only done once, given on certain days, and each teacher's bill is given within a period of 5 days. So that students do not object to the number of assignments or materials., In addition, Blended Learning this material also improves reading and numeracy literacy for teachers and students.

In detail, according to the formulation of the problem, it can be concluded::

1. Blended Learning Sami Satu in learning activities at SMAN I Purwanto, is designed with a complete design starting from gathering teachers for discussion, bringing together essential materials, compiling lesson plans, compiling learning media, implementing sami one.
2. Preparation of Sami Satu Blended Learning in learning at SMAN I Purwanto, including socializing the Sami Satu design, compiling the Best Practice draft, socializing best practice, compiling the Sami Satu prototype.
3. Assessment of Sami Satu Blended Learning in learning at SMAN I Purwanto.
4. Sami Satu Teams makes a bill for the assessment of attitudes, knowledge and skills as a final assessment.

Sami Satu is the right blended learning method by combining 15-18 subjects in one week with only one assignment in two class departments. Children are more relaxed in working because one week is enough to download one material. In addition, parents observe and see that their children are happier with Sami Satu. Another benefit is that the quota required is light, students only need to download it once and can play it continuously for free.

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