

# ENCOURAGING LEARNING QUALITY THROUGH BLENDED LEARNING MODEL

<sup>1</sup>Samsul Susilawati, <sup>2</sup>Moh. Hambali, <sup>3</sup>Ahmad Fatah Yasin, <sup>4</sup>Abdulloh Chakim, <sup>5</sup>Andino

Maseleno

**Abstract-** *The development of information technology makes educational institutions have to improvise in relevant learning models in order to compete with other higher education in the world. However, it has been noted that Islamic higher education has not been able to adapt quickly in this context. This study aims to explore the use of blended learning models to improve the quality of learning at public Islamic universities in Indonesia. By collecting data from classroom learning practices directly and analyzing them descriptively qualitatively, this study found that the Blended Learning Model was implemented effectively through Website Based Learning and Edmodo Applications. In addition, this study also found that the use of both types of approaches can improve the effectiveness and quality of learning in the classroom.*

**Keywords:** *Blended Learning, Edmodo*

## I INTRODUCTION

Technological developments as a result of the 4.0 industrial revolution have changed many things in the daily life activities of Education stakeholders [1], [2]. In fact, it is almost certain that all levels of education, including the higher education institution, have utilized information technology as the spearhead of institutional development. Information technology has also changed the paradigm of traditional education towards the inevitable internet of things [3], [4]. Thus, the learning process has led to online-based learning that can be accessed anywhere and anytime without limited space and time [5]–[7].

These technological advancements are not always relevant to implementation in higher education in Indonesia, especially at State Islamic Universities [8]. State Islamic University shows a variety of student learning activities that have not indicated positively related to the use of existing information media even though it is supported by adequate Information Technology infrastructure facilities. This situation is of particular concern when Islamic higher education, including the State UIN MALIKI Malang, as one of the leading Islamic universities to pay attention and consider optimizing the use of technological facilities in the learning process such as preparing the

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<sup>1</sup> Department of Social Study, Faculty Training and Education, State Islamic University of Maulana Malik Ibrahim Malang, Indonesia, Author E-mail: susilawati@pips.uin-malang.ac.id

<sup>2</sup> Faculty of Teacher Training and Education, State Islamic University of Maulana Malik Ibrahim Malang, Indonesia, E-mail: hambali@pai.uin-malang.ac.id

<sup>3</sup> Department of MPGMI, Faculty of Teacher Training and Education, State Islamic University of Maulana Malik Ibrahim Malang, Indonesia. E-mail: yasin.a.fatah@pai.uin-malang.ac.id

<sup>4</sup> Institut Agama Islam Negeri Tulungagung, Indonesia, E-mail: chakim73@iain-tulungagung.ac.id

<sup>5</sup> Universitas Tenaga Nasional, Malaysia, E-mail: andino.maseleno@mail.ugm.ac.id

learning system by adjusting the curriculum, increasing the ability of students in Analytical, integrating physical, digital and human objects.

Responding to the situation, one alternative is to present a learning strategy model that integrates conventional methods with Information and Communication Technology through Blended Learning. Through this kind of learning model, students have the freedom to determine which material should be studied first in the set of lecture activities units [10]. To understand the lecture material, students can contact their lecturers by email, chat or follow interactive dialogue online, including reading the results of the discussion on the message board available in the Learning Management System [11].

The more obvious benefits are increasingly felt by students in their learning after blended learning, which makes it easy to combine various delivery strategies, style of learning and introduce various choices of media dialogue between lecturers and students. More than that, the combination of face-to-face teaching and Blended learning model online teaching becomes a unique element of social interaction that overall the advantages of this learning model are through e-learning [12], [13].

## II LITERATURE REVIEW

### *1.1. Learning Model in Higher Education Institution*

The development of computational and digital world with the unlimited availability of information coverage, along with its effectiveness, and its equal efficiency through the Information and Communication Technology system, can be optimized because of its influence on the change and development of learning innovations [14]. The ease of finding learning resources, the increasing role of multimedia in learning, the diversity of choices, on-line curriculum engineering, e-library, and even flexibility in determining learning time are consequences of the development of computing that has touched education.

The various roles that so far can be taken over by ICT in higher education include; 1) as an integrator of university programs and activities, 2) as an enabler for the improvement of academic and administrative processes as well as the emergence of new innovative services, and 3) to expand access for all campus residents, which certainly can be optimally optimized for improving the quality of learning [8].

Alavi and Gallupe [15] also found several other uses of ICT for higher education, such as: (1) improving competitive positioning; (2) enhance brand image; (3) improve the quality of learning and teaching; (4) increase student satisfaction; (5) increase income; (6) broadening the student base; (7) improve service quality; (8) reduce operating costs; and (9) developing new products and services, it becomes a necessity for the improvement of learning activities that are far classy and quality.

The learning system carried out by most lecturers, is still found to be non-varied even monotonous so that students become bored. This will affect the learning achievement of students [6], [7]. The selection of a learning system that is in line with the development of ICT, and the potential of students will make the learning process more interesting and efficient. This can increase students' interest in learning towards a learning material.

Becoming the public's belief that with innovative learning and fun for students has been directly proportional to the increased interest in learning [16], [17]. One of the innovative learning systems, and in accordance with the

development of ICT and is able to increase student potential is Blended Learning. In the context of learning in higher education, Blended Learning is a learning system that combines or combines several learning systems to convey the core of lecture material.

### ***1.2. Blended Learning to Encourage Learning Quality***

Thorne [20] describe blended learning as Represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. In addition, Bersin [21] define blended learning as the combination of different "media" training (technologies, activities, and types of events) to create an optimum training program for a specific audience. Blended learning has the main goal of providing opportunities for various characteristics of students to have independence in learning in a sustainable, developing and more attractive manner so that their effectiveness and efficiency are more clearly felt.

Blended learning can not only improve learning outcomes [11], [23], This learning model is also useful for improving communication links in three modes of learning such as learning environments based on traditional classrooms, blended, and full online classes [24]. In addition, learning [25] and can also enhance other abilities such as teamwork, leadership, and others [26]–[29].

## **III METHOD**

This research approach uses descriptive qualitative by referring to the approach developed by Moleong [30] which requires several characteristics, including; 1) takes place in a scientific setting, 2) the researcher itself becomes the main instrument or data collection tool, and 3) the data analysis is carried out inductively. This study was conducted in Islamic religious education class at Maulana Malik Ibrahim State Islamic University, Indonesia. There are three steps in the data collection process. In the first stage, data was collected by conducting interviews with students who were directly involved in the learning process using web-based learning and Edmodo, and lecturers who taught using both facilities. Furthermore, the data was processed and analyzed descriptively with a qualitative approach.

## **IV RESULT AND DISCUSSION**

### ***1.3. The Implementation of Blended Learning Model***

This learning model emphasizes the provision of lecture material through internet media that is converged with face-to-face conventional learning activities. All lecture material has been submitted through the website that has been made by Lecturers, then given reinforcement during lectures conducted face to face. As such, both have complementary and reinforcing functions.

In the implementation phase of Web Based Learning, it starts with the introduction between students and lecturers in class A and B. In one session in the preliminary meeting which is conducted face to face for about 10 minutes. Then, it is explained in advance the lecture material that will be held together. Along with the explanation of the lecture material, motivation is given so that students are more eager to learn. The rest of the

meetings through the website are used for learning and are equipped with material file features that can be downloaded, links to related websites, forums and chat.

One method of learning carried out through this website is problem solving. Lecturers provide problems posted on forums, then students in groups try to formulate solutions to these problems by studying the material files and visiting related websites. By utilizing the forum and chat features, students can discuss and issue their opinions so that each group can then draw conclusions from the results of the discussion that lead to solutions to problems.

The results of student discussions on forums on the web are evaluated by the lecturer together with students. This evaluation is carried out after the deadline given for the discussion ends. This evaluation is related to learning material and students' problems when using the website. Evaluations relating to learning material, students provide diverse responses. All groups of students can provide solutions to problems posted on the forum by the Lecturer.

Another facility used is Edmodo. Edmodo is an internet-based learning application as a learning platform to collaborate and connect between teachers and students in sharing educational content, managing projects or assignments and handling notifications for each activity. Many conclusions suggest that Edmodo is an application that is safe to use by lecturers and students in lectures.

Through Edmodo, lecturers can manage virtual classes. Thus, students can connect with classmates and lecturers without being limited by time and space. Edmodo application service that can be accessed for free makes it easy for users based on the same work system as other social media platforms, it's just optimization for educational activities that can support the learning process online. Besides that, Edmodo not only involves interactions between lecturers and students, but also interactions that involve parents who can also have an account.

Edmodo features make it easy for lecturers and students because learning can be done anytime and anywhere. For example, when a lecturer cannot be present during class hours, the lecturer should simply upload the material and assignments that must be delivered during the lecture hours. With these features, if students feel that they don't understand the material presented by the lecturer, then they can carry out discussions in Edmodo.

The face-to-face learning process begins with the lecturer delivering the lecture contract that will be undertaken for one semester. Furthermore, the lecturer gives a briefing to students about Edmodo media, what are the benefits and how it works. After the students are understood to have understood, the lecturer together with the student creates an edmodo account, and joins the group that has been created by the lecturer of the course. The group is used by lecturers and students as a means of delivering material, a place for collecting tasks and a means for conducting discussions.

The first step a lecturer must take before using Edmodo is to have an Edmodo account first. Creating an account on Edmodo is very easy, visit [www.edmodo.com](http://www.edmodo.com) then select the "I'm a Lecturer" button to create a new account as a lecturer. Fill in the registration form with valid data, then select the "Sign Up" button to complete the registration process. The lecturer will receive a registration confirmation via email, along with instructions on the next steps to set up his Edmodo account.

After having an Edmodo account, lecturers can form learning classes. In this case the lecturer can make more than one class like normal conventional learning. In each class that is created there will be a different group code as an access key for students to be registered in the class. For each student who is incorporated, Edmodo automatically provides also a parental code that is intended for parents of students so that they can participate in monitoring their children's learning progress directly through this system. After students join in a virtual class created by a lecturer, the lecturer and student can interact with each other.

Here, it is certain that this study found that the Blended Learning learning model in the teacher and training faculty is using Website Based Learning and Edmodo. The earliest impression when observing these two learning models seems to be the same in certain parts, and different on the other side. But basically, the two learning models have almost the same characteristics in accordance with the functions, patterns and approaches in lecturing activities. This is where the skills of lecturers in managing the internet are functionally tested in managing lectures.

#### ***1.4. Effectiveness of Blended Learning Model***

The observations showed that in the third and fourth week of lectures only 32% of students succeeded in downloading lecture materials sent by lecturers smoothly, 32% succeeded after making mistakes several times, while the other 36% failed to make the process. Second, related to the activity of downloading / uploading assignments, 27% of students who successfully did it without difficulty, 38% succeeded even though there were still errors in the way and procedures, while another 35% did not succeed. Third, like the second indicator, 27% of students were able to make good use of the LMS application to work on quizzes, 38% were successful but still errors, and 35% were unable to do so. Thus, students who have not yet succeeded in operating the LMS application are (1) 38% for downloading material, (2) 35% in downloading / uploading assignments, and (3) 35% for working on quizzes.

Based on the achievement of these indicators, the researcher together with lecturers supporting the course of reflection by identifying the source of the difficulty of operating the WBL application through interviews with students who are still having problems. The causes of problems for students are (1) lack of mastery of English vocabulary, (2) not understanding the meaning of the icons contained in the WBL, (3) not understanding the functions of the features in the application, and (4) limited processing time / task revision because the lecturer is late in sending corrections to student assignments.

In learning activities, Edmodo application provides benefits for the ease of lecturers and students in the learning and teaching process so that they can discuss without face to face anytime and anywhere. Edmodo is available for smartphone, Android and iPhone devices. Edmodo can also be accessed by parents. So parents can monitor their children in the learning process. On the other hand Edmodo has a group code, so participants must have the code specified by the teacher to be able to join the class.

Lecturers can use Edmodo to instruct, assign, and discuss with their students online at the same time. Meanwhile, the weakness of Edmodo is that it does not have the option to send closed messages. There is no Chat facility, it does not implement multiple pages that can be seen by users.

## V CONCLUSION

Website Based Learning is a distinctive feature of learning by using websites that have been created by subjects and educational objects with an orientation to the activities of reading, discussing, constructing knowledge, expressing through chat features, and even conducting information search activities. Meanwhile, Edmodo is an application that was created social media but is focused on a learning platform to collaborate and connect between teachers and students in sharing educational content, managing learning or assignments and handle notifications for every academic activity. So it can be concluded that Edmodo is an application that is safe to use by lecturers.

The implementation of Blended Learning learning model at UIN Maulana Malik Ibrahim Malang runs effectively with lecturers giving guidance on lecturing material and students responding to explanations, lecturer direction by studying lecture material on the website, and evaluating the implementation of lectures held in accordance with the academic calendar. Meanwhile, Edmodo implementation provides an opportunity for lecturers to carry out the learning process effectively and efficiently through the features provided.

However, the shortcoming found is the limited access to participate in learning by using the web is often a problem for learners. Difficulties in sending assignments, including setting deadlines and grading ratings, as well as difficulties in obtaining quizzes are in terms of setting, deadline, and scoring. In addition, another drawback is the absence of Video Conference facilities in the application. It is quite important to interact with students when the lecturer cannot be present in class.

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