EFFECTIVENESS OF ONLINE LEARNING USING THE BLENDED LEARNING METHOD IN CLASS V STUDENTS SDN 7 BITTUANG, TANA TORAJA

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ABSTRACT

This research was conducted with the aim of knowing the effectiveness of online learning using the blended learning method for fifth grade students. This type of research is experimental research with a pre-experimental research design one-group pretest-posttest design, namely giving a test before treatment, then giving a test after treatment using the blended learning method. The sample of this research was 36 students of class V. This research was conducted in 6 meetings. Data collection techniques used in this study were performance text techniques, observation and documentation which were analyzed with descriptive statistics and inferential statistics. The data obtained were also analyzed using the t-test formula. The results of this study indicate that by using the blended learning method students are more active and dominate the learning process so that students do not easily feel bored or bored. It can be seen that based on the results of the t-test, the price = 3.252 and = 1.689 with the average student score before the treatment in working on the pretest questions is 60 and the average student score after being given treatment in working on the posttest questions is 88.61. Therefore it can be concluded that there is effectiveness of the blended learning method for increasing student learning outcomes in class V SD.

Keywords: online learning, blended learning method

INTRODUCTION

Developments in this century in the world of education change the structure and way of thinking for the future which continues to have external and deep implications for various teaching designs and learning techniques. In turn, teachers will realize that conventional learning methods or strategies are not enough to help students in the learning process. Because learning in several educational institutions still operates a learning center from a teacher as the main actor in the learning center for students. However, since the advent of print media,

teaching and learning resources have been published in book form. Likewise with the development of audio, audio visual, computer, internet, and mobile technology in the 21st century, learning centers can be loaded in these various media.

And with the Covid-19 pandemic, Indonesia is currently facing challenges and the government is implementing an appeal to the Indonesian people to stay at home and carry out activities at home during the pandemic. The Covid-19 pandemic has not only had an impact on the economic, social and health spheres, but also on the educational sphere, and now it is undeniable that we must begin to adapt to this epidemic which does not know when it will end. Thus, teaching and learning activities that were originally face-to-face were replaced by non-face-to-face or commonly called E-learning (online) learning. Technological developments in education Online learning is updating the learning process by developing media with connections to the internet network. Learning materials can be visualized in a more interesting and dynamic form. By using various variations of learning, it can increase student enthusiasm for learning.

The legalization of the online learning process from the government makes all teaching and learning activities carried out at home. The implementation of this learning process takes place from elementary school students to tertiary institutions. In the field of education at the elementary to tertiary level, the implementation of E-learning (online) is rarely or never implemented. Unlike the case with education at a higher level, online learning has begun to be implemented. Online learning also has obstacles in the process. One of the obstacles is changing the habits of students who are initially well received because they will be active at home so they are welcomed warmly, but over time students will feel bored because they do the same thing every day, the next obstacle teachers tend to dominate the learning process, then network connections are sometimes not good, some students don't have smartphones for online learning, as well as the low knowledge of teachers and students about the use of technology and learning techniques. In addition, the intensity of the material delivered by the teacher in these subjects has decreased. But apart from these obstacles the application of online learning will certainly bring benefits. In this learning environment, teachers are required to be more active in understanding how to communicate with students using significantly different languages and tools.

That way the development of students' interest in learning will greatly affect the good or not the process of teaching and learning activities conveyed by the teacher. Children's learning interest during the Covid-19 pandemic will tend to be different from the development of learning at school so that the teacher as a center facilitator must have various innovations and references, then provide support for students in carrying out teaching and learning activities.

In order for the teaching and learning process to take place properly, it can use technological developments as a diverse learning center, it is necessary to improve learning models, methods and techniques, which combine people and technology, which is called blended learning based learning (PBBL). PBBL is learning that combines the advantages of learning through the main learning resources, namely: online and offline learning.

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From the results of observations and interviews while researchers, there are several problems, namely:

1. The teacher dominates the learning process.
2. Learning methods or techniques used by teachers are less varied.
3. Students are less active in learning.
4. Lack of student motivation in learning.

Based on the description of the problems above, the researcher is interested in conducting research entitled "Effectiveness of Online Learning Using the Blended Learning Method for Class v Students".

LITERATURE REVIEW
Effectiveness

Effectiveness is the level of success produced by a person or organization in a certain way based on the goals to be achieved. In other words, the more plans or activities completed, the more effective the activities. Effectiveness in accordance with Permendagri Number 58 of 2007 is the achievement of program results with set targets, namely by comparing outputs with results. Effectiveness shows the level of achievement of results, or in simple language it can be explained that, the effectiveness of local government is when the goals of the local government can be achieved in accordance with the planned needs.

According to Mardiasmo (2004: 134), in Alisman (2014: 50), showing effectiveness is a condition of achieving the expected or desired goals through the completion of work according to a predetermined plan. The success or failure of an organization is measured by achievement or success, so it can be said that an organization has been effective. Meanwhile, learning effectiveness according to Rohmawati (2015: 17), is a measure of the success of the relationship between students and between students and teachers in educative situations to achieve learning objectives.

So, effectiveness can be interpreted as a measure of the success or failure of the learning process between teachers and students, or students and students.

Online Learning

The word online comes from two words, within and network. Online learning can be interpreted as formal education organized by schools, students and teachers from these schools are in different locations of course, therefore an interactive telecommunication system is needed as a medium to connect the two and the various resources needed in it Sobron et al, (2019 : 1). E-learning (online) learning is learning that is carried out with the help of the internet or network. Following are some definitions of online learning according to experts, including:

a. According to Bifasih (2015: 1), expressed his opinion that online learning is to implement learning that is carried out to achieve various goals with broader targets.

b. According to Syarifudin (2020: 33), also explains that online learning is a learning process that makes students independent so they don't depend on other people.

c. According to Harjanto T. and Summar (2018), in Jamaludin et al (2020: 3), argue that online learning is a process of traditional or conventional education into a modern or digital form so that it has its own challenges and opportunities.

Some of the explanations regarding the meaning of online learning above, it can be concluded that online learning is carried out remotely using the available network or internet. To understand E-learning (online) some experts argue based on characteristics. In general, E-learning (online) learning is "asynchronous", where the teacher and the people who are learning students do not meet at the same time.

Blended Learning Method

Because E-learning (online) learning still has problems in direct interactions between teachers and students, such as how teachers need feedback from students and also students need feedback from teachers. There are reasons why online learning is unsatisfactory and the availability of learning materials is already available, but because students still need direct interaction with teachers. Even though online learning is currently equipped with the development of video conferencing and webchat features between students and students, students and teachers need a direct connection with one another.

Due to the weaknesses of online learning, blended learning is a solution because it can combine offline and online learning. Online learning consists of media with controllers used by users so that users can access it, while offline media is not equipped with controllers that can be used by users. on the internet network. Various studies state that many educators are interested in online learning and also require direct learning to provide feedback between educators and students.
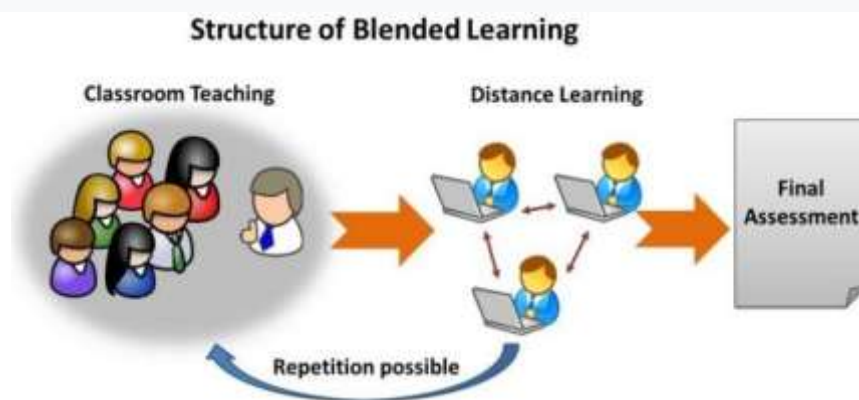

Figure 2.1 Blended Learning Learning Cycle

Face-to-face learning is still needed in online learning, thus combining online and offline learning or what is called blended learning, namely

combination (mixed) learning or blended learning that combines face-to-face learning with computer-based learning (online and offline). Compared to comprehensive learning that uses online learning, blended learning can increase the learning effect and increase student interest in learning. It turns out that blended learning is better than face-to-face learning. Blended learning consists of two words, namely blending (mixing) learning (learning). Other terms that are often used are hybrid courses (hybrid = combination or mix) and (course = courses). The original meaning as well as the most common blended learning refers to learning that combines or mixes face-to-face learning and computer-based learning (online and offline).

METHODS

This type of research is experimental research with a pre-experimental research design one-group pretest-posttest design, namely giving a test before treatment, then giving a test after treatment using the blended learning method. The sample of this research was 36 students of class V. This research was conducted in 6 meetings. Data collection techniques used in this study were performance text techniques, observation and documentation which were analyzed with descriptive statistics and inferential statistics.

FINDINGS AND DISCUSSION
Findings

The results of this study are the answers to the problem formulations that the authors previously set, the problem formulations will be answered by descriptive statistical analysis and inferential statistical analysis to answer a hypothesis above that has been previously determined.

Tabel 1 Mastery level of student performance after applying the blended learning method

No	Interval	Frekuensi	Presentase (%)	Kategori
1	0 – 34	0	0	Sangat rendah
2	35 – 54	0	0	Rendah
3	55 – 64	0	0	Sedang
4	65 – 84	8	22,22%	Tinggi
5	85 – 100	24	66,66%	Sangat tinggi
	Jumlah	**36**	**100**	

The table above shows that the percentage of student learning performance results after the application of the blended learning method, amounting to 22.22% is in the high category, 66.66% is in the very high category. In addition, according to the average score of student learning outcomes of 88.61 if the convention in the table turns out to be in the very high category. This means that the average learning outcomes of fifth grade students after applying the blended learning method are in the very high category.

Discussion

Based on the pretest scores, the average score of 60 student learning outcomes with a percentage of 16.66% is in the low category, 66.66% is in the medium category, 16.66% is in the high category, and 0% is in the very high category. Judging from the existing percentages, it can be explained that the results of student learning performance before the blended learning method was carried out were in the medium category.

Next, the posttest average score is 88.61. So the results of student learning performance after using the blended learning method have better learning performance results compared to before applying the blended learning method. For this reason, the percentage of student learning outcomes also increased by 66.66% in the very high category, 22.22% in the high category, 0% in the medium category, 0% in the low category, and 0% in the very low category. .

Based on the results of the inferential statistical analysis using the t-test formula, it can be seen that it is 3.252. With a frequency (db) of 36-1 = 35, a significance level of 5% is obtained = 1.689 for that > at a significance level of 0.005, the null hypothesis (Ho) is rejected and the alternative hypothesis Ha is accepted.

Based on the data above, the researchers concluded that the application of the blended learning method to fifth grade elementary school students was effective in improving student learning outcomes.

CONCLUSION

Based on the results of research on the application of the blended learning method to the learning outcomes of fifth grade elementary school students, for this reason the authors can provide the following conclusions: 1. The results of student learning performance before using the blended learning method are in the medium category with an average score of 60 with the highest percentage being at 66.66% in the medium category, 2. Student learning outcomes after using the blended learning method are in the high category with an average score of 88.61 with the highest percentage being at 66.66% in the very high category. Based on the results of the inferential statistical analysis that has been described with the t-test formula, it can be seen that t count is 3.252 with a frequency of 36-1 = 35, at a significance level of 5% it is 1.689, therefore t count > t table at a significance level of 0.005, so obtained zero (Ho) is rejected and the alternative hypothesis is accepted, 3. Which means the application of an effective blended learning method can improve student learning outcomes in class V

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