

Blended Learning as a Form of Independent Learning for Indonesian Students and its Character Impact

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Abstract: This study aims to investigate how the implementation of a blended learning model can improve competencies of Indonesian students, such as for developing information & technology skill and improving the quality of students' character, at higher education in Indonesia especially in State Islamic University Sunan Kalijaga Yogyakarta for faculty of education. Qualitative research methods were applied in this study, with data being collected through questionnaires, field observations, and a literature study. The results indicate that using a blended learning model as a form of independent learning at the faculty of education, State Islamic University Sunan Kalijaga falls into the "good" or "acceptable" category. The impact of the model helped improve the character of students, especially for independence and responsibility mental. Students gained the ability to communicate with lecturers and friends as well as wide knowledge also improve character. When stronger skill of information and technology as well as character are built, the students could build huge network to working world such as industries also institutions where they will work after finishing their studies. The novelty of this research lies in the use of blended learning model, which was developed based on the disruption era also revolution industry 4.0. The hope is that this will help solve the problems in learning process on disruption era in Indonesia. The expected implication is that government and educational institutions will work together to encourage the development of blended learning model as a form independence learning which is as the latest policy from the Indonesian ministry of of education.

Keywords: Blended learning, Independent learning, IT and Character impact.

Introduction

The era of disruption is characterized by very rapid changes. The COVID-19 pandemic is proof that we are currently in an era of disruption. Distance learning, also known as e-learning, answers the challenges of the era of disruption. Likewise, the era of the industrial revolution 4.0 requires students and lecturers to take advantage of advanced technology. However, distance learning is not always possible, especially learning outcomes related to skills. The state islamic university of Sunan Kalijaga Yogyakarta, especially the faculty of tarbiyah and teacher training, is said to be producing prospective educators who are required to carry out mixed learning between online learning and face-to-face learning. Garrison and Kanuka (2004) defined blended learning as the

thoughtful integration of classroom face-to-face learning with online learning experiences.

Blended learning is related to independent learning. According to (Meyer, Bill *et al.*, 2008) independent learning is one of the cornerstones of UK higher education yet it is poorly understood by students and is seen by politicians as a poor substitute for face to face teaching. Many researches on blended learning have been carried out but those relating to independent variables and student character have never been done. Due to an assumption that it is very crucial to examine these variables, this research becomes urgent. Independent learning is one of the cornerstones of UK higher education yet it is poorly understood by students and is seen by politicians as a poor substitute for face to face teaching. The majority of responses suggested an understanding of

independent learning as simply 'learning without direct teacher contact' for example: *"I guess anything that isn't directly with the lecturers or anything I do outside of what's in taught lessons or things like that..."*. So, researching topics before lectures, going away and doing revision afterwards, I guess even assignments when they're not directly in lectures. These definitions lacked the essence of independent learning reported in the literature (responsibility for learning, setting own goals, choosing what to study, etc).

Graham (2006) defines blended learning as follows: Blended learning systems combine face-to-face instruction with computer-mediated instruction. Garrison and Kanuka (2004) define blended learning as the thoughtful integration of classroom face-to-face learning experiences with online learning experiences. Staker and Horn (2012) presented four models of blended learning: (1) The rotation model where students rotate between learning modalities, one of which is online learning. Other modalities include full-class instruction, group projects and individual tutoring, (2) The flex model where content is delivered primarily online and students move on an individually customized schedule. The teacher or other adults provide face-to-face support as needed through activities such as small-group instruction, group projects and individual training, (3) The self-blend model where students take one or more online courses to supplement traditional courses and (4) The enriched-virtual model where students divide their time between attending a campus and learning remotely in an online setting.

We often speak of a person's character-good or bad, strong or weak and think of it as a guide to how that person will behave in a given situation. Oddly, however, philosophers writing about ethics have had virtually nothing to say about the role of character in ethical behavior. What is character? how does it relate to having a self, or to the process of moral decision? are we responsible for our characters? character answers these questions, and goes on to examine the place of character in ethical philosophy. Both the Kantian and utilitarian traditions, Kupperman argues, have largely ignored the ways in which decisions are integrated over time, and instead provide a snapshot model of

moral decision (Joel J Kupperman, 1995). Responsibility is being accountable for one's actions and to know and follow various rules, laws, and conduct codes. Responsible citizens treat others fairly, are trustworthy, honor their commitments, and are environmentally aware. Responsibility infuses itself into all aspects of our lives - athletics, giving others opportunities to shine, and making the right decision. Independent organization or other body is one that controls its own finances and operations, rather than being controlled by someone else.

Research question

1. What competencies of the students tarbiyah faculty in state islamic university Sunan Kalijaga Yogyakarta can be improved through the application of blended learning?
2. What character impact are revealed through blended learning improve the character impact of the student of tarbiyah faculty in state islamic university Sunan Kalijaga Yogyakarta?

Materials and Methods

Qualitative research methods were applied in this study, with data being collected through questionnaires, field observations, and a literature study. Some 35 people participated in this study, including 30 student (20 males and 10 females aged 17-21 years) and five lecture (four males and one female). This study developed a research instrument in the form checklist and observasi. The data analysis approach referring to Miles, Huberman and Saldana (2014) and Moleong (2013). The data analysis technique used was based on the theory of Moleong (2013) which comprises three stages (reduced, the data were presented by systematically compiling and involved drawing conclusions and verifying them according to the purpose of the analysis).

Results and Discussion

Using a blended learning model as a form of independent learning at the faculty of education,

state islamic university Sunan Kalijaga falls into the “good” or “acceptable” category. The findings of the model of blended learning applied of faculty tarbiyah that most of the lecture use virtual model the enriched-virtual model where students divided their time between attending a campus and learning remotely in an online setting. The competencies that can be found as follows

IT- Literacy

First; IT-literacy. The existing ability of student to operate a learning tools was initially observed at sceres of 2.4, the second and third observation 3.0, and 3.2 the moderate category. This saw a drastie increase in the fourth observation, after one semester. There are three aspects on IT-literacy, namely (1) operate e-learning tools, (2) ability to organize information and (3) the ability to filter information. During one semester, te ability of the student for operating a-learning tools is 3.8. It is also occurd for score 2.8, 3.0, 3.2, and 3.5. The ability to filter information 1.9, 2.6, 3.4, and 3.6. Based on the above data, it can be mentioned that the ability to organize information increase 1.4 from middle to high category. Ability to organize information increase 0.7 from middle to high category. Ability to filter information increase 1.7 from low into high category.

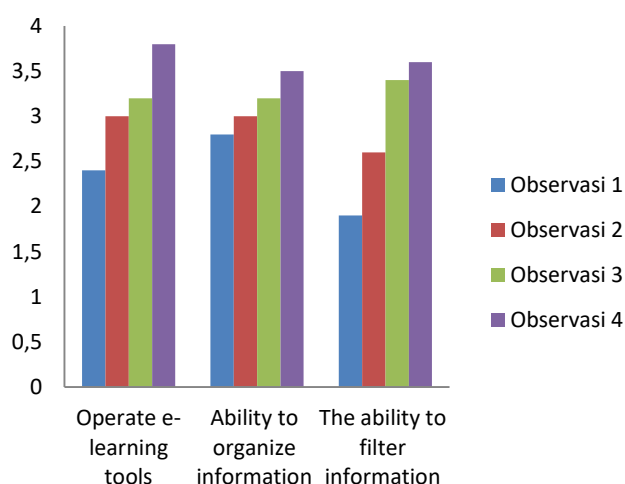


Figure 1. Information technology literacy.

Communication with information technology

Second; communication with information technology. There are three aspects inves score

tigated they are (1) internet abuse (questions include stealing passwords, impersonating or spoofing accounts), (2) tapping communication, (3) taking someone else's copyright, and (4) unpolitenes in conveying the message.

The behaviour for internet abuse (questions include stealing passwords, impersonating or spoofing accounts) from the first observation score 2.5, 2.0, 1.8, and 1.5. It mems thes there is a degradation of the score 1.0 from middle to low category. Tapping communication score 2.4, 2.0, 2.0, and 1.5. Is decreased 0.9 from middle to low category. Taking someone else's copyright score 3.1, 2.9, 2.0, dan 1.7. The score decreased by 1.4, namely from high to low category. Unpolitenes in conveying the message scores of 3.4, 2.8, 2.4, and 1.8 decreased by 1.6, from high to low category.

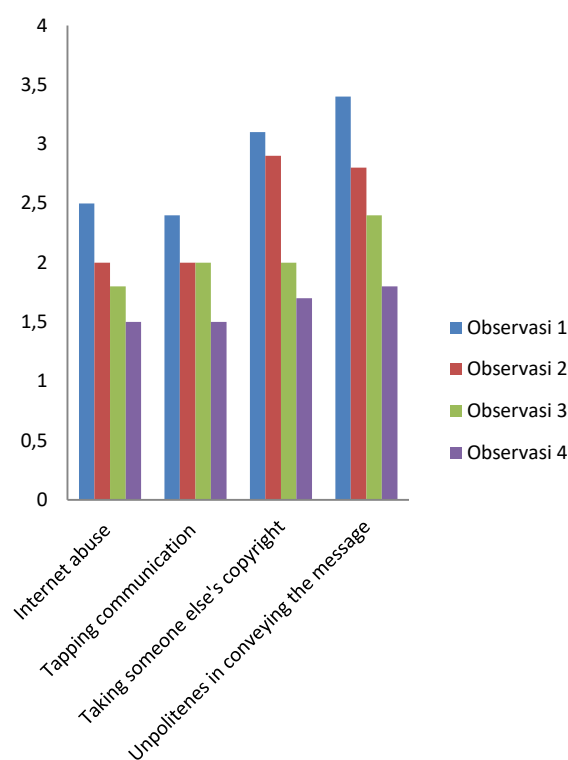


Figure 2. Communicate with information technology.

Reading and writing skills.

Third; Reading and writing skills. There are two aspects studied, namely reading and writing. In the reading aspect, there are two indicators, namely undersanting the message and meaning the message. Meanwhile, the writing aspect consists of two indicators, namely make or compose sentences and organizing ideas. Undersanting the message

decreased from the first to the fourth observation with a score of 3.5, 3.2, 2.9, and 2.5, namely from the high to medium category. Meaning the message scores 3.6, 3.5, 2.4, and 2.2, namely from the high to medium category. In the second aspect, namely the first indicator of make or compose sentences scores 3.5, 3.1, 2.9, and 2.5, which decreased from high to medium category. Organizing ideas scores 3.7, 3.2, 2.9, and 2.6 decreased from high to medium category.

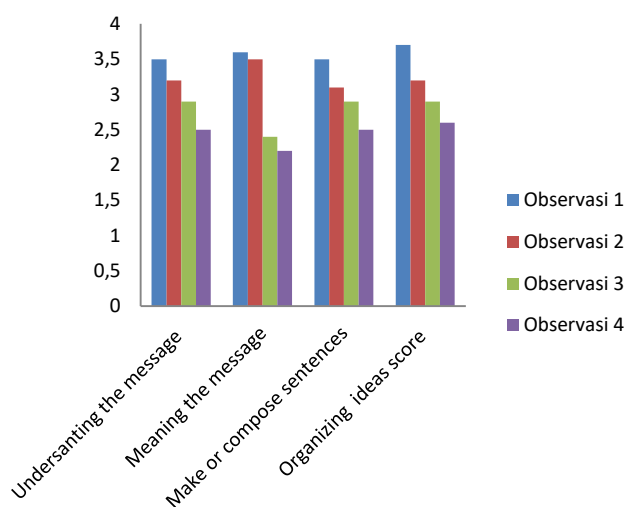


Figure 3. Reading and writing.

Character Impact

Fourth, There are two types of characters studies, namely (1) independent character and (2) responsibility character. Independent and responsibility; the score as follows 2.0, 2.5, 3.6, and 3.9 for independent character. The score for responsibility character as follows 1.9, 2.5, 3.6, and 3.8. The increasing score for independent character is 1.9 from middle to high category. The increasing score for responsibility character is 1.9 from low to high category.

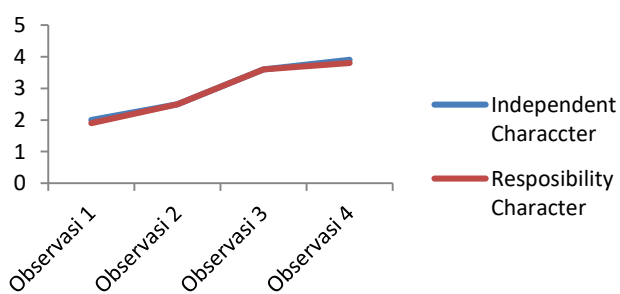


Figure 4. Character impact.

Discussion

The Technology and Information Literacy capability focus on the ability to research, collect, manage, transform, and exchange information using technologies such as web browsers, email, word processing, and spreadsheet software. The ability to understand and use technology to acquire and apply information is vital to success in modern academic and organizational environment (ACT, 2014; Association of College and Research Libraries, 2000; Autor, *et al.*, 2003). Use of technology to communicate is central to daily tasks in a majority of occupations (Autor *et al.*, 2003; Conrad and Newberry, 2011). As technology becomes more integrated into organizations, collaboration and group problem-solving processes are becoming increasingly virtual (O*NET, 2014; Scardamalia, Bransford, Kozma, & Quellmalz, 2012). Technology is an important mediator in many studies of team performance because the majority of team communication is usually conducted via email, chat or remote meeting software (Lira, Ripoll, Peiro, & Zernoza, 2013). Already, levels of daily technology use at work are strongly correlated with membership in higher-level technical, managerial, and executive positions. This implies that a lack of fluency with these technologies can create numerous barriers to participation and, ultimately, advancement.

Instruction in and use of technology has been associated with increase in academic achievement. For example, a four-week program of instruction in TLL skills followed by one year of experience with personal computer led to substantial test-score increases in reading, writing, and mathematics for at-risk middle and high school students (Amiri, 2009). Frequent use of classroom technology is also generally associated with grades in college course. In addition, Fitzgerald (2004) found that college had high expectation for first-year student's information literacy skills. Access to technology is strongly associated with household income and education attainment (Pew, 2008). This highlights both the importance of technology in the workplace and the risk of a "digital divide" between those who have access to technology and those who do not (Law, 2006; Raizen, 1997). For some students, school is the only place where they

can access technology, accordingly, education has an important role to play in ensuring that all students have access to and familiarity with technology. Partnership for 21st Century Skills, 2012). It is not surprising that technology and information literacy (TIL) has been a growing concern over the past decade, with many countries identifying these skills as necessary for future occupations (Bakia, Murphy, Anderson, & Trinidad, 2011; US Department of Education, 2010). Nationally representative data on TIL is sorely lacking, but the 2013 Organization for Economic Cooperation and Development (OECD) Survey of Adult Skills did collect representative data on US problem-solving skills in technology-rich environment. Fewer than half of US 16-24 year olds scored above a basic proficiency level, indicating a strong need for attention in this area (OECD, 2013).

Most social media (WhatsApp, email, and short message service (SMS)) use written language. Voice messages are less frequently used than text messages. The above phenomenon makes IT users have a reading habit. From the results of research by Khoirunnisa & Ida (2018), there is a positive correlation between reading and writing abilities. Due to the use of IT has a habit of reading, the ability to write has increased. This happens to students who are subject to learning with the blended learning method. According to research by Angga Putra Dewantara (2017) there is a positive correlation between the character of independence and responsibility. Based on the results of data processing in this study, the independent character variables and responsibility increased. This is in accordance with some of the findings of previous studies. Learning with the blended learning model makes students have these two characters because direct assistance from the lecturer is lower than the conventional model (face to face).

Conclusions

The expected implication is that government and educational institutions will work together to encourage the development of blended learning model as a form independence learning which is as the latest policy from the Indonesian Ministry of

Education. When stronger skill of information and technology as well as character are built, the students could build huge network to working world such as industries also institutions where they will work after finishing their studies. The novelty of this research lies in the use of blended learning model, which was developed based on the disruption era also revolution industry 4.0. The hope is that this will help solve the problems in learning process on disruption era in Indonesia. The reason for appointing those two character is (1) Blended learning is assumed to be able to make students independent it is contrary to the concept of delivery learning and (2) Students do their own work with a little help from the lecture, making it more difficult responsibility.

Conflict of Interest

This paper is written down for academic interest only.

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