

Blended Learning as a Solution Study from Home During the Covid-19 Pandemic

Meilani Safitri^{1,*}, M.Ridwan Aziz²

¹Educational Sciences, ²Educational Sciences, Faculty of Teacher Training and Education, Universitas Sebelas Maret, Jl. Ir. Sutami No.36, Kentingan, Kec. Jebres, Kota Surakarta, Jawa Tengah 57126.

Corresponding author*
meilanisafitri05@gmail.com

Abstract: The Covid 19 pandemic in Indonesia has been going on for one year. Various policies are made to adapt to changes during the pandemic, one of them is a learn from home program. This article is the result of a review of literature aims to explore blended learning as a solution to learn from home during a pandemic. Based on the literature study conducted, it was found that blended learning was the most appropriate solution to be used in learning during a pandemic.

Keywords: blended learning, covid 19, study from home.

Introduction

COVID-19 is an infectious disease caused by acute respiratory syndrome coronavirus 2 (severe acute respiratory syndrome coronavirus 2 or SARS-CoV-2). This virus is a large family of Coronaviruses that can infect animals. When it attacks humans, Coronavirus usually causes disease respiratory tract infections, such as the flu, MERS (Middle East Respiratory Syndrome), and SARS (Severe Acute Respiratory Syndrome). COVID-19 itself is a new type of coronavirus that was discovered in Wuhan, Hubei, China in 2019 (Ilmiyah, 2020; Hui et al., 2020). Therefore, this new type of Coronavirus is given the name Coronavirus disease-2019 which is abbreviated as COVID-19. Since it was discovered that COVID-19 has spread widely, it has resulted in a global pandemic that continues to this day. Symptoms of COVID-19 are generally in the form of fever of 38°C, dry cough, and shortness of breath and the worst impact for humans is death. As of April 19, 2020 at 10:38:37 WIB, it was reported that there were 2,329,539 confirmed cases from 185 countries of which 160,717 people died and 595,229 people could be cured (Johns Hopkins CSSE, 2020).

The global pandemic that has occurred in Indonesia has made many parties try to take part

in overcoming it. General doctors and specialists spoke together to provide brief explanations to the public as well as appeals to maintain personal and environmental hygiene while not leaving the house a lot (Irene, et al., 2020). Grace Natalie Louisa as a political figure also gave a verbal response in the form of a proposal to the Indonesian government to provide Direct Cash Assistance (BLT) to residents who depend on their daily income and conduct free COVID-19 tests (Louisa, 2020). Nahdlatul Ulama (NU) as a social organization also took part in responding by forming the PBNU Task Force to Prevent Covid-19. One of the results of the work carried out by this task force is protocols at NU institutions at every level to be implemented in every NU-affiliated institution. This protocol was prepared as an effort so that NU residents and the wider community can understand COVID-19, can prevent it from being infected, and not panic in responding (Ilmiyah, 2020).

One of the effects of the 2019–20 Coronavirus pandemic is on education worldwide, leading to widespread closures schools, madrasas, universities, and Islamic boarding schools. We also feel the impact in the form of changes in the implementation of learning in madrasas and Islamic boarding schools. our partner, Surotul

Ilmiyah, who is doing doctoral studies at Xiangya School of Public Health, Central South University (CSU), Changsha, Hunan, China, so far have not been able to return to university. UNESCO (United Nations Educational, Scientific and Cultural Organization) on March 4, 2020 recommended the use of distance learning and opening up educational platforms that schools and teachers can use to reach learners remotely and limit educational distractions (UNESCO, 2020). In connection with these developments, the Ministry of Education and Culture (Kemendikbud) also took policies as a guide in dealing with the disease at the education unit level (Kemendikbud, 2020). Globally, UNESCO's monitoring results stated that as of April 13, 191 countries had implemented national closures which affected 1,575,270,054 students (91.3% of the student population) (UNESCO, 2020).

The effect on the existing concepts, processes and designs has undoubtedly changed in COVID-19. The 19-day Covid Period has impacted conventional learning, one of which is that teachers and students have to get adjusted to online learning, Rusdiana et al (2020). The Covid 19 period often urged teachers to apply the learning pattern of the student centre. Face to face between teachers and pupils require the development of learning patterns with a sense of inventiveness and invention.

The word "blended learning" appears to be such that many interpretations can be taken into account. Blended learning is the combination of many learning contexts. Integration of asynchronous and synchronous learning, face-to-face and remote. Thome (2003) calls blended learning as "...an opportunity to mix in the best traditional learning the inventive and technological breakthroughs that on-line learning brings..." Clearer than that.

The following defines Bersin (2004: iv): "Blended learning combines diverse "media" training (technology, activities, types of events) in order to create an ideal training scheme for the term "blended," which indicates that traditional training lead by the teacher is complemented by other electronic formats. Within this book, mixed learning programmes, which are complementary to

instructor-led training and other live formats, use many various forms of e-learning." The aim is to synthesize face-to-face learning and online learning into an integrated mix so that high impact, efficiency and interest may be achieved. Blended learning practically means learning (face-to-face learning in class) is also supplied with other electronic formats (e-learning).

Blended learning is an educational facility combining different knowledge. Implement a range of media alternatives for dialog between the facilitator and the teacher. In addition to a combination of face-to-face education and on-line teaching, combining learning is a component of social interaction, according to Harding, Kaczynski and Wood (2005). Mixed learning is a method to learning that mixes traditional face-to-face learning and distant learning using online learning resources and a variety of communication options that educators and students can employ.

Many research study the use of mixed learning. Overall, this study focuses more on student performance, student attitudes and satisfaction in personal, totally online or mixed learning that is carried out (Osguthorpe and Graham, 2003; Uzun and Senturk, 2010). Different viewpoints from the results can be divided into five key trends: learning efficacy, gratitude to the students, satisfaction of the faculty, cost-effectiveness and access to education (Lorenzo and Moore, 2002), and improvement of the student abilities. Research results from Hiltz and Murray (2005) reveal that students who utilize face-to-face education in combination with online and offline education technology are significantly enhanced in academic skills in comparison with learning that employs only conventional schools (face-to-face).

Materials and Methods

This research is a literature review study. A systematic search for data, using a repeatable method. It includes appraising the data (for example the quality of the data) and a synthesis of research data. The purpose of this study is to explain about blended learning and its role during the COVID-19 pandemic. While there are multiple

kinds of systematic review methods, the main stages of a review can be summarised into five stages: 1) Defining the research question, 2) Searching for relevant data sources, 3) 'Extraction' of relevant data, 4) Assess the eligibility of the data, 5) Analyse and combine the data. Data were collected in the form of journals, articles, books, and research reports from various sources. The data is then synthesized.

Results and Discussion

Online patterns of learning, not least because of globalization and disruption, were understood long before COVID-19 expanded. The technology has become everyday life for humans, Tjandra (2020). In the learning environment, the phrase Industrial Era 4.0 (including students), all educators employ technology as a teaching medium.

In general, online education services are provided utilizing many programs such zoom, Google Classroom, Webex Meeting and more. The use may be made according to each individual's demands. The purpose of this application is to provide students with teaching materials. The benefit of this program is that it still offers teachers and students the opportunity to connect online. The use of learning technology is believed to effectively guarantee the provision of learning.

The American Society for Training and Development reduced the identification of a blended learning process that was a strategic pillar of the industry (Rooney, 2003). Comprehensive learning is about learning that mixes online and online learning with computer learning (Driscoll, 2002; Graham et al., 2003; Jones, 2006; Osguthorpe) and online learning (Driscoll, 2002; Graham et al., 2003). Graham (2006) evaluated and summarized these definitions in three types of mixed perspectives: (1) techniques of learning, (2) ways of learning, and (3) personal and computer-assisted learning.

Blended is a blend, a good combination and a learning method that uses a variety of physical and virtual activities and media. In Blended Learning, the following activities: 1. Face to face learning

(face-to-face teaching in the classroom); 3) E-learning (activities conducted using content management software); 2) video conference (face to face online); 4) Blended Learning brings together several technology teaching methodologies; 5) Existing virtual technologies for the mixed learning process can be used; 6) Blended learning may be efficiently implemented through adjustment of the terms agreed by all parties.

Mixed learning is necessary at a time when distance learning is not necessary. When pupils need further education the blended learning process is necessary. Comprehensive learning is required when: 1) teaching and learning are not only face-to-face, but also add time; 2) learning through virtual world technology; 3) simplifying and accelerating a non-stop communication process between teachers and pupils; 4) positioning students and pupils in learning parties; 5) supporting the process to speed up the teaching process.

In the composition of the learning process, a blended learning strategy applies, taking into account the features of the students and teachers who have never applied this learning strategy, to 50 percent face-to-face, 25 percent Offline (individual learning by interacting media) and 25 percent On-line (web learning). Content structuring strategies are designed by developing learning objects that are part of the instructional materials, often composed of one or more digital file components, and are electronically available over the Internet. The text or text that contains pictures, Video Clips or flash Animation files are formulated in learning objects. The breadth of the learning object is identical to the textual material utilized in person-to-person learning procedures.

Developing an effective mixed learning method will help institutions, teachers and students. There are various hurdles, however, with several efforts being developed in their implementation to find a good mix. In a mixed learning environment learning designers should identify the correct elements and mixtures to benefit from these asynchronous advantages while retaining the quality of face-to-face classroom interactions (Kerres and DeWitt, 2003; Martyn, 2003; Reay, 2001).

There is no standardized strategy to mixed learning as teachers have full authority to develop lectures, teaching strategies which are consistent with the material's styles and content (Garnham and Kaleta, 2002). However the first step towards successful blended education involves an awareness of how the students use the learning environment both face-to-face and online and of the strengths and weaknesses of different tactics and media (Reay, 2001; Osguthorpe and Graham, 2003). A mixture of four blended phases from Allesi and Trollip (in Luik, 2006), nine learning events and the application of the combined learning Strategy for this study included synchronous and asynchronous learning (Gagne, 1983).

Conclusions

For teaching and learning activities, the learning design model of this age and after-covid-19 is crucial. The teacher must choose and determine the model and design before teaching. The features of the subjects being taught must be taken into account in models and designs. Condition Covid-19 demands online learning by teachers. CSCL (Computer Collaborative Learning) and Blended Learning (mixing learning) are the five models for choice. By applying blended learning as a paradigm and design, learning moves from a teacher center to a student center online. Based on the results of the above research, mixed learning may be inferred to be the proper way to learn during the Covid-19 epidemic, thus teachers can use and develop a wide range of mixed learning if they are to develop creative online learning.

Conflict of Interest: Researchers and authors declare that this research and writing is carried out properly and without any pressure from any party. Thank you to UIN Sunan Kalijaga who gave the opportunity to publish this article.

References

Alessi and Trollip. (2001). *Multimedia for learning: Methods and development*. Massachusetts: A Pearson Education.

- Bersin, Josh. 2004. *The Blended Learning Book-Best Practices, proven Methodologies, and Lesson Learned*. San francisco: Pfeiffer
- Driscoll, M. 2002. *Blended Learning: Let's Get Beyond the Hype*. LTI Magazine, (Online), (<http://www.ltimagazine.com/ltimagazine/article/articleDetail.jsp>), accessed on 16 Maret 2012.
- Garnham, C. and Kaleta, R. 2002. *Introduction to Hybrid Courses. Teaching with Technology Today*, 8(6).(Online), (<http://www.uwsa.edu/ttt/articles/garnham.htm>) accessed on 20 Mei 2011
- Gagne, R.M. 1983. *The Conditions of Learning*. Japan: Holt-Saunders.
- Graham C.R. 2006. *Blended Learning Systems: Definition, Current Trends, and Future Directions*. Dalam C. Bonk & C. Graham (Eds.), *The Handbook of Blended Learning: Global Perspectives, Local Designs*. San Francisco: Pfeiffer, page. 3-21.
- Graham, C.R., Allen, S., and Ure, D. 2003. *Blended Learning Environments: A Review of The Research Literature*, (Online), http://msed.byu.edu/ipt/graham/vita/ble_litrev.pdf, accessed on 2011.
- Harding, A, Kaczynski, D, and Wood, L.N. (2005). *Evaluation of Blended Learning: Analysis of Quantitative Data*, Uniserve Science Blended Learning Symposium Proceedings. Page. 56-72.
- Hiltz, Roxanne, S., Turoff, and Murray. 2005. *Education Goes Digital: The Evolution of Online Learning and the Revolution in Higher Education*. *Communications of the ACM*. Vol 48 No 10:59-64.
- Hui, D. S., E., I. A., Madani, T. A., Ntoumi, F., Kock, R., Dar, O., et al. (2020, Februari). *The continuing 2019-nCoV epidemic threat of novel coronaviruses to global health— The latest 2019 novel coronavirus outbreak in Wuhan, China*. *International Journal of Infectious Diseases*, 91, 264–66.
- Ilmiyah, S. (2020, Februari 11). *SurotulIlmiyah — PBNU Menjawab Tantangan Virus Corona*. accessed on April 18, 2020, YouTube alobatnic: <https://youtu.be/SPdc4WT8BCg>.
- Ilmiyah, S. (2020, Maret 22). *SurotulIlmiyah — Upaya PBNU Mencegah Penyebaran COVID-19*. accessed on April 13, 2020, YouTube alobatnic: <https://youtu.be/rYlypLWR3Q>.
- Irene, Saleh, R. R., Foresto, B., Djuanda, R. E., Prayogo, A., Arianti, A., et al. (2020, Maret 18). *Pesan Para Dokter terkait Covid-19*. accessed on April 18, 2020, YouTube alobatnic: <https://youtu.be/F1liXodT3MQ>.
- Johns Hopkins CSSE. (2020, April 19). *Coronavirus COVID-19 Global Cases by the Center for Systems Science and Engineering (CSSE) at Johns Hopkins University (JHU)*.

- accessed on April 19, 2020, dari ArcGIS: <https://gisanddata.maps.arcgis.com/apps/opsdashboard/index.html#/bda7594740fd40299423467b48e9ecf6>.
- Kemendikbud. (2020, Maret 16). Surat Edaran Nomor 3 Tahun 2020 tentang Pencegahan COVID-19 pada Satuan Pendidikan. accessed on April 13, 2020, dari LLDIKTI Wilayah I Sumatera Utara: https://lldikti1.ristekdikti.go.id/berkas/kemendikbud/032020_pencegahan_corona.pdf
- Kerres, M. and DeWitt, C. 2003. A Didactical Framework for The Design of Blended Learning Arrangements. *Journal of Educational Media*. 28 (2-3), 101-113.
- Lorenzo, G. and Moore, J. C. 2002. The Sloan Consortium Report to The Nation: Five Pillars of Quality Online Education, (Online), <http://www.sloanc.org/effective/pillarreport1.pdf>, accessed on 10 Juni 2012
- Louisa, G. N. (2020, Maret 17). Tanggapan Grace Natalie terhadap COVID-19. accessed on April 18, 2020, dari YouTube alobatnic: <https://youtu.be/gwbOH79C9uo>
- Martyn, M. 2003. The Hybrid Online Model: Good Practice. *Educause Quarterly*, 1, 18-23.
- Osguthorpe, R., and Graham, R. 2003. Blended Learning Environments: Definitions and Directions. *The Quarterly Review of Distance Education*. 4(3), 227-234.
- Reay, J.E. 2003. Blended Learning A Fusion for Future. *Knowledge Management Review*, 4(3), 6.
- Rooney, J.E. 2003. Blending Learning Opportunities to Enhance Educational Programming and Meetings. *Association Management*, 55(5), 26-32.
- Rusdiana, A., Sulhan, M., Arifin, I.Z., dan Kamaludin, U.A. (2020). Penerapan Model POE2WE Berbasis Blended Learning Google Classroom Pada Pembelajaran Masa WFH Pandemic Covid-19. *UIN Bandung* 2020, pp. 1–10.
- Tjandra. (2020). Impelementasi Pembelajaran Pendidikan Agama Kristen di Abad 21. *Jurnal Pendidik Agama Kristen*, vol. 1, no. 1, pp. 1–10, [Online]. Available: <http://sttikat.ac.id/e-journal/index.php/sikip>.
- Thorne, kaye. 2003. *Blended Learning: how to integrate online and traditional Learning*. London: kogan Page limited.
- UNESCO. (2020, Maret 4). 290 million students out of school due to COVID-19: UNESCO releases first global numbers and mobilizes response. Dipetik April 13, 2020, dari UNESCO: <https://en.unesco.org/news/290-million-students-out-school-due-covid-19-unesco-releases-first-global-numbers-andmobilizes>.
- UNESCO. (2020, April 13). COVID-19 Educational Disruption and Response. Dipetik April 13, 2020, dari UNESCO: <https://en.unesco.org/themes/educationemergencies/coronavirus-school-closures>.
- Uzun, A. and Senturk, A. 2010. Blending Makes the Difference: Comparison of Blended and Traditional Instruction on Student's Performance and Attitudes in Computer Literacy. *Contemporary Educational Technology*, 1(3), 196-207.