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THE RELATIONSHIP BETWEEN THE USE OF BLENDED LEARNING MODEL AND IPS LEARNING OUTCOMES

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ABSTRACT

The use of blended learning models can provide convenience and help students to carry out learning effectively and efficiently so that they can obtain maximum learning outcomes. The purpose of this study to describe the relationship between the use of the blended learning model (X) consisting of sub-variables of face-to-face learning (X1), online learning (X2), and independent learning (X3) with the learning outcomes (Y) of junior high school students in Bandung City. This study uses a correlational study through a quantitative approach and distributes questionnaires with random sampling to 400 students of junior high schools in Bandung City. The results of the study explain that the subvariable of face-to-face learning has a coefficient value of 0.539 with a significance value of $0.000 < 0.05$, online learning is 0.657 with a significance value of $0.000 < 0.05$ and independent learning is 0.615 with a significance value of $0.000 < 0.05$ which means it has a significant relationship with learning outcomes. The results of the blended learning correlation test obtained a coefficient value of 0.764 with a significance value of $0.000 < 0.05$, so it can be concluded that H_a is accepted and H_o is rejected, which means there is a strong and significant positive relationship between the use of the blended learning model and the learning outcomes of social studies in junior high schools in Bandung City.



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INTRODUCTION

The government has issued a new policy that is in place Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/2020 states that learning must be done online in order to stop the spread of the corona virus disease (Covid-19). This phenomenon requires all teachers and students to move from their comfort zones. Starting to move in face-to-face learning to online learning. All implementation of school activities including classroom learning, school administration, evaluation, and acceptance of new students are carried out at home. Online learning activities "... utilize various programs, such as network search programs or web browsers that are used as a means to find sources of information and knowledge needed" ([Pribadi, 2017](#)). Online learning was the right solution at that time, to prevent the spread of Covid-19 in students and educators. Quality learning cannot be implemented properly. This can be seen from the activities of students who do not take the learning process seriously, the limitations of educators in utilizing technology as a means of supporting learning are not optimal, so that student participation and learning outcomes are low. Another thing that causes the inability to implement a quality learning process is the lack of direct interaction, limited communication so that the delivery of learning materials does not run smoothly, and the packaging of materials that are less attractive with limited time and learning media that are available. Not to mention the availability of networks that are less supportive, the limitations of students in gadgets and internet quotas also cause the learning process to not run effectively.

The implementation of limited face-to-face learning (PTMT) has been in effect since the end of June 2021. This policy was motivated by the issuance of a joint decree of 4 ministers (SKB 4 Menteri) which allows several regions to carry out PTMT with applicable terms and conditions. Every element of education involved must adapt again after approximately one year of distance learning. PTMT can be said to be an alternative to learning problems. Currently, almost all schools in the city of Bandung have carried out PTMT activities. Many things are prepared before this PTMT takes place in schools, such as preparing health protocols, PTMT signs and periodic sterilization of the school environment after learning activities are completed. By implementing PTMT activities, it is hoped that learning activities can be carried out more effectively so that the quality of learning is maintained and student learning outcomes can improve.

In addition to the existence of PTMT as a learning support, teachers use the blended learning model which is considered appropriate and can be used as an alternative learning

model today because it is able to combine synchronous and asynchronous learning processes. ([Graham, 2005](#)) defines the concept of blended learning into three definitions, namely mixing interactive learning media, a combination of learning approaches or methods, and a combination of online and face-to-face lessons. [Garner \(2014\)](#) stated that blended learning is a learning model that is designed with the intention of obtaining maximum results. The application of the blended learning model also aims to increase opportunities for students or learners to be able to learn independently.

The blended learning model is believed to be able to overcome the weaknesses that have been experienced by social studies teachers. The blended learning used by researchers combines online learning, limited learning at school, learning through independent and group assignments. According to [Lalima and Lata Dangwal \(2017:131\)](#) "the learning process in blended learning combines face-to-face learning and learning supported by ICT and combines direct and indirect instruction, combines collaborative learning and assisted learning individually". Students and teachers play an active role in the learning process so that students do not only rely on the material delivered by the teacher, but can search for material independently.

Based on the percentage in the learning model expressed by Srikandi in ([Idris, 2018](#)) that blended learning is at a percentage of 30% -70%, meaning that the learning process is carried out by combining traditional learning and online learning so that in the implementation of the blended learning process must pay attention to the allocation of time between traditional learning and online learning. In blended learning there is a composition of 50/50, 75/25 and 25/75. The meaning of this composition is the division of time for learning activities. For example, a composition of 50/50 and online learning activities of 5-% as well as a composition of 75/25 and 25/75 means 75% online learning activities and 25% face-to-face learning activities and vice versa. The considerations for determining this composition are based on "analysis of the competencies to be produced, subject objectives, learning characteristics, face-to-face interactions, online learning delivery strategies or combinations, characteristics, learning locations, characteristics and abilities of teachers and available resources" ([Idris, 2018](#)). This can help teachers improve student learning outcomes. Therefore, researchers are interested in conducting research on the problems of face-to-face learning in selecting the right learning model to improve student learning outcomes due to limited media and time during this pandemic transition period, therefore this research was conducted more specifically

in the chosen learning model, namely blended learning with the learning outcomes obtained by students in social studies subjects.

RESEARCH METHODS

This study was conducted in four public junior high schools in Bandung City, namely SMPN 12 Bandung located in Setiabudi, SMPN 37 Bandung located in Kiaracandong, SMPN 47 Bandung located in Cicendo, and SMPN 59 Bandung located in Mandalajati. With grade 9 students in four public junior high schools in Bandung City as the research subjects. In this study, the object of research is the relationship between the use of the blended learning model and the social studies learning outcomes of students in public junior high schools in Bandung City. The population in this study were all students in public junior high schools in Bandung City. The research sample is part of the characteristics and numbers owned by the population ([Sugiyono, 2014](#)). Samples taken from the population must be truly representative. However, due to limited funds, time and manpower, the study was not possible to study the entire population. In taking samples from 62 State Junior High Schools in Bandung City using random samples using random number tables, the following are samples of schools that have been obtained, as follows:

Table 1. Number of Samples of Schools, Classes, Students in Public Junior High Schools in Bandung City

No.	School name	Class	Learners
1	Junior High School 12 Bandung	9	100
2	Junior High School 59 Bandung	9	100
3	Junior High School 37 Bandung	9	100
4	Junior High School 47 Bandung	9	100

Meanwhile, the sample of students selected was class IX because they already had learning outcomes when experiencing online and offline learning. According to [Suharsaputra \(2014\)](#) simple random sampling of the population is given an equal opportunity to be selected as a sample.

Based on observations in four Junior High School in Bandung City, there are around 1273 students. Below is the sample calculation that will be used in the study:

$$n = \frac{1273}{1 + 1273(0.05)^2} = 399,6$$

It can be concluded that the research sample needed in this study is 399.6 respondents or rounded up to 400 student respondents.

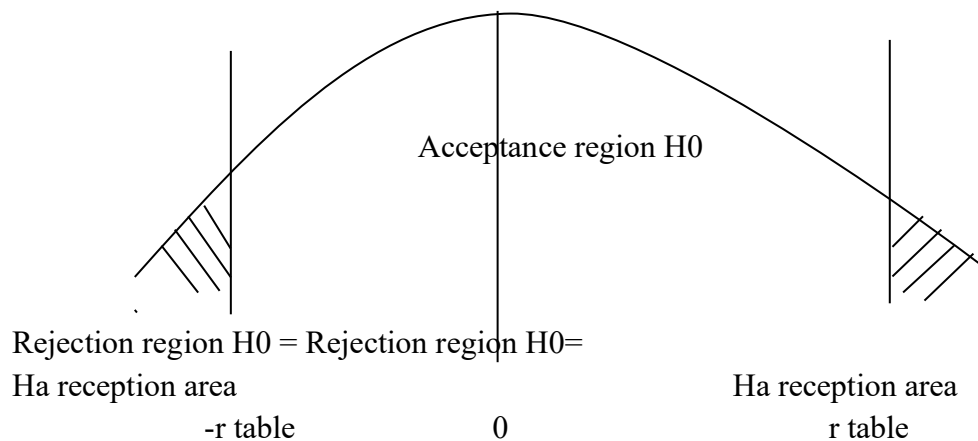
Meanwhile, the tools used by researchers to obtain data using questionnaires and documentation. Questionnaires or surveys are techniques collection data collected by providing written questions to be answered by respondents ([Sugiyono, 2014](#)). The use of questionnaires in this study was used to obtain data on blended learning. Documentation is needed to obtain data on the Y variable, namely learning outcomes, in the form of subject report card documents lesson IPS. In this study using statistical data analysis techniques. The statistics used are inferential statistics. While the statistical technique is parametric statistics. The parametric statistics used are Pearson product moment correlation. The correlation technique was chosen because it aims to find the relationship between two variables if the data is in the form of intervals or ratios. To make it easier for researchers to process and analyze data, researchers use the SPSS version 26.0 program. The strength of the relationship between variables is seen from the size of the correlation. According to ([Sudjono, 2009](#)) guidelines for providing interpretation are as follows:

Table 3.8 Interpretation of Correlation Coefficient

The magnitude of "r" Product Moment (r _{xy})	Interpretation
0.00 - 0.20	There is indeed a correlation between variables X and Y, but the correlation is very weak or very low so that the correlation is ignored (it is assumed that there is no correlation between variables X and Y).
0.20 – 0.40	Between variable X and variable Y there is a weak or low correlation
0.40 – 0.70	There is a moderate or sufficient correlation between variables X and Y.
0.70 – 0.90	Between variable X and variable Y there is a strong or high correlation
0.90 – 1.00	There is a very strong or very high correlation between variable X and variable Y.

According to [Sugiyono \(2014\)](#), there are two events that can be done to test the significance of the Pearson product moment correlation. First, by using the t-count formula which is then

compared with the t table. After that, the results are tested by two parties. Where if the calculated r is outside the H0 acceptance area, then H0 is rejected and Ha is accepted. This means that there is a significant relationship between variable X and variable Y. This can be described as follows.



The image above explains that the shaded part of the curve is the form of the rejection region H0 or also called the Ha acceptance area, which means that H0 is rejected. while the part of the curve that contains in the middle is the H0 acceptance area, which means H0 is accepted.

Second, by using the r table product moment and no need to calculate again. The completion is if r count is smaller than r table, then H0 is accepted and Ha is rejected. But on the contrary if r count is greater than r table, then Ha is accepted. In addition, the significance test can also be done by looking at the Sig. (2-tailed) value in the SPSS output.

The decision making is as follows.

If the Sig value is > 0.05 then H0 is accepted

If the Sig value < 0.05 then H0 is rejected

In the correlation test has obtained three decision results. The closeness of the relationship between two variables, very strong or very weak. The direction of the relationship between two variables, positive or negative. The significance between two variables, significant or not.

RESEARCH RESULTS AND DISCUSSION

Blended learning is a learning model that is designed to obtain maximum results ([Garner, 2014](#)). There are three definitions of the blended learning model, namely mixing interactive learning media, a combination of learning approaches or methods and a combination of online and face-to-face lessons ([Graham, 2005](#)). The application of the blended learning model also aims to increase opportunities for students or learners to be able to learn independently ([Nasution DA, 2020](#)). The use of this blended learning model is almost used by all schools including junior

high schools in Bandung City because this model is a model that is appropriate, effective and efficient to use. This study focuses on the use of the blended learning model with social studies learning outcomes in junior high schools in Bandung City.

This study uses the opinion expressed by ([Husamah,2014](#)) that the characteristics of blended learning are combining face-to-face learning, online learning and independent learning. The results of combining these learning models are expected to improve student learning outcomes. Based on the results of the correlation test that the researcher has conducted, the results obtained from the first sub-variable are face-to-face learning with a coefficient value of 0.539 and are included in the moderate category. The second sub-variable is online learning with a coefficient value of 0.657 and are included in the moderate category. The third sub-variable is independent learning with the correlation coefficient value or r count between independent learning and learning outcomes is 0.615 and is included in the moderate category. Of the three subvariables of face-to-face learning, online learning and independent learning have a moderate relationship with learning outcomes.

Based on the results of the correlation test that the researcher has conducted, it shows that there is a relationship between the use of the blended learning model and the results of social studies learning in SMP Negeri Kota Bandung. This can be seen because the results of the calculations obtained that the significance value of $0.000 < 0.05$ which proves that there is a relationship between the use of the blended learning model and the results of social studies learning in SMP Negeri Kota Bandung are accepted. And the correlation coefficient r is 0.764 which shows a strong relationship at a significance of 0.01 and a unidirectional relationship seen from the positive value of r , the higher the use of the blended learning model, the higher the results of social studies learning in SMP Negeri Kota Bandung.

However, researchers try to see why the results obtained show a positive relationship direction. Some reasons for the high correlation are because not only one factor can affect student learning outcomes but there are other factors. Other factors can come from two factors, namely students and their environment. First, students; in the sense of thinking ability or behavior, intellectual, motivation, interest, and readiness. Second, the environment; in the sense of facilities and infrastructure, teacher competence, teacher creativity, learning resources, methods, and environmental support. Gestalt in ([Susanto Ahmad, 2016](#)). Researchers in the field also found several factors why the correlation results were high, including: (1) Students have more flexible time and have time to study the learning material in more depth. It is easier to find information via the internet when learning online and independently. (2) In working on learning tests, many students prepare and study the material before the learning test begins.

Besides that, there are other studies on the relationship *blended learning* with learning outcomes that have the same results. Like the research from [Rinawati \(2021\)](#) entitled "The relationship between the use of blended learning models and the mathematics learning outcomes of elementary school students", the results of the study showed that students showed changes in learning outcomes during the implementation of the blended learning model. It is known that the results of the study have the same results and several other studies on the use of blended learning models can improve student learning outcomes.

The calculation results that show a positive correlation between blended learning and learning outcomes, have other factors that can also improve learning outcomes. There are many factors that underlie the achievement of a positive correlation between blended learning and learning outcomes, one of the factors that can improve student learning outcomes is the selection of the right learning model. In using the blended learning model that can improve student learning outcomes is by using online learning, because online learning has more benefits, as Efendi said that the benefits of online learning are efficiency of learning time, accessing learning resources and learning materials easier. Online learning can also encourage students to be more challenged with new things that students get during the learning process, both interaction techniques in various learning, students also indirectly not only learn the material given by the teacher but learn how to learn itself ([Efendi, 2020](#)). Meanwhile, according to [Meidawati, et al., 2020](#) stated that the benefits of online learning can form effective and efficient communication and discussion between students and teachers, students can interact and discuss with other students without going through WhatsApp. With online learning, students, teachers, and parents of students are easier to interact. The right medium is an exam or by holding a quiz through quiziz so that it is not boring. Teachers find it easier to provide materials in the form of images, videos, or PPT so that students can download the teaching materials. So it can be concluded from the opinion above that online learning has many benefits such as more effective and efficient learning, easier access to materials and learning that is more interesting and not boring so that in using this blended learning model, online learning is very related to and improves student learning outcomes.

The results of [Yulia Khurriyanti's research, et al. \(2021\)](#) that during online learning, students' learning outcomes always reach the KKM or their scores are always good for every assignment given by the teacher compared to learning outcomes during face-to-face learning at school. Students' learning outcomes that always reach the KKM are due to parental guidance and many parents who provide assistance to students by providing answers to their school assignments and exams. [Syukron Daulay's research \(2021\)](#) states that online learning has an

influence and relationship with learning outcomes because the use of learning media is prioritized, such as helping the interaction process between teachers and students to be effective, efficient and attract students' interest in learning, and the use of learning media must be adjusted with other educational components so that they can support each other. Similar to the results of [Anna Jarrotul Khoiriyah's research \(2021\)](#) that students' learning outcomes have increased significantly, students also said that the online learning provided was communicative, fun and understood the concepts given by the teacher. By using the Google Classroom, WA and Gmeet applications, learning outcomes can be improved and show positive responses from students. So from the research results above, online learning is easier in improving student learning outcomes by using applications to facilitate learning and more time to learn effectively and efficiently.

So Therefore, the use of the blended learning model with the results of social studies learning in junior high schools in Bandung City has a strong and positive relationship due to the combination of the use of face-to-face learning, online learning and appropriate independent learning, and in the use of the blended learning model has a relationship with learning outcomes because the use of a good online learning model can improve student learning outcomes so that it attracts a lot of student attention, because of flexible time, students have time to study the subject matter more deeply, and have more motivation and interest in learning, so it is not boring and this blended learning model is good to use because it has many advantages and benefits as explained previously.

CONCLUSION

Based on the research results, data analysis and research discussion, the researcher can conclude several things as follows:

1. There is a positive and significant relationship between face-to-face learning and student learning outcomes in social studies subjects with a correlation coefficient value of 0.539 in the moderate category. Then the results of the hypothesis test show that H_a is accepted and H_0 is rejected, which means that there is a significant relationship between face-to-face learning and social studies learning outcomes in SMP Negeri Kota Bandung.
2. There is a positive and significant relationship between online learning and student learning outcomes in social studies subjects with a correlation coefficient value of 0.657 in the moderate category. Then the results of the hypothesis test show that H_a is accepted and H_0 is rejected, which means that there is a significant relationship between online learning and social studies learning outcomes in SMP Negeri Kota Bandung.

3. There is a positive and significant relationship between independent learning and student learning outcomes in social studies subjects with a correlation coefficient value of 0.615 in the moderate category. Then the results of the hypothesis test show that H_a is accepted and H_0 is rejected, which means that there is a significant relationship between independent learning and social studies learning outcomes in SMP Negeri Kota Bandung.
4. There is a positive and significant relationship between the level of relationship between the use of blended learning models and student learning outcomes in social studies subjects with a correlation coefficient value of 0.764 with a strong category. Then the results of the hypothesis test show that H_a is accepted and H_0 is rejected, which means that there is a significant relationship between the use of blended learning models and social studies learning outcomes in SMP Negeri Kota Bandung.

Researchers provide suggestions for innovation in learning, including through the blended model learning model which has been proven to have an impact on learning outcomes. However, this study uses a quantitative method, so subsequent researchers need to expand it with various methods so that they can expand the results of existing research.

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