

## Application of Blended Learning as an Innovative Social Sciences Learning Innovation Effort After the Covid-19 Pandemic

Syahrudin <sup>1</sup>, Ersis Warmansyah Abbas <sup>2</sup>, Yusup <sup>3</sup>, Hairunisa <sup>4</sup>, Rizky Martha Cahya Puspita <sup>5</sup>, Mutiani <sup>6</sup>

<sup>1</sup> Social Studies Education Department FKIP Lambung Mangkurat University; [syaha@ulm.ac.id](mailto:syaha@ulm.ac.id)

<sup>2</sup> Social Studies Education Department FKIP Lambung Mangkurat University; [ersiswa@ulm.ac.id](mailto:ersiswa@ulm.ac.id)

<sup>3</sup> Social Studies Education Department FKIP Lambung Mangkurat University; [yusup07ips@gmail.com](mailto:yusup07ips@gmail.com)

<sup>4</sup> Social Studies Education Department FKIP Lambung Mangkurat University; [iccaa01@gmail.com](mailto:iccaa01@gmail.com)

<sup>5</sup> Social Studies Education Department FKIP Lambung Mangkurat University; [rizkymartha04@gmail.com](mailto:rizkymartha04@gmail.com)

<sup>6</sup> Social Studies Education Department FKIP Lambung Mangkurat University; [mutiani@ulm.ac.id](mailto:mutiani@ulm.ac.id)

---

### ARTICLE INFO

#### *Keywords:*

Learning; Technology; Blended-Learning

#### *Article history:*

Received 2022-08-03

Revised 2022-08-20

Accepted 2023-08-27

Published 2023-09-01

### ABSTRACT

The development of communication technology in education is very rapid, starting from the development of digital-based learning media to the use of the Learning Management System (LMS), and video conferencing applications that support distance learning. This article aims to describe the application of blended learning so that educators can be interested in applying the blended learning model. The article used literature study research with a mature and in-depth analysis to get results. The blended learning model is a learning model that integrates technology into the learning process. Besides that, this method also combines direct learning, distance learning and independent learning to produce pedagogic aspects that are continuous with one another. Blended learning can be implemented using various learning management system platforms such as Moodle, Schoology, Google Classroom, Edmodo.

### Corresponding Author:

Syahrudin

Social Studies Education Department FKIP Lambung Mangkurat University; [syaha@ulm.ac.id](mailto:syaha@ulm.ac.id)

---

## 1. INTRODUCTION

Education services must adapt to the latest conditions so that the implementation of education does not stagnate. Referring to Indonesia's national education goals as stated in the fourth paragraph of the 1945 Preamble to the 1945 Constitution, which reads to educate the nation's life. The Ministry of Education issued a policy to study from home, commonly known as online-based learning, issued in circular letter Number 4 of 2020 (Ahmad, 2020).

Online learning is one way of the 14 learning principles regulated in (Kemendikbud, 2016) Number 22, namely, learning can take place anywhere by utilizing technology and communication. The development of communication technology in education is very rapid, starting from the development of digital-based learning media to the use of the Learning Management System (LMS), and video conferencing applications that support distance learning (Maya, 2010).

The development of information technology makes it easier for students to access various learning resources online. Therefore, we need a learning method combining face-to-face and distance learning (Garrison & Kanuka, 2004). One of the ideal learning models is the Blended Learning model. The Blended learning model is a learning model that integrates technology into learning. This model combines direct, distance, and independent learning (Purwasih & Apsari, 2021). This article aims to describe the application of blended learning so that educators can be interested in applying the blended learning model.

The Blended learning model is a learning concept that combines online and offline learning methods. The advantage of using this model is that students can obtain material from online platforms such as videos, applications, and online modules (Alammary et al., 2014; Mutiani et al., 2022). In addition, students can also meet face-to-face with teachers so that students experience and understanding can increase. As an alternative learning model, this model also provides more flexibility to students in choosing when, where, and how they will learn (Poon, 2013). In addition, good flexibility will make it easier for teachers to monitor student performance through real-time matrices (Anthony et al., 2022).

## 2. METHODS

Literature study is another term for literature review, literature review, theoretical review, theoretical basis, literature review, and theoretical review (Snyder, 2019). Literature study requires high persistence so that data, data analysis, and the resulting conclusions are by the expected goals. This requires optimal preparation and implementation (Sanusi, 2013). Literature study research requires a mature and in-depth analysis to get results. This research with literature studies can also be categorized as a scientific work (Sanusi, 2013; Zed, 1999). This research utilizes search engines such as Google Scholar, ResearchGate, Academia and others.

## 3. FINDINGS AND DISCUSSION

Blended Learning is a model combining face-to-face learning (offline) with e-learning (Maya, 2010). Learning designs like this will be effective because they can complement each other's shortcomings where an educator interacts with students and carries out his function as an educator but, on the other hand, can apply technology in the implementation of e-learning learning (Garrison & Kanuka, 2004). This learning model provides an opportunity for students to be able to access and study learning materials online at any time (Poon, 2013).

Material not understood during online meetings is discussed during offline and online learning. Students are more active in reading the material, so learning is not only teacher-centred (Anthony et

al., 2022). Blended learning also provides new experiences for students who are used to learning offline and only listen to the teacher explain. Through blended learning, students listen to material descriptions from educators offline and actively observe, perform, demonstrate, and so on online (Mutiani et al., 2022).

Blended learning combines synchronous and asynchronous strategies to optimize the learning experience in achieving learning outcomes (Ireland et al., 2009). Blended learning also enriches the quality of students through their active involvement in learning interactions. Millennial students' familiarity with gadgets can be directed to positive benefits (Syaharuddin et al., 2020). Based on the explanation above, it can be concluded that blended learning is a hybrid learning model whose implementation is connected online but still integrated with direct or face-to-face learning. The steps for blended learning design are as follows:

1. Formulating Learning Outcomes, the first step in designing a blended learning system is formulating learning outcomes. Learning outcomes are competencies expected to be achieved by students or students after participating in learning. Achievements in learning must be formulated properly because they will become the basis for developing the next learning component. As in setting, selecting and compiling material, namely; determining learning strategies or planning, choosing learning materials and determining evaluation of learning outcomes.
2. Mapping and organizing learning materials the second step is to describe and arrange study materials and learning materials into the main points of discussion, sub-topics of discussion and subject matter by predetermined learning outcomes.
3. Establish and determine synchronous and asynchronous learning activities. The third step is to determine whether the material from the subject matter or sub-topic of the discussion will be understood through synchronous or asynchronous strategies.
4. Designing Synchronous Learning Activities after identifying which subject matter can be understood through a synchronous strategy, develop a synchronous learning design. Synchronous learning is learning where the teacher and students are simultaneously but in different places, so that learning usually takes place using communication technology media in video conferences (Maya, 2010).

Online learning can be carried out by implementing various learning management system platforms such as: moodle, Schoology, google classroom and the like. Thus, producing pedagogic aspects that are continuous with one another. Blended Learning Learning Model Blended learning is a continuous and flexible learning model (Crawford, 2017). In practice, blended learning has a variety of learning models. Variations in blended learning models allow educators and students to carry out learning in any condition and are not limited to the classroom. There are four blended learning models

(Syaharuddin et al., 2021), namely: 1) Face to face driver model; this model is used for the application of technology to support the implementation of traditional learning. Class-based learning remains the main learning, and online learning is only a supplement to complement learning; 2) Rotation Model, the blended learning model is a structured combination model between face-to-face learning and online distance learning; 3) Flex model, this model will focus on implementing independent learning for students which is carried out online. In implementing this model, the teacher determines the focus of learning and the procedures for implementing learning to be carried out by students independently, the position of the educator or teacher in this model is more that of a facilitator, but learning can also be carried out offline if needed; 4) Online lab school models. The blended learning model is learning in a digital laboratory room and fully using online learning (Aspden & Helm, 2004; Maya, 2010).

The teacher is only a facilitator and guides the course of the learning process in the laboratory. The difference with the flex model lies in blended learning. The Flex model is not limited to being in a digital laboratory, while the online lab school model is implemented in a laboratory optimized to support online learning. Implementation of Blended Learning. Fundamentally blended learning has three basic stages by Seeking information; this initial stage is also called the apperception stage. This stage includes seeking information from various online and offline sources based on relevance, validity, reliable content and academic clarity (Maya, 2010).

#### 4. CONCLUSION

The Blended learning model is a learning concept that combines online and offline learning methods. The advantage of using this model is that students can obtain material from online platforms such as videos, applications, and online modules. The blended learning model is a learning model that integrates technology into the learning process. Besides that, this method also combines direct learning, distance learning and independent learning to produce pedagogic aspects that are continuous with one another. Blended learning can be implemented using various learning management system platforms such as Moodle, Schoology, Google Classroom, Edmodo. Implementing learning with the blended learning method can increase activity and learning outcomes and students' digital literacy.

#### REFERENCES

- Ahmad, A. (2020). Peningkatan Kompetensi Pedagogik Guru dalam Pembelajaran Jarak Jauh Melalui Pendampingan Sistem Daring, Luring, atau Kombinasi pada Masa New Normal Covid-19. *Jurnal Paedagogy*, 7(4), Article 4.
- Alammary, A., Sheard, J., & Carbone, A. (2014). Blended learning in higher education: Three different design approaches. *Australasian Journal of Educational Technology*, 30(4).
- Anthony, B., Kamaludin, A., Romli, A., Raffei, A. F., Phon, D. N., Abdullah, A., & Ming, L. G. (2022). Blended learning adoption and implementation in higher education: A theoretical and systematic review. *Technology, Knowledge and Learning*, 1(48).

- Aspden, L., & Helm, P. (2004). Making the connection in a blended learning environment. *Educational Media International*, 4(3), 245–252.
- Crawford, R. (2017). Rethinking teaching and learning pedagogy for education in the twenty-first century: Blended learning in music education. *Music Education Research*, 19(2), 195–213.
- Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education*, 7(2), 95–105.
- Ireland, J., Martindale, S., Johnson, N., Adams, D., & Eboh, W. (2009). Blended learning in education: Effects on knowledge and attitude. *British Journal of Nursing*, 18(2), 124–130.
- Kemendikbud. (2016). *Permendikbud No. 020 Tahun 2016 Tentang Standar Kompetensi Lulusan Pendidikan Dasar Dan Menengah*. Kemendikbud.
- Maya, Y. (2010). Penggunaan blended learning pada pembelajaran era industri 4.0. *Bahastra: Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 4(2), 31–38.
- Mutiani, M., Abbas, E. W., Sandi, H. A. A., Syaharuddin, S., & Jumriani, J. (2022). Promoting Creative Learning in Social Studies by Exploring Floating Cage Fish Cultivation Activities as Learning Resources. *AL-ISHLAH: Jurnal Pendidikan*, 14(3), Article 3. <https://doi.org/10.35445/alishlah.v14i3.1744>
- Poon, J. (2013). An institutional approach for enhancing students' learning experiences. *Journal of Online Learning and Teaching*, 9(2).
- Purwasih, R., & Apsari, Y. (2021). Peningkatan kemampuan guru-guru ma cahaya harapan melalui pelatihan pembelajaran blended learning berbasis LMS Moodle di era post COVID-19. *Jurnal Pengabdian Masyarakat Khatulistiwa*, 4(1), 1–8.
- Sanusi, A. (2013). *Metodologi Penelitian Bisnis* (3rd ed.). Salemba Empat.
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Syaharuddin, S., Handy, M. R. N., Jumriani, J., Faisal, M., & Maulana, I. (2020). The Values of Gotong Royong on BPK (Fire Brigade) Social Activities in Banjarmasin. *The Kalimantan Social Studies Journal*, 2(1), Article 1. <https://doi.org/10.20527/kss.v2i1.2465>
- Syaharuddin, S., Handy, M. R. N., Mutiani, M., Abbas, E. W., & Subiyakto, B. (2021). The Social Capital of Banjar Community in The Implementation of Religious Rituals: A Literature Study. *The Innovation of Social Studies Journal*, 3(1), Article 1. <https://doi.org/10.20527/iis.v3i1.3992>
- Zed, M. (1999). *Metodologi Sejarah* (Vol. 31). Universitas Negeri Padang.