CHAPTER II

RELATED LITERATUR REVIEW

In this Chapter, there are theoretical framework and the previous study which related to this research. In the theoretical framework, there are some theories that related to the research such as theory of Blended Learning. Bedside that, there are also some previous study presented to know some research conducted in the related topic from this research.

A. Blended Learning

1. Definition of Blended Learning

Etymologically the term blended learning consists of two words, namely blended and learning. The word blend means "a mixture, together to improve the quality for the better" (Collins dictionary), or the formula of an alignment of combinations or blends (oxford English dictionary). While learning has a general meaning, namely learning, thus containing learning patterns that contain elements of mixing, or merging between one pattern and another. What is mixed in this case are two main elements, namely classroom learning and online learning.

Blended learning may be defined as a combination of classroom learning and e-learning. The term blended learning is frequently used among both researchers and practitioners. There are two blended learning definitions that are most frequently cited in the literature. 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". Thus, we can conclude that there is general agreement that the key ingredients of blended learning are face-to-face and online learning.

The use of the term blended learning is relatively new. Before the term became widely used, the term hybrid learning was used quite often. These days the terms blended learning and hybrid learning are used interchangeably. Similarly to the reviewed blended learning definitions, a hybrid learning environment has been described as combining face-to-face education with access to online learning tools (Hall & Davison, 2007). In fact, Olapiriyakul & Scher, (2006) state the following: "These two terms (hybrid learning and blended learning) are used alternatively, but refer to the same concept". The term hybrid learning might have been more widely adopted in practice than in research, as there are quite few highly cited papers on hybrid learning, as compared with blended learning research.

2. **The Objectives of Blended Learning**

According to Husamah (2014), the objectives of implementing Blended Learning are as follows:

a. Helping students to develop better in the learning process according to their learning styles and preferences in learning;

b. Provide practical and realistic opportunities for teachers and students for independent, useful and growing learning; and

c. Improved scheduling flexibility for learners, by combining the best aspects of face-to-face and online learning. Face-to-face classes can be used to engage students in interactive experiences, while online classes provide students with knowledge-rich multimedia content at any time, and anywhere as long as students have internet access.

3. Benefits of Blended Learning

The benefits of applying blended learning to students include increased learning skills, greater opportunities for access to information, increased satisfaction and learning outcomes, and opportunities both to learn with others and to teach others. Recent research has identified some of the following key benefits of blended learning:

a. Opportunities for remote collaboration: Individual students can collaborate virtually with other individuals on intellectual endeavors as a learning practice.

b. Increased flexibility: Learning by utilizing technology makes it possible to learn anytime and anywhere, without time and location constraints but with the possibility of direct involvement support.

c. Increased interaction: Mixed learning offers a platform to facilitate greater interactivity among students, as well as between students and teachers.

d. Enhanced learning: Additional types of learning activities increase engagement and can help students achieve higher and more meaningful levels of learning.

e. Learn to be virtual citizens: Students practice the ability to project themselves socially and academically in online inquiry communities. Digital learning skills are essential to becoming lifelong learners, and blended courses help learners master the skills to use various technologies in learning.

4. **Keys of Blended Learning**

M. Carman (2002) explains that there are five keys to implementing blended learning:

a. Live Broadcast (Face-to-Face Learning)

Synchronous or face-to-face learning in the same time and place or the same time but different places. The direct learning pattern is still the main pattern that is often used by lecturers in teaching. This learning pattern needs to be designed in such a way as to achieve learning objectives that are in accordance with the needs of students.

b. Independent Learning (Self Learning)

Self-study allows students to study anytime and anywhere online. Learning content needs to be specially designed, both text and multimedia, such as: video, animation, simulation, image, audio, or a combination. In addition, independent learning can also be packaged in the form of books, via the web, via mobile, streaming audio, or streaming video.

c. Collaboration

Collaboration in blended learning by combining collaboration between lecturers and collaboration between students. This collaboration can be

packaged through communication tools, such as forums, chatrooms, discussions, email, websites, and so on. This collaboration is expected to improve the construction of knowledge and skills through social interaction with other people.

d. Assessment (Assessment or Measurement of Learning Outcomes)

Assessment is an important step in the implementation of the learning process. The assessment is carried out with the aim of knowing the extent of mastery of competence that have been mastered by students. In addition, the assessment also aims as a follow-up to the lecturer in the implementation of learning. Lecturers as learning designers must be able to combine a combination of online and offline assessment types, both test and non-test.

e. Performance Support Material

Teaching materials are one of the important components in supporting the learning process. The use of teaching materials will support student competence in mastering a theoretical subject. In learning with blended learning, it should be packaged in digital and printed forms so that it can be accessed by participants both offline and online. The use of teaching materials packaged online must also support online learning applications.

The five keys above have a significant relationship and influence in learning activities with blended learning. With these five keys, learning designed with the blended learning model is expected to be carried out in

accordance with the learning objectives so that it takes place effectively and efficiently.

5. Characteristics of Blended Learning

There are some characteristics of blended learning in teaching. Most common characteristics of blended learning cited by Egbert & Hanson Smith (1999), they are:

a. Learners have opportunities to interact socially and negotiate meaning.

b. Learners have enough time and feedback.

c. Learners are guided to attend mindfully to the learning process.

d. Learners work in an atmosphere with an ideal stress/anxiety level.

Blended learning supports all the benefits of e-learning including cost reductions, time efficiency and location convenience for the learner as well as the essential one-on-one personal understanding and motivation that face to face instructions presents Blended learning can help foster critical and reflective thinking (Garrison & Kanuka, 2004).

Characteristics of blended learning can be summarized as cost effective, time saving and flexible. It also helps students to learn according to their pace and time. It is the combination of digital content and face to face content. In blended learning the learners have enough freedom for learning and time to time feedback is given by the teachers. It is the best way of interface between teacher and students. Therefore, the blended learning can be seen as the effective and efficient way of learning system.

6. Components of Blended Learning

Based on the conclusions from the definition of blended learning according to experts, blended learning has 2 learning components, namely face-to-face learning and online learning (E-Learning).

a. F2F (Face To Face) Learning

Face-to-face learning is a form of conventional learning model that brings together lecturers and students in one room to study. Meanwhile, Moestofa & Sondang (2013) define conventional learning as a learning model that only focuses on the lecture learning method. The stages of conventional learning as follows:

1. The opening stage, where the lecturer conditions students to enter the learning atmosphere by conveying greetings and learning objectives.

2. The development stage, namely the stage in the implementation of the teaching and learning process which is filled with the delivery of material orally supported by the use of media.

3. The evaluation stage, the lecturer evaluates student learning by making conclusions or summaries of learning materials, giving assignments, and ending by conveying gratitude for the seriousness of students in learning.

Based on the above definition, face-to-face learning is a planned learning process in a certain place by involving the learning activities of lecturers and students so that social interaction occurs. The role of

the lecturer in learning is very important where the lecturer is a source of learning and information. Face-to-face learning usually uses various methods in the learning process, including: lectures, assignments, questions and answers, and demonstrations.

b. Online Learning

According to Mohamed Ally (2004) that asynchronous online learning learners can access subject matter at any time, while synchronous online learning allows real time interaction between students and other students, for example during discussions in E-Learning forums.

E-Learning can include formal or informal. Formal e-Learning, for example, is learning with a curriculum, syllabus, subjects and tests that have been arranged and compiled based on a schedule that has been agreed upon by the relevant parties (E-Learning managers and learners themselves).

It can be concluded that online learning is a learning environment that uses internet, intranet, and web-based technology in accessing learning materials and allows learning interactions between fellow students and lecturers anywhere and anytime.

7. Implementation of Blended Learning

Blended learning is designed to be relevant to the environment of students and teachers. This should be of particular concern before it is implemented. There are various factors for the successful implementation

of the use of blended learning in education. Graham explained that the factors considered in the implementation of blended learning are the incorporation of instructional modalities, the combination of teaching methods and the combination of online and face-to-face learning. Meanwhile, according to Khan, explaining that to create a meaningful distributed learning environment in blended learning there are factors that have eight dimensions, namely institutional, pedagogical, technology, interface design, evaluation, management, resource support and ethics. This is in line with Adekola, Dale and Gardiner (2017) who explained that institutional considerations for improving blended learning include physical infrastructure, support for learning technology, pedagogy, management and organization, culture, institutional, ethical or legal and stakeholder roles.

Graham (2006) explained that there are 4 typologies in the implementation of blended learning, namely:

a. Activity level. At this level, blended learning activities combine face-to-face elements with communication elements mediated through computer devices.

b. The course level, which is blended learning, combines face-to-face activities with online virtual classroom activities and can be presented from a certain time or ordered.

c. At the training program level, blended learning can be programmed to take place online both at the beginning and end of the program or

combine online activities with internships or offer lesson plans as well as for students with limited attendance.

d. The institutional level, in this case the university can apply to reduce face-to-face time in class, arrange a one-semester curriculum period and offer online learning plans

B. Previous Studies

In this section, the researcher lists various research results related to the research to be carried out then make a summary. With this step it can be seen to what extent the originality and differences of the research to be carried out can be seen. Previous research related to the research to be carried out will be presented as follows:

1. Research conducted by Ricardina Fatima Natalia Halle, Department of Mathematics and Natural Sciences Education Faculty of Teacher Training and Education, Sanata Dharma University Yogyakarta in 2019 entitled " Penerapan Model Blended Learning Berbasis Whatsapp untuk Meningkatkan Kemandirian Belajar, Berfikir Kritis, dan Hasil Belajar Siswa Kelas X MIPA SMAK Kesuma Mataram Tahun Pelajaran 2018/2019 Pada Materi Usaha dan Energi". In this study, researchers used two types of research approaches, namely quantitative descriptive research and qualitative descriptive research. Researchers also used experimental research using a research design, namely the Static Group Pretest Posttest Design. In this study, the samples studied were students of class X MIPA 2 and class X MIPA 3 SMAK Kesuma Mataram in the 2018/2019 academic

year. There are five instruments in this study, namely written tests, questionnaires, interviews, and observations. In this research it can be concluded that Whatsapp-based Blended Learning learning independence of students on Business and Energy material has a percentage of 53.57%, learning independence for class X MIPA 2 has an increase from an average of 38.25 to 44.07 from the maximum score of 60 When using Whatsapp-based Blended Learning, students' critical thinking skills on Business and Energy materials have increased from an average of 13.72 to 81.00 and the increase is included in the very high classification of students' critical thinking abilities. There is a difference between learning independence, critical thinking ability and learning outcomes, between classes that have implemented the Whatsapp-based Blended Learning learning model higher than classes that do not apply or still use conventional models (active lectures).

The similarity of this research with the research that the researchers did is that they both raised the problem of the Blended Learning model. While the difference is this research uses two types of research approaches, namely quantitative descriptive research and qualitative descriptive research and the author uses qualitative research.

2. Research conducted by Ulfa Mei Trisnawati, Department of Islamic Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Ampel Surabaya in 2021, entitled " Implementasi Pembelajaran Blended Learning di Masa Pandemi Covid-19 dalam

Meningkatkan Minat Belajar Siswa Kelas VII Pada Mata Pelajaran Fiqih di MTS Al-Muslimun Lamongan". This study is a qualitative research, this study aims to obtain data information regarding the implementation of Blended Learning at MTs Al-Muslimun Lamongan, which is described descriptively in the form of writings from data sources that have been obtained. This study uses a qualitative descriptive research type. In this study, the sample data sources were fiqh teachers, Curriculum Waka, homeroom teachers and four students of class VII-A. In this study, the researcher used a purposive sampling technique, namely the sampling technique of data sources with certain considerations. The data collection that this researcher did was by conducting observations, interviews, and documentation. While the object to be studied is the interest in learning of class VII-A students at MTs Al-Muslimun in Fiqh subjects through the application of the Blended Learning learning model. The results of this study are that the implementation of Blended Learning at Mts Al-Muslimun affects students' learning attention, especially in class VII A students. In accordance with the results of observations or observations that have been made by researchers if at the time of learning fiqh subjects are carried out regularly. In conventional classrooms, class VIIA students have great seriousness of attention where they seem very active and enthusiastic in participating in lessons.

The similarities between this research and the research that the researchers did are both using qualitative research and both studied at the

junior high school level. The difference is, the research that the researchers did only conducted interviews with teachers.

3. Research conducted by Zakiah Mawahdah, majoring in Early and Basic Childhood Education, Faculty of Teacher Training and Education, Jambi University in 2021, entitled "Implementasi Model Pembelajaran Blended Learning di Kelas V Sekolah Dasar Pada Masa Pandemi Covid-19 ". This study uses a qualitative research approach, which aims to produce data on the implementation of the Blended Learning learning model in class V A SD Negeri 55/I Sridadi during the covid-19 pandemic, which is described descriptively in the form of writings from data sources that have been obtained. This research uses the type of case study research. The subjects in this study were the principal, the fifth grade teacher of SD Negeri 55/I Sridadi as the classroom teacher who applied the Blended learning learning model, and the fifth grade students of SD Negeri 55/I Sridadi. Data collection techniques used are observation, interviews, and documentation. The implications of this study are as follows: For schools it can be used as a reference in implementing blended learning policies consisting of direct or face-to-face learning and online, increasing teacher knowledge about the implementation of Blended Learning learning models in elementary schools, and This research can be used as a reference source for research related to the implementation of the Blended Learning learning model in elementary schools.

The similarity between this research and the research that researchers did is that they both use qualitative research and both raise issues about the Blended Learning model. While the difference are that this research was conducted in elementary schools while the authors examined junior high schools, besides that this study examined the Blended Learning learning model in general while the authors specifically only focused on English subjects..

4. Research conducted by Sayyidatun Ni'mah, Islamic Education Department, Faculty of Islamic Religion, Malang Islamic University in 2021, entitled "Implementasi Pembelajaran Blended Learning pada Masa Pandemi Covid-19 Di MTS Al-Qudsiyah Klotok Plumpang Tuban ". This study uses a qualitative research approach, which aims to describe how to plan implementation, analyze the implementation process of Blended Learning, and find inhibiting factors in implementing Blended Learning during the COVID-19 pandemic at MTs AlQudsiyah klotok Plumpang Tuban, which is described descriptively in the form of writing. -writing from data sources that have been obtained. This research uses the type of field research. The subjects in this study were the principal, waka of the curriculum and the class teacher, namely the homeroom teacher of class VII MTs Al-Qudsiyah as the class teacher. The data collection techniques used were observation, interviews, and documentation. The results of this study are as follows: Planning for the implementation of Blended Learning at MTs Al-Qudsiyah Klotok Plumpang Tuban must have a learning target and this is not only seen from the preparation of the teacher but also must pay attention to the

existing learning suggestions and also how the condition of the class and the condition of the students must also be considered by the teacher. The inhibiting factors in implementing Blended Learning are internet connections, student enthusiasm for learning, applications, and the role of parents.

The similarity between this research and the research that the author is doing is that they both use qualitative research and both raise issues about the Blended Learning model. While the difference is that this study examines the Blended Learning learning model in PAI subjects while researchers in English subjects.

5. Research conducted by Rully Amrizal, Department Of Educational Curriculum and Technology, Faculty of Education, State University Semarang year 2016 entitled "Implementation of Blended-Based Learning in Mathematics Subject Class VIII MTs Negeri Pemalang 2015/2016 Academic Year". This study uses a qualitative research approach, the problems studied in this study are: (1) How is the implementation, planning, process and evaluation of the blended learning model in mathematics learning for class VIII MTs Negeri Pemalang, (2) What are the obstacles experienced while using the model blended learning in learning mathematics at MTs Negeri Pemalang, (3) What efforts were made to deal with the obstacles experienced in using the blended learning model in learning mathematics for class VIII MTs Negeri Pemalang. The research method used a qualitative approach and this research was carried

out at MTsN Pemalang. Data collection techniques using interviews, participatory observation, and documentation, while the sampling technique used purposive sampling aimed at the principal, mathematics teacher, and several eighth grade students of MTsN Pemalang. The results showed that the implementation of class VIII mathematics learning using the blended learning model could increase students' learning motivation and also improve student learning outcomes. Not all of the blended applications use blended learning components. The conventional learning model is used as a maturation of the theory, while the enrichment uses online learning. The obstacle in this implementation is related to infrastructure regarding internet connection, which is the main problem in implementing this blended learning. The solution to the problem is that sometimes the teacher minimizes doing quizzes through the quipper at school, but sometimes students do it at home using their respective smartphones.

The similarity between this research and the research that the author is doing is that they both use qualitative research and they both raise the issue of the Blended Learning model. While the difference is that this study examines the Blended Learning learning model in Mathematics subjects while researchers in English subjects.

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