

CHAPTER V

DISCUSSION

In this chapter, the researcher presents the results of the discussion. The results this research were analyzed in light of the findings from the interview and observation. The findings were discussed with the related theory from chapter II and previous study.

1. The Implementation of Blended Learning

Based on the result of finding, here are the discussion about the implementation of Blended Learning at SMPN 1 Tulungagung.

The implementation of the blended learning model at SMPN 1 Tulungagung is by doing learning that combines online and offline learning models. It includes aspects of the learning process, collaboration, and evaluation (Carman, 2022), and there are strength and weakness factors inside. With the implementation of the blended learning model, we hope that blended learning can be the best solution for carrying out more effective learning activities during the pandemic.

Offline learning as we know so far that this learning has become something we usually do during the learning process, namely by face-to-face directly, so it is no longer taboo when we see learning offline or face-to-face directly. Offline or face-to-face learning is a way to introduce students to the subject matter to be taught. Teachers can also use it to assess the level of student

knowledge in individuals or teams (Suryati, et al, 2008:35). This direct learning was developed specifically to improve the learning process of students, especially in terms of understanding something or knowledge and explaining in full in accordance with procedural knowledge and declarative knowledge that is recommended gradually (Sugiarto, 2010). This offline learning uses learning media in the classroom such as rulers and so on so that teachers must be more creative in modifying their learning methods and also teachers must be extra in conveying material.

Online learning or what is commonly called e-learning is a learning process where the student learning process makes it easier for students to learn by utilizing internet (Abdullah, 2018). In online learning, schools give freedom to each teacher to choose several applications that will be used in teaching. At SMPN 1 Tulungagung, every teacher uses the same application in teaching online, even in offline teaching, teachers must have their own strategies. It should be noted that online learning encourages teachers to have applications that have been determined by the school, this is expected to be a shortcut at certain times to make it easier for teachers when there are obstacles or when teachers have other activities.

The implementation of blended learning at SMPN 1 Tulungagung utilizes the internet network and Learning Management System (LMS). The learning process in blended learning has flexibility. Flexibility here is the freedom for students to choose or determine the perfect resource, place and time for learning. When they can choose their learning regulation, they can meet the enjoy in the learning process. This findings in line with the result of previous

research conducted by Ritu Mittal Gupta and Preeti Sharma (2020), Guma Ali, Bosco Apparatus Buruga and Taban Habibu (2019), and Nurhandayani Hasanah, M. Sobry, dan Erna Anggraini (2021) who found that online learning has flexibility in accessing learning at anytime and anywhere. This also in line with research conducted by Siaw Nyuk Hiong, Yahya bin Sedik, Agatha anak Francis Umbit, Lim Boon Yann, Lai Kim Leong & Anis Alisya Abdullah (2019) found the flexibility and freedom to choose their own tools helps lecturers conduct their F2F learning with more ease.

According to the researcher, flexibility in blended learning can indeed provide convenience for students, because the freedom offered in determining the place, time, and learning support materials really helps students in learning during a pandemic. This flexibility can also make students feel more comfortable in learning because of the freedom to choose their own way of learning. Finally students can have the opportunity to learn independently without depending on anyone.

Independent learning is very useful for students to develop themselves and add insight to students. This finding is in line with the previous research conducted by Hande S (2014) who found that Students learned some of the material independently and helped them to apply the learning in a more facilitated learning environment. It was also in line with Ricardina Fatima Natalia Halle (2021) who found that there is a difference result in learning independence 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).

However, the blended learning process is highly dependent on the internet and devices. The blended learning process that combines online and offline learning still uses internet access and devices. This is because teachers still use application media to provide material to students in online and face-to-face classes. This finding is in line with research by Hande S (2014) and Ritu Mittal Gupta and Preeti Sharma (2020) who found that most of the students agreed that online learning is highly dependent on network connections. Similar study conduct by Rully Amrizal (2016) who found that the obstacle in the implementation of blended learning is related to infrastructure regarding internet connection, which is the main problem in implementing this blended learning.

According to researchers, it is true that blended learning has a high dependence on devices and internet networks. Because at SMPN 1 Tulungagung itself in the face-to-face and online learning process very often use technology and internet networks as learning media. As a result, if the learning media is not optimal, then the learning process cannot run effectively.

Then, the collaboration in blended learning at SMPN 1 Tulungagaung created better interaction between teacher and students. The application of blended learning creates interaction between teachers and students in the collaboration process so that teachers can directly communicate with students. Students who are reluctant to discuss in class may be more active in discussing in writing. The results showed that blended learning was more effective than

face-to-face learning and e-learning. This findings in line with the result of preview research conducted by Ritu Mittal Gupta and Preeti Sharma (2020) who found that large number of the respondents complied that online learning gave them the opportunity to connect with teachers and other students from far-away places at one platform. Another research by Dahry & Avana (2021) also showed that The communication skills of students who received blended learning methods were higher than those of students who received conventional learning in science learning, so the blended learning method could improve students' communication skills. Similar with the research by Kholifah et al., (2019) who found that the communication and collaboration skills in class B are higher than class C and the average class B has a higher level of communication skills (89.51) and collaboration (91.30) compared to class C. Class B is an experimental class while class C is the control class. The experimental class uses Blended Project Based Learning, while the control class does not.

Blended learning in SMPN 1 Tulungagung also open the opportunity for students can socialize with learning environment. They can socialize with friends and interact even at a distance. This finding is also in line with the previous research conducted by Hande S (2014) who found that most students think that online learning is the best option during the lockdown because they know that only with online learning can they continue their classes. Students also feel that it provides an opportunity for better accessibility of teachers and frequent online meetings.

However, in the collaboration of blended learning, there are still a few number of passive students in learning. In discussion or collaboration, some students seem to pay less attention and do not actively interact with the learning environment. This finding is in line with the previous research conducted by Hande S (2014) and Ritu Mittal Gupta and Preeti Sharma (2020) who found more than half of the students were fully agreed that during online learning students may not be attentive. This is in contrast to the results of research conducted by Ulfa Mei Trisnawati (2021), who found that students were very active and enthusiastic in participating in blended learning in class.

According to the researcher, overall students at SMPN 1 Tulungagung are very cooperative and have a willingness to actively participate in learning, and students who are not active are students who feel bored or bored in learning. Students lack motivation in learning so they tend to be lazy to play an active role in the collaborative process. This is in accordance with the research conducted by Sayyidatun Ni'mah (2021) which revealed that there are inhibiting factors for blended learning, one of which is the lack of enthusiasm or motivation of students in learning.

The last, the assessment of blended learning is become easier than authentic assessment. Because, the teacher can conduct assessment digitally using application/online platform. The process of assessment become very simple and modern. Teachers only need to upload questions and students can work on them directly. In addition, the results or scores from the exam can be directly seen by students and teachers and students can also get feedback directly. This findings in line with the result of preview research conducted by Hande S

(2014) who found that Online quizzes help students with assignments and provide immediate feedback on student answers. This finding is contrary to the results of research conducted by Ritu Mittal Gupta and Preeti Sharma (2020) who found that the majority of students (62.16%) agree that online learning limits student assessment and feedback.

Unfortunately, there is academic dishonesty in assessment process of blended learning. Academic dishonesty involves any attempt to gain academic advantage by doing something misleading or unfair. It is also academically dishonest to help a friend or a group of students to gain unfair academic advantage (The University of Sydney, 2022). Some students tend to be cheating in doing tasks from the teacher because they want to get high score but didnt study hard. They feel pressured during the exam because the time is limited to work on, but the task must be completed immediately. Finally they choose a shortcut by cheating. This finding is in line with the previous research conducted by Hande S (2014) who found that Time limit on doing assignments made the students stressful.

According to the researcher, actually this academic dishonesty does not only apply to the blended learning system, even long before the existence of blended learning, students who cheat are very often found in schools. Therefore, in the practice of blended learning, stricter supervision is needed so that this can be minimized.