

THE USE OF BOOK CREATOR IN THE BLENDED LEARNING MODEL IN SOCIAL STUDIES LEARNING

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ABSTRACT

This research used a descriptive qualitative approach. The instruments of collecting data in this research included observation, interview, and documentation. Observation was used to gain the data including students 'condition in participating social science teaching and learning process as data. The population of this research was the seventh grade students including and all of the number of the population was 298 students, then the researcher took only two classes (67 students) as the purposive sampling because it represented 20%-25% from all the population. Then observation and documentation was used to gain the planning and the steps of implementing of teaching model of blended learning using book creator in the materials the role of information and technology in the economics activities in order to increase the students' learning activity of the seventh grade of Senior High School 3 Kedungwaru. Next, the interview was used the students' responses on the implementation of teaching model of blended learning using book creator in the materials of the role of information and technology in the economics activities in order to increase the students' learning activity of the seventh grade of Senior High School 3 Kedungwaru. The result of study showed that the implementation of teaching using blended learning based on book creator of the role of information and technology in the economics activities could create a new learning in teaching social science. Instead of that condition, the students were involved actively in discussion activity and presentation, and then the result of discussion of the role of information and technology in the economics activities could be conducted by altogether with the classmates smoothly. Furthermore, they supposed that teaching and learning of social science using teaching model blended learning based on book creator could ease the students to understand the material of teaching learning social science.

Keyword: *blended-learning, learning, technology*

ABSTRAK

Penelitian ini menggunakan pendekatan kualitatif deskriptif. Instrumen pengumpulan data dalam penelitian ini meliputi observasi, wawancara, dan dokumentasi. Observasi digunakan untuk mendapatkan data termasuk kondisi siswa dalam mengikuti proses belajar mengajar IPS sebagai data. Populasi penelitian ini adalah siswa kelas tujuh termasuk dan seluruh jumlah populasi adalah 298 siswa, kemudian peneliti hanya mengambil dua kelas (67 siswa) sebagai purposive sampling karena mewakili 20%-25% dari seluruh populasi. Kemudian observasi dan dokumentasi digunakan untuk mendapatkan perencanaan dan langkah-langkah penerapan model pembelajaran blended learning dengan menggunakan pencipta buku dalam materi peran informasi dan teknologi dalam kegiatan ekonomi dalam rangka meningkatkan aktivitas belajar siswa kelas tujuh SMA 3 Kedungwaru. Selanjutnya, wawancara digunakan tanggapan siswa terhadap implementasi model pengajaran blended learning menggunakan book creator dalam materi peran informasi dan teknologi dalam kegiatan ekonomi dalam rangka meningkatkan aktivitas belajar siswa kelas tujuh SMA 3 Kedungwaru. Hasil penelitian menunjukkan bahwa pelaksanaan pengajaran menggunakan blended learning berbasis book creator terhadap peran informasi dan teknologi dalam kegiatan ekonomi dapat menciptakan pembelajaran baru dalam pengajaran ilmu sosial. Alih-alih kondisi itu, para siswa terlibat aktif dalam kegiatan diskusi dan presentasi, dan kemudian hasil diskusi tentang peran informasi dan teknologi dalam kegiatan ekonomi dapat dilakukan secara bersamaan dengan teman sekelas dengan lancar. Lebih lanjut, mereka menganggap bahwa pengajaran dan pembelajaran IPS dengan menggunakan model pengajaran blended learning berbasis book creator dapat memudahkan siswa untuk memahami materi pengajaran pembelajaran IPS.

Kata kunci: *blended-learning, pembelajaran, teknologi*

INTRODUCTION

Education is an essential aspect of life. A nation will not develop well without being supported by quality education. An educational academy must pay attention to quality education because this nation will form a sound generation. From an economic point of view, education is not only seen as a consumptive activity but is recognized as an investment in human resources. Education contributes to socioeconomic development by increasing knowledge, skills, attitudes, and productivity. For society in general, education is helpful for technological progress in the social and economic fields. *The Human Capital Theory* states that education imparts knowledge, skills, and values to humans. Therefore, humans can increase their learning capacity and productivity (Cahya Dewi 2019).

The Role of Science and Technology in Economic Activities is one of the economic materials in social studies subjects at the junior high school / MTs class VII level, which discusses the role of science and technology development in meeting the needs of human life. Studying social studies is essential to help students understand how humans can live together, interact with the surrounding environment, and instill shared values to increase their concern with problems around them. Because the essence of social studies is the study of humans as social beings who always live together and need each other.

The fundamental challenge in teaching social studies today is the rapid change in the socio-cultural and economic environment as a study in the social studies material itself. Changes in the socio-cultural and economic environment are multidimensional and international in scale related to the entry of globalization and the rapid development of science and technology. The problem becomes more serious when faced with the fact that social studies subjects have received less attention from students.

The challenge of teaching social studies is getting more serious when faced with the global pandemic Corona Virus Disease 2019 (COVID-19), which entered Indonesia on March 2, 2020. The COVID-19 pandemic has significantly impacted paralysis in various aspects of people's lives ranging from the economy to education. The government, through the Ministry of Education and Culture, to prioritize the health and safety of the academic community since March 24, 2020 ("Keputusan Presiden Nomor 11 Tahun 2020 Tentang Penetapan Kedaruratan Kesehatan Masyarakat Corona Virus Disease 2019 (COVID-19)," n.d.), Nadiem Makarim issued a circular to eliminate face-to-face teaching and learning activities by implementing Study From Home for students and Work From Home for teachers and

educators to anticipate the spread of the Covid-19 outbreak in the world of education (Nurhayati 2020).

This policy requires all students to follow the rules of online attendance and actively participate and discuss online learning; Most students are surprised and complain about why this happens as if they are not mentally prepared and dare to take risks to face it. Their complaints vary from packages owned by students to unlimited data packages, which are undoubtedly slow when they use online learning (Nurhayati 2020). Teachers accustomed to learning activities directly in the classroom will have a considerable impact. A supportive family environment can make good communication in the habituation of education (Nurhayati 2016). This condition that raises unpreparedness in the learning process can be called culture shock. Changes that occur quickly make everyone required to be technologically literate. According to Nadiem Makarim, The blended learning model is suitable to be applied because the blended learning model is more effective in overcoming learning problems during the pandemic (Kebudayaan 2020). The blended learning model combines classroom and online learning by using learning media to increase active independent learning for students and reduce face-to-face hours in class. According to Dwi Astuti Wahyu Nurhayati, one of the learning models in developing countries and modern countries is the active learning model and the development of online media with teaching independence (Nurhayati 2019). Blended learning is a learning model oriented to using learning media through the development of Science and Applied Technology. So, the importance of media in learning must be developed because learning media is a function character as a tool for the teaching and learning process and can clarify the material so that learning objectives can be achieved optimally (Nurhayati 2019)

According to the results of research conducted by Cepi Supriatna et al (Supriatna and Dkk 2021), the blended learning model can be used to improve the quality of teaching and learning. Purwitasari recommend that teachers use blended learning in carrying out the learning process to create student learning activities and increase student achievement (Purwitasari and Dkk 2019). Sugama Maskar and Endah Wulantina explained that applying a blended learning model can make learning more effective and exciting. In addition, applying the blended learning model can motivate students to play an active and creative role in independent learning (Maskar and Wulantina 2019). Furthermore, Eka Sri Indrayany and Fajar Lestari explained that applying a blended learning model can increase learning activity. Learning with blended learning is very important to continue to be developed because, with

blended learning, students can search for learning material independently without being limited by time to develop an intensive understanding of the material (Indrayaniy, Eka, and Lestari 2021).

Book creators are considered effective in applying blended learning models. Through the features available in the book creator, images, videos, and animations can be added to facilitate diverse student learning styles. In addition, teachers can add quizzes in the form of simple games tailored to student's cognitive abilities. Thus, book creators can increase student motivation and provide a meaningful and fun learning atmosphere because the appearance and arrangement of the material are packaged according to students' cognitive development and learning style (Isatul 2021). With this media, students are encouraged to be more active and given many questions to understand the material better. The learning process will be more practical, varied, creative, and engaging; therefore, students will be active in social studies learning independently and in groups. This process will ultimately improve learning outcomes (Nurhayati 2019).

Technology Literacy assistance using book creators conducted by Fimier Liady et al can attract students' attention to increase student learning motivation (Liady 2022). In addition, Anugrah Risky Widyasmi received an excellent response from students, with a percentage of 92% when carrying out the science learning process of Temperature and Calorie material using a book creator with the evaluation results that the book creator makes it easy for students to understand the Temperature and Calorie material (Widyasmi 2021). Verdiana Puspitasari also received a positive response when conducting BIPA learning using book creators, with a percentage of rating results of 82% which shows that students have an interest in implementing book creators used in BIPA learning (Puspitasari and Dkk 2020). Meanwhile, the book creator developed by Prima Aprillianti and Wendri Wiratsiwi is practically used as Mathematics teaching material which makes the learning process of Build Space material more effective so that students get new learning experiences in the Mathematics learning process of Build Space material with a percentage of 82% (Aprillianti and Wirastiwi 2021).

Based on this description, to determine the quality of teaching materials for Social Sciences subjects that use book creator-based student worksheets (LKPD) in implementing a blended learning model in grade VII SMP Negeri 3 Kedungwaru, in this case, it is necessary to have an assessment or evaluation related to teachers and students to formulate goals and choices. Based on this, researchers reviewed this research by developing problems about how

to implement a blended learning model on the quality of teaching materials using book creator-based student worksheets (LKPD) on social studies learning material The Role of Science and Technology in Economic Activities in grade VII SMP Negeri 3 Kedungwaru.

METHODE

This study used a descriptive qualitative approach. Researchers choose to use descriptive qualitative research methods because it is in line with the title and problem formulation that researchers have prepared. The population used in this study is grade VII students at SMP Negeri 3 Kedungwaru for the 2021/2022 academic year, totaling 289 students. Suharsimi Arikunto explained that if the sample observed is less than 100, the entire sample must be used, but if the sample studied is more than 100, then sampling can be done between 10%-15%, 20%-25% or can be more than the number of percentages (Arikunto and Suharsimi 2002). Researchers sampled 67 students, between 20%-25% of the total 289 grade VII students of SMPN 3 Kedungwaru. The object of this research is located at SMPN 3 Kedungwaru. The reason why researchers chose SMPN 3 Kedungwaru as the research location is based on the vision of SMPN 3 Kedungwaru, which supports the creation of an effective and fun learning process, and the mission of SMPN 3 Kedungwaru, which supports plans to increase learning innovation.

Data collection techniques in this study used observation, documentation, and interviews. The data needed by researchers in this observation and documentation consist of history, vision, mission and goals, licensing, leadership, contacts, geographical location, facilities and infrastructure, the condition and condition of teachers and students, organizational structures at SMPN3 Kedungwaru and other documents related to research The Use of Book Creators in the Blended Learning Model on the Material of the Role of Science and Technology in Economic Activities. The informants in this interview were one Waka curriculum of SMPN 3 Kedungwaru, one social studies subject teacher, and 6 grade VII students. This interview was conducted by researchers with informants to obtain data in the form of a complete picture related to the Use of Book Creators in the Blended Learning Model on the Role of Science and Technology in Economic Activities.

RESULT AND DISCUSSION

The first step researchers take in conducting this research is to conduct an assessment or survey related to the application students desire. Applications desired by students are

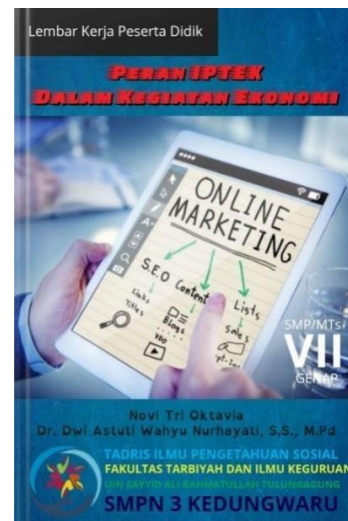
applications that are easily accessed and operated by students. From the results of a survey conducted by researchers, the Telegram application is a medium for collaborating or communicating in the social studies learning process by applying a blended learning model. Blended Learning Design in Social Studies Learning

Blended Learning design in social studies learning is carried out with the following steps:

1. Development of Teaching Materials

- a. Develop teaching materials that are not too detailed or only contain essential parts of the material that are adjusted to the basic competencies and learning objectives to be achieved after carrying out the social studies learning process by applying a blended learning model. In this case, the teaching materials developed by researchers are book-creator-based student worksheets.
- b. Present authentic material or topics related to the latest and current problems among students or the wider community. The material researchers contain in the book creator-based student worksheet (LKPD) is the Role of Science and Technology in Economic Activities.
- c. Packaging teaching materials for book creator-based student worksheets (LKPD) by containing (1) Table of contents, (2) Instructions for using book creator-based student worksheets (LKPD), (3) Basic competencies and learning objectives to be achieved, (4) Material concept map The Role of Science and Technology in Economic Activities, (5) Discussion of the material The Role of Science and Technology in Economic Activities which is not too many only essential points to be conveyed, (6) Summary or conclusion, (7) Learning videos, (8) Assignments accompanied by completion instructions, (9) List of references, (10) Identity of Authors and Editors.
- d. Validate teaching materials to Mrs. Dr. Dwi Astuti Wahyu Nurhayati, S.S., M.Pd. (Nurhayati 2020) as the editor to find out whether the book creator-based student worksheet teaching materials (LKPD) that researchers have designed are suitable for use in the social studies learning process by applying a blended learning model.

- e. Revise teaching materials for student worksheets (LKPD) based on book creators validated by editors according to the input given to researchers. The validation test is repeated until the book creator-based student worksheet (LKPD) is suitable for teaching material in social studies learning by



applying a blended learning model.

Figure 1. Book Creator-Based Student Worksheet (LKPD)

Book creator-based student worksheet link (LKPD):

<https://read.bookcreator.com/x2yOxcEbwLQzgJjMnXigSbJEZME3/r1wauFC9QyC3NOjSmm19FA>

2. Internet Procurement

- a. In carrying out the blended learning-based learning process, institutions or schools have provided internet access in Telkom Speedy, capable of 20mbps. This internet connection can be accessed in classrooms and all school environments. The obstacle that exists in internet procurement is the costs that must be incurred to pay internet bills every month. The solution can be done by charging internet fees that are charged to school fees or tuition fees every month to students. Then students are given a PIN or password to access the internet network at school. By providing this code, it can avoid the leakage of users outside the school community.
- b. Every student certainly has a data quota or wifi for internet needs in their daily lives. Students can use their existing data quota or wifi to follow the blended learning-based learning process. The obstacle in providing Internet at

home is the weak signal in residential areas located on the outskirts of Tulungagung Regency, making the lack or even no internet network channel connecting to the area. As a result, internet access in peripheral areas is difficult to reach. The solution made by students is that students go to a place that provides wifi because it is not uncommon in today's life students do not need the Internet, even almost every place available wifi service, both paid and free. So, if students have difficulty accessing the Internet, students can go to neighboring houses, stalls, or places that provide wifi services.

Implementation of the Blended Learning Learning Process

Table 1. Blended Learning Syntax

<i>Online Learning Through Telegram Media</i>	
Introductory Activity (10 minutes)	
a. The teacher and students conveyed greetings and prayed through the Telegram group to start learning social studies material The Role of Science and Technology in Economic Activities.	4 Minutes
b. The teacher motivates students about what can be obtained by studying the material The Role of Science and Technology in Economic Activities.	3 Minutes
c. The teacher explains the teaching and learning activities that will be carried out.	3 Minutes
Core Activities (40 minutes)	
a. The teacher sends an e-module material on the Role of Science and Technology in Economic Activities. https://read.bookcreator.com/x2yOxcEbwLQzgJjMnXigSbJEZME3/r1wauFC9QyC3NOjSmm19FA	1 Minutes
b. Students study LKPD material on the Role of Science and Technology in Economic Activities.	15 Minutes
c. Students through Telegram groups held discussions about the material The Role of Science and Technology in Economic Activities.	15 Minutes
d. Students are given the opportunity to ask things that have not	4

been understood about the material The Role of Science and Technology in Economic Activities.	Minutes
e. The teacher provides an explanation of the questions submitted by students about the material The Role of Science and Technology in Economic Activities.	5 Minutes
Closing Activities (10 Minutes)	
a. The teacher and students took important conclusions from the results of the discussion of the Role of Science and Technology in Economic Activities.	4 Minutes
b. Teachers encourage students to remain enthusiastic about learning and always maintain health and comply with health protocols in the midst of a pandemic that has not ended.	2 Minutes
c. Teachers provide social studies learning assignments on the Role of Science and Technology in Economic Activities for Limited Face-to-Face Learning (PTMT).	2 Minutes
d. The teacher ended the online learning activity by saying greetings and gratitude for the implementation of social studies learning on the Role of Science and Technology in Economic Activities.	2 Minutes
Limited Face-to-Face Learning (PTMT)	
Introductory Activity (10 minutes)	
a. The teacher and students conveyed greetings and prayed to start social studies learning on the Role of Science and Technology in Economic Activities.	4 Minutes
b. The teacher checks the attendance of students.	3 Minutes
c. The teacher motivates students and explains the teaching and learning activities that will be carried out.	3 Minutes
Core Activities (40 minutes)	
a. The teacher examines the assignment of the Role of Science and Technology in Economic Activities given to students during online learning.	5 Minutes

b. The teacher asked students to present the assignment The Role of Science and Technology in Economic Activities that had been completed.	10 Minutes
c. Students conducted questions and answers about the material The Role of Science and Technology in Economic Activities that had been presented.	15 Minutes
d. The teacher gave reinforcement of answers from questions and answers conducted by students.	5 Minutes
e. The teacher provides conclusions from social studies learning on the Role of Science and Technology in Economic Activities carried out.	5 Minutes
Closing Activities (10 Minutes)	
a. Students are asked to reflect.	4 Minutes
b. The teacher motivates students to remain enthusiastic about learning and always maintain health and comply with health protocols in the midst of a pandemic that has not ended.	2 Minutes
c. The teacher ended the limited face-to-face learning activity (PTMT) by saying greetings and gratitude for the implementation of social studies learning material The Role of Science and Technology in Economic Activities.	2 Minutes

A. Results of the Application of Blended Learning in Social Studies Learning

High scores in achieving learning objectives do not determine learning outcomes. Grades are a form of appreciation given to students in their learning progress. The learning process's effectiveness, efficiency, and attractiveness determine learning outcomes. Effectiveness and efficiency are related to the time produced in achieving learning objectives, namely how fast students receive learning material or how long it takes students to understand the learning material delivered by the teacher. At the same time, attraction is related to the interest or involvement of students in following the learning process, as well as the use of teaching materials, media, and learning models that can create a pleasant learning atmosphere for students.

Before ending the research process on the Use of Book Creator in the Blended Learning Model on the Material of the Role of Science and Technology in Economic Activities in grade VII SMPN 3 Kedungwaru, researchers first conducted interviews with several students who found that students more easily understood social studies learning material. With a fast time and not too long students capture the material The Role of Science and Technology in Economic Activities. The blended learning model using a book creator allows students to have an overview of the learning material being studied with images and videos on the role of science and technology in economic activities in book creator-based student worksheets (LKPD). So that with an overview of the learning material being studied, students more easily understand social studies learning material.

For junior high school students, the leading cognitive development experienced is formal operational, namely the ability to think abstractly using certain symbols or operate formal logical rules that are no longer bound by concrete objects, such as increased analytical skills, the ability to draw generalizations and inferences from various categories of diverse objects. In addition, there is an increase in intellectual function, memory capabilities in language, and conceptual development. In other words, language is one of the vital tools for cognitive activity. According to the theory of constructivism, knowledge formation occurs due to man's construction of the reality he faces. Constructivism theory is constructing knowledge by abstracting experience as a result of interaction between students and reality, both personal, natural, and social reality. The process of knowledge construction takes place personally as well as socially. Several factors influence the learning process, including experience, prior knowledge, cognitive abilities, and environment.

Another result obtained by researchers from interviews with grade VII students is that students as a whole like the use of book creator-based student worksheets (LKPD) in a blended learning model with the Telegram application as a means of collaborating and communicating which provides new experiences for students to follow the social studies learning process which makes students actively involved in the social studies learning process by exchanging opinions with each other his classmates regarding the material of the role of science and technology in economic activities.

Affective development of junior high school students includes the process of learning, behavior, or socialization. Most socialization takes place through modeling. According to the theory of behaviorism, learning is seen as a change in behavior, where

the change appears in response to various stimuli that come from outside the subject. Theoretically, learning in the context of behaviorism involves four main elements: drive, stimulus, response, and reinforcement. The drive is a psychological mechanism that encourages a person to meet his needs through learning activities. A stimulus is a stimulus from outside the subject that can cause a response. A response is a response or reaction to a given stimulus or stimuli. From the perspective of behaviorism, responses usually appear in the form of visible behavior. Reinforcement is reinforcement given to the learning subject so that he feels the need to respond again.

CONCLUSION

Based on the results of the research above, related to the Use of Book Creators in the Blended Learning Model on the Role of Science and Technology in Economic Activities, researchers can conclude the results of the study that students' thinking skills increase so that students quickly receive Social Studies Learning material by understanding genuine or authentic problems in the field related to the Role of Science and Technology in Economic Activities. Students argue that the use of Book Creator in the Blended Learning Model on the Role of Science and Technology in Economic Activities provides a new learning atmosphere that is fun and motivates students to be actively involved in the learning process.

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