Impact of Blended Learning on Student Learning Result in Microeconomics Course

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Keywords

Abstract

Improving the quality of education in Indonesia is done continuously and continuously. A quality learning process that is a process of communicative interaction between learners with teachers/lecturers. To make good learning interaction hence there is some component that is learning competence, learning method, learning material, classroom management, source/instructional media, assessment of learning and development of learning process. Therefore, for the learning process can be done properly there needs to be an innovation in the implementation of learning. By leveraging various learning resources and with the current technological sophistication of learning innovation is beginning to lead to Blended Learning-Based Learning (PBBL). Blended Learning-Based Learning combines the advantages of learning through three main learning sources, namely learning: (1) face-to-face; (2) offline; and (3) online. This research was conducted on the students of the participants of the Microeconomics course at the Faculty of Economics, State University of Malang. The type of research used in this research is Classroom Action Research (CAR). From the result of research indicate that the average of pre test value (Cycle I) that is equal to 75,17 and 87,75 for cycle II. From the data, it can be seen that percentage of classical completeness in cycle I is still not reached 85%. However, the increase has been better 72.41% in cycle II and showed that the class activity in microeconomic subject students using Blended Learning has created active learning conditions in the classroom.

How to Cite

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INTRODUCTION

Education is a fundamental need for every human being. To conduct a quality education then requires a variety of ideal activities conducted between teachers and learners. Improving the quality of education in Indonesia is done continuously and continuously. Many efforts have been made to improve the quality of education. Efforts to improve the quality of education ranging from physical facilities such as the construction of buildings and the provision of educational facilities to the appointment of educators and education to improve the quality of teachers and lecturers through the certification program. With the program is expected teachers and lecturers have the professional ability to conduct quality learning process activities.

A quality learning process that is a process of communicative interaction between learners with teachers/lecturers. So, in this case, it should be understood that there are two activities that take place together i.e. the activities undertaken by learners in this case students and activities undertaken by the facilitator in this case that is lecturers. To make good learning interaction hence there is some component that is learning competence, learning method, learning material, classroom management, source/instructional media, assessment of learning and development of learning process. Therefore, for the learning process can be done properly there needs to be an innovation in the implementation of learning.

By using various learning resources and with the current technological sophistication of learning innovation is beginning to lead to Blended Learning. The cause of the rise of Blended Learning because of the paradigm of learning that experienced a change that was (until the early 20th century) the source of learning is dominated by teachers and lecturers as the main actors for students and students shifted with the invention of print technology and audio technology, audiovisual, computer and internet (in the 21st century) learning sources are increasingly varied with textbooks/textbooks, interactive videos, etc. In order for learning to take advantage of various technological developments as a source of learning is diverse then it needs to be implemented Blended Learning.

Blended Learning combines the advantages of learning through three main learning sources, namely learning: (1) face-to-face; (2) offline; and (3) online. Furthermore, this learning is a learning that combines the strategy of delivering learning using face to face, computer-based learning (offline) and computer online (internet and mobile learning) (Dwiyogo, 2016). Various definitions that have put forward the term from Blended Learning that is as it is proposed by Thorne (2003: 2) describes blended learning as It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning.

Meanwhile, according to Bersin (2004: 56) defines blended learning as the combination of different training "media" (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term "blended" means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats. Based on the above explanation, Blended learning as a combination of traditional learning characteristics and an electronic learning environment or Blended learning. Combines aspects of

Blended learning (electronic format) such as web-based learning, video streaming, synchronous and asynchronous audio communications with traditional "face-to-face" learning.

Jared M. Carmen, a President of Aglint Learning, mentions five keys in Implementing Blended Learning including: (a) Live event; (b) Self-Paced Learning; (c) Collaboration; (d) Assessment; and (e) Performance Support Materials. As for the model, blended learning is divided into three models, namely: (a) Skill-driven learning; (b) Attitude-driven learning; and (c) Competency-driven learning.

Implementation of learning with Blended Learning can also improve learning outcomes of learners. Implementation of blended learning can also improve learning outcomes. As research by Prasetyo (2016) with the title Application of Blended Learning Model Edmodo Assisted to Improve Student Activities and Learning Outcomes in KMKE Class X TMA SMKN 5 Surakarta. From the research result, it is found that the average percentage of students' learning activity is 60,41% in cycle I and 74,86 in cycle II, while for a percentage of learning result completeness in cycle I is 62,07% and Cycle II is 100%. Similar research is similar to that done by Pradhana (2013). The effectiveness of the blended learning is also shown through the students' learning result in which the learning completeness is 100% with the average score of 81.59.

Learning in universities is actually very strategic to apply Blended Learning. This is because the availability of facilities and infrastructure is quite adequate and supported by students who are accustomed to using technology in everyday life. As the research conducted by Muhammad Ma'mur under the title Development of Blended Learning Model on the Course Concept of Information Technology at Dian Cipta Cendekia High School Lampung. The result of this research can be concluded that. a) Blended Learning model that is suitable to apply to the university DCC Lampung, b) The utilization of e-learning as a learning resource that improves achievement for students, from t test results obtained that the real level = 5% = 0.005 with value = 0.004, then t test shows that Ho is rejected (different p-value <), c) The attractiveness of the students in Blended Learning is indicated by the ease of downloading the course, following the forum and chatting with a more flexible and longer time (unrestricted) students can learn independently anywhere and anytime through e-learning media without face-to-face meetings. Characteristics of topics in the application of Blended Learning can be done on appropriate topics.

As well as in microeconomic course. In this course, students require to Understand and skillfully analyze the behavior of economic actors individually. The scope of materials in this course is the basic concept of microeconomics; demand, supply and market balance; consumer behavior (cardinal, ordinal, and attribute approach); producer behavior (production theory, and cost theory); and market structure (competitive markets, monopoly markets, oligopoly markets, monopolistic competition markets), and factor markets. The introduction of the concept of general equilibrium, economic efficiency, asymmetric information, externalities, and public goods. From the exposure, we are interested in conducting research entitled "Impact of Blended Learning on Student Learning Result in Microeconomics Course".

METHOD

The type of research used in this research is Classroom Action Research (PTK). It is because of this study originated from efforts to improve classroom practice with the problems that arise as the low results of student learning on a micro-economic subject. Actions were taken in the form of implementation of blended learning.

The result of research is the result of student learning in the cognitive and affective domain after applied learning based on blended learning. In this research use 2 cycle design which include: (1) action planning; (2) action implementation; (3) Observation action; (4) reflection action. Subjects in this study were conducted in the student class of 2017 Economic Education Programme, Department of Development Economics, amounting to 29 students on the topic of demand and supply and market balance. The data collected in the research can be seen in table 1 below.

Table 1 Aspects of valuation, Data Source, Data Collection Techniques and Instruments

Aspects of Assessment	Data Sources	Techniques	Instrument
Learning Result:			
- **Cognitive**	Student	Evaluation	Post Test Question
- **Afective**	Student	Observation	Activity assessment format sheets

The data were collected by using the research instrument that is the creativity assessment sheet, the learning result and the activity formation assessment sheet conducted by the lecturer. The classroom activity assessment format is used to find out how active learners learn in the implementation of classroom learning. Assessment of this activity is done during the learning took place using the assessment format used by the lecturer/observer. For Assessment of Learning Outcomes, Assessment of learning achievement is used to determine how effective the use of learning models used will have an impact on the cognitive value of learners.

Data obtained from the application of Blended Learning are analyzed using qualitative data, data collection is done by documentation technique, field note, interview, and observation. Stages performed in this study can be seen in the graph 1 below:
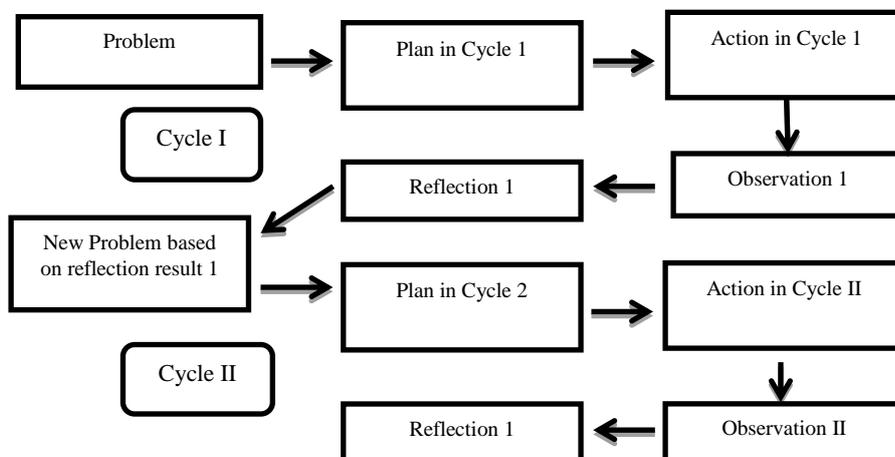
Picture 1. Classroom Action Research 2 Cycle

Based on Figure 1 of the above Classroom Action Research 2 Cycle, Classroom Action Research is initiated with pre-research activities and action execution for one cycle and if unsuccessful it will be continued in the next cycle. In each classroom action research cycle, conducted through four stages include planning, action, observation, and reflection. The first cycle of planning cycle is based on reflection from the early observation stage. The next cycle planning stage is implemented based on the result of the cycle I reflection.

RESULT AND DISCUSSION

Based on the research that has been done in Pre-Research activities that is exposed for the purpose of research, design/design activities, subject competencies, and tasks related to the implementation of research activities. In more detail can be seen in table 2 below.

Table 2 Implementation of Blended Learning in Microeconomic Course

No	Research Activity	Research Stages				Learning Materials
		Plan	**Action**	**Observation**	**Reflection**	
1	Cycle 1	Meeting I, September 21, 2017 Meeting II, September 29, 2017 Meeting III, October 6, 2017	Meeting I, September 27, 2017 Meeting II, October 4, 2017 Meeting III, October 11, 2017	Observations made during cycle 1 take place	Reflection on the implementation of cycle 1	Demand and Supply
2	Cycle 2	Meeting I, on October 13, 2017 The second meeting, 19 October Meeting III, October 26, 2017	Meeting I, 18 October 2017 Meeting II, October 25, 2017 Meeting III, November 1, 2017	Observations made during cycle 2 take place	Reflection on the implementation of cycle 1	Market Mechanism

Based on table 2 above it can be seen that Blended Learning implementation must be done for 2 cycles. In cycle 1, action planning is done on 21, 29, September 2017 and 6 October 2017. Action planning includes: 1) developing RPP learning tools Cycle I "Demand and Supply" 2) Making written questions in accordance with the Competencies and Learning Objectives to find out cognitive students and key answers 3) prepare the research instrument of cycle I in the form of observation sheet, assessment of learning activities, creativity, and learning outcomes through blended learning.

Implementation of action cycle I was conducted on 27 September, 4 October, and 11 October 2018 in 3 meetings. Meeting I conducted pre-tests and materials on the topic of the concept of Demand (Definition of Demand, Law of Demand, Factors Affecting Demand, Demand and Movement Function and

Demand Curve Shift). For the second meeting on the concept of Supply (Supply Definition, Law of Supply, Factors Affecting Supply, Movement Function and Shift of Supply Curve). Observation result of percentage of success of action based on observation sheet of the cycle I to measure activity aspect and learning result by using blended learning. From the observations in Cycle I, student activity is still not seen because it is still awkward and still adjustment with the material concept. In addition, there are still many students who have not registered in the blended learning account so it cannot be maximal in the learning process.

Implementation of action in cycle II was held on 18th, 25th October, and 1st November 2018 and was held for 3 meetings. Meeting I on the concept of the market, the types of sellers and buyers, surplus producers and consumer surplus. The second meeting on price and quantity of balance before the government policy. While meeting III is about price and quantity of balance after the existence of government policy and post-test. From the results of reflection in cycle II as a whole, there has been a better change as students have been actively involved and not awkward with the use of blended learning. Students in this case readier again in following the learning activities.

Increased learning outcomes are the objectives of this learning process. The learning process is one indicator of the quality of teaching that reflects the quality of an education. In the execution of the assessment must first be based on the measurement, otherwise, the measurement will not be meaningless if there is no assessment. Completeness of learning that is used based on the minimum completeness criteria that have been set in the education guidelines the State University of Malang. To measure student's learning outcomes is done include the cognitive learning outcomes measured from the pre-test scores and post-test and student activities seen during the observations in each cycle.

Application of blended learning on the 1st cycle of pre-test value can be seen in table 3 below.

Table 3. Student's score before action (Pre Test)

Pre Test	Score
Average Score	67,72
Percentage of Mastery	37,93%

Source: Data Processed, 2017

Table 4. Student's score before action (Post Test)

Post Test	Score
Average Score	75,17
Percentage of Mastery	58, 62%

Source: Data Processed, 2017

Based on tables 3 and 4 on learning outcomes in cycle I can be seen that still has not reached the completeness of minimal educational guidelines. It can be seen that the average value of pre-test in cycle I is 67,72 and post-test is 75,17. But the percentage of completeness still has not reached 85%, this is because of only 58.62% for the post-test cycle I. As for the post-test value in cycle, 2 can be seen in table 5 below

Table 5. Student's score after the action (Post-Test)

Post Test	Score
Average Score	87,75
Percentage of Mastery	72,41%

Source: Data Processed, 2017

Based on the above data it can be seen that the average pre-test value (Cycle I) that is equal to 75.17 and 87.75 for cycle II. From the data, it can be seen that percentage of classical completeness in cycle I is still not reached 85%. But the increase is getting better by 72,41% in cycle II.

Improved learning outcomes are the objectives of the learning process undertaken. The learning process is one indicator of the quality of teaching that reflects the quality of an education. In the execution of the assessment must first be based on the measurement, otherwise the measurement will not be meaningless if there is no assessment. The learning mastery that is used is based on the minimum mastery criteria found in the educational guidelines. By using blended learning there is a significant improvement of learning outcomes between cycle I and cycle II. The same thing that the use of blended learning can improve learning outcomes such as research conducted by Kantun, et al (2015).

Table 6. Data on Students Activity Result Cycle I

No	Measured Aspects	Value		
		Observer 1	Observer 2	Observer 3
1	Visual Activity	4	4	4
2	Oral Activity	2	2	3
3	Listening Activity	4	4	4
4	Writing Activity	3	3	3
5	Activeness of Blended Learning Access	5	5	5
	Total	**18**	**18**	**19**
	Average (%)	**73,3**		

Source: Data Processed, 2017

From table 6 above can be seen if students are classically weak on aspects such as verbal activeness and writing activeness. This shows that student learning activities with blended learning in microeconomic courses have not been fully able to create active classroom learning conditions.

Table 7. Data on Students Activity Result Cycle II

No	Measured Aspects	Value		
		Observer 1	Observer 2	Observer 3
1	Visual Activity	4	4	4
2	Oral Activity	5	5	5
3	Listening Activity	4	4	4
4	Writing Activity	4	5	5
5	Activeness of Blended Learning Access	5	5	5
	Total	**22**	**23**	**23**
	Average (%)	**90,7**		

Source: Data Processed, 2017

From table 7 above can be seen most of the aspects that used as assessment tool can be fulfilled well. This shows that classroom activity in microeconomic subject students using Blended Learning has created active learning conditions in the classroom. By using the blended learning requires students to be active in the learning process by reading, opinion, listening, writing and actively accessing blended learning. Activity is the thing to be achieved in this lesson, and basically, every individual has an unequal personality and abilities. The activities of each student is an activity that is done when they learn something in which learning activities will appear when they are faced with learning that requires them to be active when learning. This activity is able to develop their learning activities because these activities are done to create a lively and two-way atmosphere that can be obtained from the learning process.

CONCLUSION

Based on the description that has been explained that the results of observations on the implementation of blended learning in the first cycle has gone well and improved very well in cycle II. With the application of blended learning, the learning and learning activities of students have increased from cycle I to cycle II.

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