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Effectiveness of Blended Learning for Students in the Office Administration Education Study Program

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ABSTRACT

Blended learning is a learning method that combines face-to-face and virtual learning which can help students learn more flexibly, variedly and produce better understanding, because students can learn without being limited by distance, space and time. Makassar State University is one of the campuses that implements blended learning-based learning, which is supported by the release of the SYAM-OK learning platform. With this, the research objective to be achieved is to determine the effectiveness of blended learning-based learning for students of the Office Administration Education Study Program, Faculty of Social Sciences and Law, Makassar State University. This research is descriptive qualitative research. The results of this research show that the effectiveness of the application of blended learning in the Office Administration Education Study Program, when viewed as a whole, is effective. This can be seen from the research results for each indicator, namely: 1) Blended learning-based learning planning, including the policy of 70% face-to-face and 30% virtual face-to-face learning based on blended learning, as well as all the thorough preparations carried out by lecturers and students before implementing based learning. blended learning 2) Implementation of Blended Learning Based Learning, including, the role of lecturers and students in blended learning based learning, use of appropriate media, strategies and learning methods by lecturers, as well as maximum use of the learning platforms that have been provided, and 3) Evaluation of Based Learning Blended learning, including the assessment system used by lecturers to measure students' level of understanding in blended learning-based learning, the form of evaluation given by lecturers to students, as well as student learning outcomes which tend to be good after implementing blended learning-based learning.

Keywords: Effectiveness, Learning, Blended learning

INTRODUCTION

The Indonesian education paradigm in this digital era certainly has a learning barometer which has dharma as a basis and convention in achieving learning goals. For this reason, a scheme is needed that is used to achieve learning targets by using technology to produce many new innovations, starting from learning designs, learning models to learning tools that encourage students to think crucially, be able to utilize technology, connect theory with the real world, and have an intellectual personality and expertise (Rahayu et al., 2022).

At universities in Indonesia today, students have used e-learning learning media autonomously to find study materials and learning references that can be accessed easily, because the use of e-learning can increase learning efficiency and increase productivity, as well as help students achieve learning targets. reliably and accurately (Darwis et al., 2021; Niswaty et al., 2021). E-learning or online learning is one of the elements of distance education which is specifically a unification of electronic technology and utilizes internet technology and programming which allows students to affiliate with lecture attributes via chat rooms, while online learning is part of e-learning (Arhas et al., 2022; Darwis et al., 2022; Jamaluddin et al., 2021).

E-learning is a comprehensive online learning design implemented in all universities since the Covid-19 pandemic as a scheme to maintain the effectiveness and flexibility of lectures. (Niswaty et al., 2021; Saleh & Arhas, 2023; Suprianto et al., 2023). Then, after monitoring the condition of the country over the last two years, which began to recover after the Covid-19 pandemic, the government shifted integral online learning to a blended learning-based learning method. Blended learning methods have presented new options to lecturers and educational institutions, allowing them to experiment with the most valid combination of teaching methods and learning environments. Blended learning can be defined as all learning activities based on information and communication technology, and specifically as a learning practice that aligns the online and face-to-face curriculum in a balanced manner with the respective educational context." Blended learning is a system that can accommodate student learning with more flexibility, entertainment and high construction. Lecture material is more varied, such as in visual, audio and motion forms.

Blended learning has an imperativeness and a key role in developing quality students. All universities strive to provide the best possible assistance to students, both through the programs implemented and other student guidance services. Makassar State University is one of the universities that is agile and perceptive towards the transfiguration of learning design. This is reflected in the implementation of a blended learning-based learning design, which then provides a learning platform such as the Open Knowledge Application System and Management (SYAM-OK) which was launched to accommodate online learning for the UNM academic community.

Makassar State University, especially the Office Administration Education Study Program, is currently implemented using 30% of the online system and 70% of the offline system. This blended learning can form peak learning independence in students, with the convenience provided by lecturers for students to access learning resources, links to digital reference materials, such as learning videos on YouTube, slideshare, and similar learning materials that have been provided on the SYAM-platform. OK. However, in some cases there are students who still need intense direct guidance from lecturers both in lectures and assignments, especially in practical courses. Seeing this, Blended learning is a solution with a combination of conventional learning and digital learning. With the implementation of Blended learning at Makassar State University which has been running for 3 years, it is necessary to know the effectiveness of implementing learning based on the Blended learning model for Office Administration Education students at Makassar State University.

METHOD

This research uses a qualitative approach method with a descriptive framework which aims to gain more depth and explanation (Sugiyono, 2019). As well as confronting and interpreting the evidence obtained in the area which explains the effectiveness of blended learning-based learning for students in the Office Administration Education Study Program, Makassar State University using indicators namely (1) Blended learning learning planning, (2) Blended learning learning implementation, (3) Blended learning learning evaluation. In this research, actual evidence and facts from the research object are needed. Based on this, researchers divide research evidence into two varieties to support the research process, namely, fundamental evidence and supporting evidence.

The process of accumulating evidence is the superior and most crucial step in research, because it requires investigative actions and strategies to obtain valid evidence about the real situation at the research locus. The evidence accumulation techniques in this research are (1) Exploration, (2) interview, and (3) Documentation. Apart from that, the validity of the evidence was checked using thorough research, triangulation and member checking.

RESULT AND DISCUSSION

To find out reflections regarding the effectiveness of blended learning-based learning among students of the Office Administration Education Study Program, Faculty of Social and Legal Sciences, Makassar State University, the researcher cultivated and presented the evidence obtained during the research using exploration, interview and documentation techniques presented. in the form of elaboration with the grand theory used. Based on the research that has been carried out, each indicator will be described and answered questions from the problem formulation regarding the phenomenon being researched.

Blended learning-based learning planning

Blended learning learning planning is the initial stage carried out by lecturers before implementing this lecture, starting from policies related to Blended learning-based learning, then to the preparation of tutors and students in facing the implementation of Blended learning-based learning . One of the actions in developing digital era learning is creating a learning scheme. Creating a scheme takes quite a long time. Because digital era learning schemes must be adapted to digital era learning, for example, independence, self-reliance, flexibility, contemporary, adaptability, mobility, and of course the principles of effective and efficient.

The blended learning model is a mixed learning design between face-to-face and virtual learning which of course requires comprehensive programming before implementation. Policy is one of the crucial things in implementing a learning design because it will determine the initial programming that will be manifested by the lecturer. Therefore, blended learning-based learning requires policies both communal and distinctive in its implementation.

Based on the research results, it was found that the policy related to the implementation of Blended learning implemented in the Office Administration Education Study Program, namely the decomposition of implementation time between face-to-face learning with a weight of 70%, the number of meetings was 12 times and virtual face-to-face with a weight of 30% with a number of meetings of 4 times, but during the implementation of offline learning, the online learning platform is still used. Another policy that is implemented during the implementation of Blended learning is that for practicum courses it is mandatory to implement lectures offline, in order to get maximum advice on student interpretation, apart from that, in certain contexts lecturers can implement online lectures more than four times, if it is urgent.

Preparation for blended learning is an initial step that needs to be carried out comprehensively by lecturers, because it has fundamental value in implementing blended learning-based learning for students. The steps taken by lecturers before applying lectures using the Blended learning model are starting with the codification of the Semester Learning Plan (RPS) for each course in the current semester, decomposition of implementation time between face-to-face and virtual lectures, asification of lecture contracts, selection and categorization lecture entities, as well as the selection of media, methods and learning strategies that will be used in implementing Blended learning-based learning which is created in the construction of a learning matrix. The learning entity presented by the lecturer must be updated, meaning that the entity's criteria are not solely based on material that was provided in previous years, but need to develop knowledge, by choosing interactive digital learning sources, such as taking references from the latest research.

Based on the results of the research that has been carried out, it can be concluded that the UNM Office Administration Education Study Program Lecturers as facilitators in this lecture process, that the policy currently implemented for the Blended learning system is 70% online and 30% offline, this means that the intensity of face-to-face meetings more face-to-face than virtual face-to-face meetings. For the Office Administration Education Study Program itself,

it uses a policy of 12 offline meetings and 4 online meetings, for further distribution of schedules according to agreement between tutor lecturers and students. This is similar to research conducted by (Helsa et al., 2022) namely, hybrid learning is the unification of direct and online learning simultaneously. This is a type of collaborative learning that focuses more on bridging physical classrooms and virtual learning spaces. If there are two meetings a week, the tutor can schedule one hybrid day and the other day for lab practice or online assignments.

Apart from that, to prepare lecturers for mixed-based learning, they certainly need a semester learning plan (RPS) which contains a matrix of material that will be provided, as well as selecting the mode of operation and learning media that will be provided during the lecture mechanism.

Implementation of Blended Learning Based Learning

Steps that must be taken by tutors after making a Blended Learning-based learning plan correctly and thoroughly, of course it is necessary to implement the plan that has been prepared. The plan that is prepared certainly leads to the selection of the strategy or strategy, design and learning media that will be used.

In the application of Blended learning in the Office Administration Education Study Program, lecturers are active in their role as accommodators because they place greater emphasis on consolidating students through their skills and knowledge to learn autonomously. This is proven by lecturers routinely entering teaching entities for each lecture in one semester into the platform. learning which will then be accessed by students. Apart from that, lecturers are also enthusiastic about interacting with students not only directly but also through wireless communication via online services such as social media, learning platforms, and others. This shows that lecturers can actively guide and guide students from all directions of communication.

Student interest in Blended learning design is quite high. Blended learning is a strategic activity to obtain knowledge transfer using two channels simultaneously, either directly or online, so the knowledge or substance obtained is not only limited to the classroom, but can still be accessed through The learning platform that has been provided, in this case SYAM-OK, is more variable, this causes lectures to be innovative and not monotonous.

Student activity tends to be measured when lectures are held directly, both in terms of affective, cognitive and psychomotor because of several difficulties when implementing online learning, be it network problems, or students who do not really follow the lecture process, compared to lectures in person. offline which allows students and lecturers to interact passively. However, in both face-to-face and virtual lectures, lecturers still use many strategies to increase student activity in responding to lecture entities.

The constituent that is a fundamental obstacle in the implementation of Blended learning-based learning in its application. Office Administration Education Lecturers and Students simultaneously expressed the obstacle, namely the stability of the internet network. The internet network determines whether the lecture process runs effectively and optimally or not. Various activities, such as synchronous learning with video conferencing, asynchronous learning by accessing or downloading digital materials, and collaboration with fellow students via the SYAM-OK learning platform, require reliable network infrastructure. Apart from that, the timely availability of facilities and infrastructure or learning media during face-to-face lectures is also a supporting factor for successful learning.

This is not only experienced by Indonesia but also other countries. In research conducted by (Zhang et al., 2020) explained regarding the obstacles to implementing learning in education in China that: One of the difficulties that students face when studying online is that the internet network is not available, especially for those who live in remote areas. In addition, not all students have constituents that support online learning, such as laptops, acceptable smartphones and Wi-Fi networks at home. The difficulties experienced certainly require a

way to overcome them, therefore the Office Administration Education Lecturer provides wisdom to students who are having problems, by providing replacement assignments after the lecture ends.

Efforts are made to combat network difficulties in the application of Blended learning-based learning, namely that students simply submit their complaints to the lecturer regarding the network, then the lecturer will provide wisdom to students who are having network problems. The wisdom that is usually given by lecturers to students who have network problems is to carry out an independent learning process through teaching materials that have been provided and inputted by the lecturer on the SYAM-OK learning platform, as well as providing replacement assignments, so that the portion of participation in the lecture process is the same.

The difference between students' level of understanding in online learning and face-to-face learning can be said to be quite significant, this is because there are many obstacles that occur during online lectures which prevent students from being able to attend lectures optimally, but the advantage is that students can still access learning materials. not just during lecture hours but at anytime and anywhere via the SYAM-OK platform. Compared to conducting full face-to-face lectures, students can concentrate on attending lectures without any distractions or obstacles that may occur, so that when an evaluation is held at the end of the lecture students can easily answer questions related to the lecture material that has been given previously.

Research conducted by (Zainuddin, 2021) regarding the strategies that are usually used in implementing Blended learning, there are many strategies that can be used in implementing this mixed method. For example, various learning entities are entered into the LMS and tutors instruct students to study these entities at home and evidence them to class by bringing minutes of what they have learned, either declarations or interrogations. Then the activities in class are more focused on discussion sessions to enrich and expand the knowledge that has been learned at home. The same thing was then applied by Office Administration Education lecturers in implementing Blended learning-based lectures, namely by using methods that make optimal use of learning media for online and offline learning media. Apart from that, the strategy used by lecturers in implementing Blended learning is the interactive discussion method. Even though the interactive discussion method can usually only be used in conventional lectures, the discussion forum feature found in the SYAM-OK learning platform does not limit students from continuing to discuss the teaching material provided by the lecturer.

The learning strategies used by lecturers are appropriate by paying attention to all sides and aspects of learning, both in terms of face-to-face and virtual learning. The strategy used is of course to determine models and methods for certain materials, to maximize the material delivered well. Apart from that, another strategy for offline learning is to utilize more intense discussions, in order to obtain a lot of information from students, in this case students. In terms of online learning, we rely more on learning media, both self-developed and readily available, in the form of articles, images, videos that enable students to learn independently. This shows that learning does not only come from information directly provided face-to-face by lecturers, but there is independent learning that students can do.

The modus operandi used by lecturers in implementing based learning varies greatly according to learning needs, starting from conventional methods or lecture methods, discussion methods both online and offline. Apart from that, there is a problem-based learning method which requires direct practice and interactive learning discussions between students and lecturers as well as between students. Apart from that, problem based learning also allows students to create works or projects, for example students go directly to the field to capture information and evidence related to phenomena raised in the teaching material.

The use of learning media in the implementation of Blended learning involves developments in the learning media used, with innovation so that it is not monotonous and has high efficiency values (Ratnawati & Werdiningsih, 2020. The use of learning media in the Blended learning lecture process is appropriate by maximizing the use of the SYAM-OK learning platform which has many interesting features that can be accessed anytime and anywhere by students. Before the lecture takes place, the lecturer inputs teaching material on the SYAM-OK learning platform which can then be accessed and discussed by students. Teaching materials provided by lecturers can be in the form of learning videos, articles and PDF files relating to the courses being taught, as well as other digital-based learning media. Apart from that, for face-to-face lectures using material in the form of power points and using an LCD is a necessity in the digital era so that it does not make it difficult for lecturers to present and deliver the material and makes it easier for students to get the material through the power point files.

This shows that using learning media for online lectures is very easy by just making good use of the learning platform. The digital platform that can be used as an instrument in mixed-based lectures is the Learning Management System (LMS). LMS in Blended learning courses is considered a class that contains learning features, so it has an important role in the learning process. LMS have mushroomed in universities, both managed by themselves and adopted by free LMS service facilitators.

Makassar State University itself chose to release a Learning Management System (LMS) called SYAM-OK, which was then used by tutors and students in implementing Blended learning. In contrast to offline learning applications, it certainly requires facilities and infrastructure such as LCDs, laptops, classrooms and others.

Evaluation of Blended Learning Based Learning

The form of evaluation given by lecturers is not monotonous and there are many other more innovative ways to measure students' level of understanding, depending on the course given, if the course contains more practical weight, then the form of evaluation is given in the form of a project. On the other hand, if the course contains more non-practicum weight, then the form of evaluation is given in written form or using the exam feature in the SYAM-OK learning platform. Evaluations must continue to be carried out periodically and systematically to demonstrate student abilities.

The assessment system used in Blended learning-based learning is an index with intervals A – E, followed by an assessment matrix with percentages of attendance, activeness, assignments and exam scores in accordance with the lecture contract. This assessment system uses a percentage of 40% participation, 10% Mid-Semester Exam, 30% Assignments (quantity & quality) and 20% for the Final Semester Exam.

Blended learning can be said to be effective if it has more intensity of face-to-face meetings because it has an effect on improving the character formation, development of students' thinking and motor skills compared to virtual face-to-face meetings, but still utilizes digital-based learning media to support the success of tutors and students in learning. Obtaining optimum learning results and achieving maximum learning goals.

The evaluation model that is usually used by Office Administration Education lecturers depends on the course they are teaching, if it is a practical course then the form of evaluation given is in the form of making a project, conversely if the course being taught is a non-practicum course then a written test or a test that has been taught is used. provided on the SYAM-OK learning platform or through other digital media. Similar things can also be found in research (Khaerunnisa, 2020) Regarding the form of evaluation used in blended learning-based learning, namely the format of the UTS or UAS questions given is in soft file (pdf) format which will be given by the teacher via the Whatsapp group according to the exam schedule being held. Exam results are not checked manually but via the Axcel application.

How it works, this application can scan students' answer formats and then the results of these answers will appear impulsively. This application has been specially prepared by the SMPIT Ibadurrahman school curriculum to face school exams during distance education.

To determine the success of strategy, design and maximum utilization of learning media, of course it is necessary to look at student learning outcomes. Regarding student learning outcomes in the implementation of Blended learning-based learning, it can be said to be good from the affective aspect, because with the help of technology students can more easily access learning materials provided by lecturers, apart from that, innovative learning media also stimulates students' thinking skills. This is proven by many previous studies which prove that the Blended learning learning model is effectively used in education in this digital era. As stated by (Helsa et al., 2022) in his research that Hybrid learning has a positive impact on learning mechanisms in higher education and is effectively applied in higher education. The impact can simultaneously improve student learning outcomes, enthusiasm, cognitive capabilities, communication skills, discipline, connections, mathematical representation and student learning independence. The same thing is also shown in the learning outcomes of Office Administration Education students which have significantly increased, which is based on students' impressions regarding their level of understanding during lectures, which is supported by the many lecture material references provided by lecturers and those independently owned by the students themselves. For this reason, the implementation of Blended learning-based learning for students of the Office Administration Education Study Program, Faculty of Social Sciences and Law, Makassar State University, can be said to be effective and efficient.

CONCLUSION

Based on the research results that have been explained, it can be concluded that the application of Blended learning in the office administration education study program can be said to be effective with the intensity of face-to-face meetings being greater than virtual, in this case 70% offline learning and 30% online learning. Apart from that, the strategies and methods used, namely the use of learning media that have been provided, such as the digital-based learning platform, namely SYAM-OK, have been optimally carried out by Office Administration Education lecturers, so that student learning outcomes can be said to be quite good.

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