

THE RELATIONSHIP OF BLENDED LEARNING IN THE NEW NORMAL PERIOD ON STUDENT LEARNING OUTCOMES

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Abstract

After implementing Circular Letter Number 4 of 2020 concerning the Implementation of Education during the Coronavirus Dieses (Covid-19) Emergency, the term New Normal emerged in social life during the pandemic. After the policy was born, the use of Blended Learning learning was rife as a solution to the existing situation. Blended Learning learning system that combines online and offline learning. The aim of this research is to analyze the impact of blended learning during the new normal period on students' practical learning outcomes and what learning outcomes are obtained by class X students at UNP Laboratory Development High School. A total of 152 students were the research sample. This research method was quantitative with an ex-post facto research type and a correlational research design. The results of this research show that there is a relationship between blended learning and practical learning outcomes in craft and entrepreneurship subjects at UNP Laboratory Development High School.

Keywords: *Blended Learning, New Normal, Learning Outcomes, Practice Learning*

INTRODUCTION

The pandemic that has hit many countries, including Indonesia, has made many changes in social, religious life, state structure and even in the world of education. Indonesia's situation, which began to enter the red zone in 2020, resulted in the birth of Circular Letter Number 4 of 2020 concerning the Implementation of Education during the Coronavirus Dieses (Covid-19) Emergency. In this Circular, there are many changes that must be made in the world of education which will reduce the transition from offline activities to online learning activities. This is because all technical activities have shifted to a work from home system which supports social and physical distancing. This online learning causes many problems.

In the researcher's observations and experiences as students who felt directly the impact of online learning in 2020, online learning methods are not always suitable for practical subjects. Because basically practical learning requires guidance and special attention during practicum to avoid mistakes. This actually does not only apply or is experienced by students, but also by all schools where there are subjects that require practical activities.

Basically, one of the most important things for every student to learn is not just an understanding of theory, but also how he is able to practice the material he has studied.

One of the subjects that is difficult to study using the online system is Crafts and Entrepreneurship subjects. Difficulties that occur will have an impact on student learning outcomes.

This problem also occurred at the researcher's Educational Field Practice (PLK), namely at the Development Laboratory High School located in the Padang State University campus complex, which in 2020 used a full online learning system. Researchers have observed this from the results of initial observations on May 22 2021, where it is known that more than 50% of students in the initial observation sample think that full online learning is inefficient (students have difficulty understanding the material and have difficulty in practical learning resulting in a decrease in grades) and based on interviews with students as well as information from craft subject teachers only, but also from all schools where there are subjects that require practical activities.

METHOD

This research uses quantitative methods with correlation tests only as hypothesis testing, but also for all schools where there are subjects that require practical activities. Basically, one of the most important things for every student to learn is not just an understanding of theory, but also how he is able to practice the material he has studied. One of the subjects that is difficult to study using the online system is Crafts and Entrepreneurship subjects. Difficulties that occur will have an impact on student learning outcomes. This problem also occurred at the researcher's Educational Field Practice (PLK), namely at the Development Laboratory High School located in the Padang State University campus complex, which in 2020 used a fully online learning system. Researchers have observed this from the results of initial observations on May 22 2021, where it is known that more than 50% of students in the initial observation sample think that full online learning is inefficient (students have difficulty understanding the material and have difficulty in practical learning resulting in a decrease in grades) and based on interviews with students as well as information from Crafts and Entrepreneurship subject teachers which stated that there was a decline in students' grades.

All hypotheses and opinions regarding this learning must be proven by conducting research on these responses. Apart from being proof of the responses that have emerged regarding the impact of blended learning, this research is very important for the future as a reference in the world of education regarding the impacts that occur from implementing this learning. Therefore, the researcher took a research topic regarding the impact of blended learning in the new normal period on the results of the value of practical aspects of fine arts in craft and entrepreneurship subjects at the

researcher's educational field practice, namely, at the University Laboratory Development High School.

RESULT AND DISCUSSION

In carrying out the analysis, there are analysis requirements by carrying out normality and homogeneity tests.

Validity and Reliability Test

The following are the results of the validity and reliability of the blended learning questionnaire during the new normal period which was tested on 20 respondents in class

Table 1 Results of the Validity of the Blended Learning Questionnaire for the New Normal Period

No. Item	r-count	r-table	Decision
P1	0.734	0.444	Valid
P2	0.738	0.444	Valid
P3	0.732	0.444	Valid
P4	0.813	0.444	Valid
P5	0.973	0.444	Valid
P6	0.973	0.444	Valid
P7	0.876	0.444	Valid
P8	0.900	0.444	Valid
P9	0.804	0.444	Valid
P10	0.779	0.444	Valid
P11	0.891	0.444	Valid
P12	0.930	0.444	Valid
P13	0.711	0.444	Valid
P14	0.921	0.444	Valid
P15	0.732	0.444	Valid
P16	0.539	0.444	Valid

Based on the data above, it is known that the r-count for item 1 is 0.734, greater than the r-table. The R-count for item 2 is 0.738, greater than the r-table. The R-count for item 3 is 0.732, greater than the r-table. The R-count for item 4 is 0.813 greater than the r-table. The R-count for item 5 is 0.973, greater than the r-table. The R-count for item 6 is 0.973, greater than the r-table. The R-count for item 7 is 0.876, greater than the r-table. The R-count for item 8 is 0.900, greater than the r-table. The R-count for item 9 is 0.804,

greater than the r-table. The R-count for item 10 is 0.779, greater than the r-table. item 11 is 0.891, greater than the r-table. The R-count for item 12 is 0.930, greater than the r-table. item 13 is 0.711, greater than the r-table. The R-count for item 14 is 0.921, greater than the r-table. item 15 is 0.732, greater than the r-table. The R-count for item 16 is 0.539, greater than the r-table. Based on the data and explanation, all question items are considered valid.

Table 2 Reliability of the Blended Learning Questionnaire during the New Normal Period

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.970	.972	16

Based on the results of the primary data processing above, it can be seen that the Cronbach's Alpha value is 0.970, which is greater than 0.60. So it can be concluded, the questionnaire is reliable.

Normality test

The data normality test aims to determine the distribution of data on the data variables in the research. The following are the results of the normality test on the blended learning questionnaire during the new normal period:

Table 3 Normality Test Results on Blended Learning Questionnaires during the New Normal Period

	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16
Normal Mean	3.4	3.6	3.9	4.0	4.1	4.1	4.2	4.3	4.1	4.1	4.1	4.1	3.4	4.1	3.9	3.5
Parameters ^a																
Std. Deviation	1.273	1.046	1.071	1.099	1.040	1.040	.967	.979	1.089	1.119	1.089	1.021	1.276	1.040	1.071	1.234
Most Extreme Differences																
Absolute	.231	.199	.287	.256	.243	.243	.298	.280	.295	.264	.295	.261	.267	.243	.287	.195
Positive	.119	.167	.163	.194	.207	.207	.219	.237	.218	.211	.218	.189	.133	.207	.163	.195
Negative	-.231	-.199	-.287	-.256	-.243	-.243	-.298	-.280	-.295	-.264	-.295	-.261	-.267	-.243	-.287	-.195
Kolmogorov-Smirnov Z	1.034	.889	1.284	1.146	1.087	1.087	1.332	1.250	1.320	1.182	1.320	1.167	1.193	1.087	1.284	.874
Asymp. Sig. (2-tailed)	.235	.408	.074	.144	.188	.188	.054	.088	.061	.122	.061	.131	.116	.188	.074	.430

Based on the table of normality test results, the sig value for item one is 0.235. The sig value for item two is 0.408, the sig value for item three is 0.074, the sig value for item four is 0.144, the sig value for item five is 0.188, the sig value for item six is 0.188, the sig value for item seven is 0.054, the sig value in item eight is 0.088, the sig value in item nine is 0.061, the sig value in item ten is 0.122. The sig value for item eleven is 0.061, the sig value for item twelve is 0.131, the sig value for item thirteen is 0.116, the sig value for item fourteen is 0.188, the sig value for item fifteen is 0.074, the sig value for item sixteen is 0.430. All test results show that the sig value for each item is more than 0.05 so that all question items are normally distributed.

Discussion

From the statistical tests that have been carried out on the questionnaire regarding the relationship between blended learning during the new normal period and the practical learning outcomes of PKWU subjects at UNP Laboratory Development High

School, based on table 7 it can be seen that the mean in the questionnaire data from questions 1-16 is 4.07 - 4.44. It can be concluded that on average respondents answered in the Agree range for each questionnaire question. It is known that the sig value is ≤ 0.05 so the hypothesis is accepted and the correlation value is 0.281. The relationship between blended learning and practical value is positive with the correlation being weak.

CONCLUSION

Based on the problem formulation that has been tested and analyzed by researchers, it can be concluded that there is a significant relationship between blended learning during the new normal period and the practical value of PKWU subjects at UNP Laboratory Development High School. The results of this research show a unidirectional relationship between blended learning during the new normal period and the practical grades of PKWU subjects at UNP Laboratory Development High School because the grades are positive. This relationship is at the low/weak but definite correlation level, namely 0.20 – 0.399. From this research it can also be seen that the relationship between blended learning during the new normal period and practical learning outcomes in craft and entrepreneurship subjects at the Padang State University Laboratory Development High School is an increase in the grades obtained by students.

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