Implementation Of The Blended Learning Model On Art Learning At Sma Bina Mulya Gadingrejo

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Abstract:
This study discusses the application of the blended learning model seen from the preparation, implementation, and evaluation of the learning process. This study aims to describe the application of the blended learning model of Arts and Culture learning at SMA Bina Mulya Gadingrejo. The approach in this research is descriptive with qualitative research type. Sources of data in this study were school principals, Arts and Culture teachers, and students of class XI IPS at SMA Bina Mulya Gadingrejo. The data collection techniques used in this study were observation, interviews, and documentation. Data analysis techniques include data reduction, data presentation, and verification. The application of the blended learning model by the teacher by looking at the three stages in the learning process. The first process is preparation in the form of a syllabus and lesson plans. The second process is an implementation in the form of learning implementation techniques (online and face-to-face), e-learning, m-learning, teaching materials and learning messages, learning implementation, learning renewal, time allocation (online and offline). The third process is the evaluation of the learning process using the quizizz application.
Keywords: *learning, cultural arts, blended learning.*

I. Introduction

Indonesia has been affected by Covid-19 for more than a year, and is currently in the process of recovery. The impact causes the education system not to function as it should. The policy for studying from home or commonly known as online learning was issued in the Ministry of Education's circular letter Number 3 of 2020 concerning Prevention of Covid-19 in Educational Units, and Number 36962/MPK.A/HK/2020 concerning online learning and working from home in order to prevent the spread of Coronavirus (Covid-19).

The spread of the Corona virus which has spread to various parts of the world has had an impact on the economy in Indonesia, both in terms of trade, investment and tourism (Nasution et al, 2020: 147). The economic conditions that occurred during the pandemic caused workers' income to decrease, so this became a problem for students who needed facilities to support online learning activities such as; mobile phone and internet quota. This really influences and has a big impact on teaching and learning activities both in teacher preparation, learning methods, strategies and media which must be prepared carefully and of course on students who need facilities and infrastructure for learning activities. One of these learning activities is in arts and culture subjects at school which are carried out online.

Online learning is basically (PJJ) based learning. Based learning (PJJ) or distance learning is designed to serve large or large numbers of students. Based on this explanation, distance learning aims to overcome the limitations of distance, place and time in carrying out the learning process. Distance learning has unique characteristics or features that are different from traditional face-to-face education systems, these characteristics are physically between the activities of teachers and students and there is no direct face-to-face interaction, so there are limitations to the learning process which is carried out in face-to-face form (Munir, 2009 : 8).

Distance learning is difficult when applied to arts and culture learning, because basically arts and culture learning includes teaching material in the form of theory and practice, so it requires direct interaction between educators and students. To face the current and future times, teacher innovation is needed in learning activities so that students are motivated to continue learning, both directly and indirectly. Learning success is determined by various factors, including the role of the teacher. For this reason, teachers need to make efforts to choose various methods, strategies and innovative learning models that can meet the needs of students in arts and culture learning activities.

The learning model is a form of learning that is depicted from beginning to end as presented by the teacher. In other words, a learning model is a wrapper or frame for the application of an approach, method,

strategy and learning technique (Helmiati, 2012: 19). Learning characteristics are designed based on student characteristics, environmental characteristics, and characteristics of the globalization era. Choosing the right strategy with environmental factors that require distance learning, the teacher must determine and choose a learning model that is able to create effective and efficient learning activities. From this, the learning model is used to help clarify procedures when the teacher teaches, to create relationships and the overall situation of what is designed in arts and culture learning. Of the several types of learning models, blended learning is applied as an innovative learning model that will support more effective student activities.

The blended learning model is a learning model that combines or mixes face-to-face learning and computer-based learning both offline and online (Dwiyogo, 2020: 59). Traditionally face-to-face learning is now also moving towards offline and online learning. Likewise, learning that was initially online, such as distance learning, is also starting to move towards a face-to-face combination. Therefore, teachers' abilities in managing learning have also begun to be directed towards blended. The blended learning model will design arts and culture learning activities online and offline according to the learning needs. This blended learning model began to be developed for the first time in America as an innovative learning activity that will have an impact on students in terms of knowledge and skills in using technology as well as in the field of study that is packaged in face-to-face and online learning and is now starting to be implemented in several schools. in Indonesia as an innovative learning model that adapts to school environmental conditions.

According to Dwiyogo (2020: 89), online and face-to-face in various depictions of the learning process provide an understanding of variations that might be applied to develop blended learning, especially in documenting the online and face-to-face scope.

The online learning process is also known as an intermediary for teachers providing learning materials in file form and giving assignments to students via the WhatsApp group platform. Meanwhile, face-to-face learning activities take place in real classes. Activities in real classes are where the teacher delivers all complex explanations of learning material directly, so that students can listen, listen and practice the teacher's instructions.

Based on the results of pre-research that has been carried out, data was obtained that there is one school that applies the blended learning model in arts and culture learning, namely SMA Bina Mulya Gadingrejo. Based on the results of interviews conducted, the arts and culture teacher at Bina Mulya Gadingrejo High School explained that arts and culture learning was previously carried out online, but it was felt that it was less effective. In the end, the school, especially the teacher, created a strategy so that learning continued well even in the current conditions. and then the teacher applies the blended learning model to arts and culture learning, on the grounds that mixed learning (online and face-to-face) will make it much easier for teachers to control and supervise students in teaching and learning activities.

II. Research Methods

Learning methods are part of instructional strategies, instructional methods function as a way to present, explain, give examples and provide exercises to students to achieve certain goals, but not every instructional method is suitable for use to achieve certain instructional goals (Yamin, 2017: 8) . This instructional method is a way to convey and present teaching material by giving examples to students, thus the method can be developed from the teacher's experience in presenting material to students, so that students will more easily absorb and understand the material presented by the teacher.

Based on the explanation above regarding learning strategies and methods, it can be concluded that the application of learning strategies in the field will be supported by learning methods, strategies are indirect or implemented before learning activities are carried out and different methods are the way teachers convey lesson material, then the method is direct.

Arts and Culture Learning

Arts and culture education cannot be separated from the aesthetic elements in it. Arts and culture learning aims to develop the psychomotor aspects or skills of students, so that they can recognize and be able to preserve the arts and culture around them. The fields of fine arts, music, dance and skills have their own characteristics in accordance with their respective scientific principles (Di & Basis, 2019: 15). Artistic activities must accommodate these characteristics which are expressed in providing experiences to develop conception, appreciation and creation. All of this was obtained through efforts to explore elements, principles, processes and techniques of work in the cultural context of diverse communities.

Based on the opinions of the experts above regarding arts and culture learning, it can be concluded that arts and culture learning is a scientific field that studies aspects of life, especially culture. Apart from that, arts and culture learning is able to provide a forum for knowledge and skills for students to recognize, study and develop their talents in the arts.

III. Result

Based on the results of observations made on arts and culture teachers, in implementing the blended learning model there are several components that can be seen in the preparation and implementation carried out by teachers in applying the blended learning model to arts and culture learning. The components and implementation of blended learning include learning Implementation Techniques (Online and Face to Face)

The techniques used before carrying out learning using the blended learning model are seen At the stage of implementing online and face-to-face learning activities, of course appropriate strategies are needed to create effective learning activities to support the achievement of learning objectives. Based on the results of interviews conducted with arts and culture teachers, in online learning the teacher determines learning strategies that are student-centred. This strategy is carried out by the teacher providing a YouTube link containing learning videos and teaching materials that have been made by the teacher and students are required to pay attention and understand the learning videos.

The existence of learning videos will further increase students' level of understanding compared to just written teaching materials. Apart from that, the teacher also provides explanations of learning material via voice notes or voice messages which are shared on the class WhatsApp group application. Based on the results of observations made during online learning, in the voice note the arts and culture teacher said that:

"...Okay, so I have shared that there is a link (https://www.youtube.com/watch?v=GzLI0p2XI-w) which contains a video tutorial for making 3-dimensional works of art using bamboo in the form of lanterns. So, after that, try observing first, then after observing each of you, try making a plan to create a three-dimensional art work like the one in the video in the form of a lantern lamp, you make a model or shape of the lantern that resembles the video. Write down the materials or tools and media and techniques that will be used.

` Write it on paper or in a book, then next week we will discuss it together. "Everything can be delivered directly, because next week it's your turn to come in so we can immediately present the results of today's assignment, thank you."

Based on the statement of Mr. Hagi Julio Salas, S.Sos. which was conveyed via voice note in the WhatsApp group, that the arts and culture teacher provided learning materials using learning videos found on the YouTube link. Apart from that, students are asked to observe the learning video and make plans to create 3-dimensional works of art. The plans that students will make are assignments given by the teacher and will be presented in face-to-face learning.

The teacher also explained that arts and culture learning activities included zoom meetings and Google Meet, but there were several factors that hindered the students' facilities and did not support the learning activities, so the use of these applications was stopped.

Meanwhile, in face-to-face learning, teachers create learning strategies by combining teacher-centered teaching and student-centered learning. The arts and culture teacher explained that in face-to-face learning, the teacher gives students the freedom to independently search for material and answers related to the material taught by the teacher. Apart from that, the teacher also provides more in-depth explanations regarding the material provided, so that students are able to understand the lesson material. Face-to-face learning activities are the main activity in arts and culture learning activities by looking at the characteristics of arts and culture learning which includes theoretical teaching material and direct practice, so it requires direct interaction between teachers and students.

Based on the results of observations made on arts and culture teachers, to choose and determine learning strategies it is necessary to look at the condition of the students and the condition of the class. Teachers see how things are in online and face-to-face learning activities, so that learning strategies will become reinforcements in carrying out learning activities that meet the needs of online and face-to-face learning.

After the teacher has made preparations or plans and has carried out learning activities in accordance with the guidelines in the learning tools, the teacher then carries out an evaluation of the learning process to see the achievement and level of understanding of what has been given by the teacher and to see the effectiveness of the use of the learning model that has been implemented in the form of a model. blended learning.

Based on the results of interviews conducted with arts and culture teachers, evaluation of learning activities was carried out after implementing the learning based on what had been prepared by the teacher. The teacher uses formative learning evaluation, where the teacher looks at the achievements of implementing the blended learning model with an odd-even system in online and face-to-face learning.

Based on the results of observations made on arts and culture teachers, the learning evaluation used by teachers is formative learning evaluation or evaluation of the learning process. The evaluation takes the form of students' daily test activities. This is done by teachers to see the development and progress of students in blended learning-based learning activities by implementing online and face-to-face learning activities.

Learning evaluation activities using the Quizzizz application are carried out in face-to-face learning directly in class. The arts and culture teacher provides a policy for students to use cellphones as worksheets to work on the questions contained in the Quizizz application.

After the students have finished working on the questions, the arts and culture teacher displays the results in the form of students' grades on the monitor screen. This is done so that students can see directly the results obtained and find out the ranking of the students' greatest scores.

Based on the research results, it can be seen that the application of the blended learning model in arts and culture learning at SMA Bina Mulya Gadingrejo is carried out by arts and culture teachers. This blended learning model uses a variety of methods that combine face-to-face and online meetings. The variations in these methods can be seen from the learning implementation techniques in point 1 in subchapter 4.3.1 which explains the methods used by teachers in face-to-face and online learning activities. Apart from that, there are procedures that serve as a reference in implementing the blended learning model using tutorials. This tutorial emerged when the teacher provided teaching materials using learning videos which contained learning materials.

In the procedure for implementing the blended learning model, the teacher only functions as a facilitator. From this procedure, there are five keys to the blended learning model as follows.

The application of blended learning looks at several aspects, there are four aspects that are known in its application, namely:

Combination of Face-to-Face and Independent Systems

Face-to-face learning has been carried out for a long time, especially in arts and culture learning at Bina Mulya Gadingrejo High School. A combined learning system of face-to-face and independent learning is in blended learning.

Based on the results of interviews with the arts and culture teacher, Mr. Hagi Julio Salas, S.Sos. states that there are many learning resources that can be accessed by students. Learning resources are not limited to what teachers or libraries have, but also the internet which is not limited to space and time, one of which is access to internet websites that are easy for students to find and study.

Problem Based Learning

In this problem-based learning, students will be invited to define the problem, look for various solutions in the learning material provided by the teacher. This problem-based learning is explained in subsection 4.3.2, precisely in point 5, which explains the implementation of learning so that students quickly become independent in learning activities. This of course looks at the learning needs that will be met by students in finding and understanding the material provided by the teacher. Problem-based learning is carried out by looking at the condition of students in managing the learning materials provided by the teacher, so that the teacher can determine the topics and problem materials used in the learning process.

The teacher acts as a tutor

The teacher acts as a tutor who guides students in learning. Students will be more active in conveying the problems they face, this aims to increase student involvement in learning and teachers are needed as tutors. This is in line with Husamah's statement (2014: 12) that learning in the blended learning model no longer acts as the sole provider of information, but rather learning functions as a tutor, facilitator and motivator. This has also been explained in subchapter 4.3.2, precisely in point b, which explains that the method used in the learning process is content that will help students think analytically. The content in question is related to subject matter available through media packaged in the WhatsApp group application.

Learning Evaluation Assessment

Blended learning is based on processes and results that can be carried out through assessing aspects of students' knowledge and skills. In assessing knowledge using the blended learning model, it is assessed from the results of the assignment questions given by the teacher.

Meanwhile, skills assessment is assessed from the results of practical assignments in the form of 3-dimensional works of art created by students, either in groups or individually. Based on the results of interviews conducted with the arts and culture teacher, Mr. Hagi Julio Salas, S.Sos. stated that the learning process assessment activities were measured in daily tests using the quizizz application, while in the Mid-Semester Assessment (PTS) and Final Semester Assessment (PAS), teachers used the Google Form application as a measuring tool in conducting learning evaluations.

IV. Conclusions

Based on the results and discussion in the research, the conclusion obtained regarding the implementation of the blended learning model is that teachers do this through three processes. The first process is preparation or planning in the form of creating learning tools that contain strategies and methods used in online and face-to-face learning activities. The learning tool is in the form of a lesson plan which still uses a full face-to-face learning activity system and does not yet refer to blended learning, but the method used by the teacher is in accordance with the planning and implementation. The second process is implementation in the

form of arts and culture learning activities designed using a blended learning model. Online learning is carried out using the WhatsApp group application and face-to-face learning activities take place in class using an odd-even system. The odd-even system is implemented by looking at students' absence numbers, then dividing them into online and face-to-face learning. The third process is evaluating the learning process by using the Quizzizz application as a daily test assessment sheet to see the level of understanding and achievement of students in the learning process using the blended learning model in arts and culture learning.

The application of the blended learning model in arts and culture learning at SMA Bina Mulya Gadingrejo can be seen from the preparation, implementation and evaluation of the learning process which is appropriate for the implementation of blended learning only in the implementation and evaluation of the learning process. Meanwhile, the preparation stage is not yet visible in the learning activity plan using the blended learning model.

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