

TEACHER'S PROBLEM IN BLENDED LEARNING FOR SECONDARY ENVIRONMENT

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ABSTRACT

The research problem was: "What are the teacher's problems found in blended learning at SMAN 8 Muara Beliti?". The research objective was to find out the teacher's problem in blended learning at SMA N 8 Muara Beliti. The sample of the research was an English Teacher at SMAN 8 Muara Beliti. The samples were taken through Purposive sampling. The researcher used descriptive qualitative research, and the data were collected by interview and documentation. A kind of interview used by the researcher was an unstructured interview. Discussion and documentation were used to identify English teachers' problems in teaching English during the daring and luring process. The data found that it was difficult to differentiate whether the students understood or not, the teacher could not handle the students efficiently, lost of signal, students left behind.

From this research it can be concluded that significant problems in applying blended learning at SMAN 8 Muara Beliti there are the use of technology in teaching and learning, a teacher can not control the students besides the students attended the class, and about students' location when virtual learning started. Most students in SMAN 8 Muara Beliti problems are losing signal and no provider.

Keyword: *Blended Learning, Secondary Environment, Teacher's Problem.*

INTRODUCTION

The Corona Virus Diseases-19 (hereinafter COVID-19) pandemic forced all sectors to stop operating, there was no world of education. The emergence of new clusters of the spread of COVID-19 in boarding schools is also the reason why face-to-face schools are still difficult to do. This requires an education system that was previously face-to-face to be brave. The learning system during the pandemic has now changed to Distance Learning (PJJ). Learning in the classroom, which was originally a face-to-face approach, becomes virtual face-to-face using technology such as video conferencing or web conferencing. One of the learning methods that is considered effective for PJJ is the Blended Learning method (Susanti & Prameswari, 2020).

To find a balance between face-to-face methods and blended learning is the goal. With blended learning, it is possible to change students who passively only receive knowledge into active students who can construct their knowledge using advanced multimedia technology and integrity (Suartama et al., 2019). Blended learning has been described as a mode of teaching that eliminates the time, place, and situational barriers while enabling high-quality interactions between teachers and students. As the central part of blended learning, the teacher should prepare herself to get used to technology in

the classroom and online classroom. People know that technology has transformed the culture of teaching and learning rapidly.

Technology plays a crucial role in reforming education from conventional to technology-based learning. The significant growth of technology in education has replaced the traditional knowledge such as using the blackboard and chalk in explaining the subject to technology-based learning such as doing homework on the laptop, internet, or tablet (Evans & Mathur, 2018). It is believed that traditional education by focusing on teachers as a center of knowledge is no longer relevant in today's digital age and should be supported by technology-based media. Blended learning is one of the learning methods in the knowledge age, where teachers take a role as facilitators, motivators, mentors, and consultants. Teachers also play a role as 'classmates' who share ideas and knowledge with students.

The problems that arise in learning during the pandemic are divided into three categories, namely: pedagogy, technology, and economics (Nurkolis & Muhdi, 2020). Problems related to pedagogy include: lack of training, lack of experience, mastery of ICT, limited time, and lack of parental attention in assisting children to learn; while the problems related to technology include: lack of internet/wifi network, weak signal, no android smartphone. Furthermore, problems related to the economy include: job loss, reduced income, increased poverty levels, high prices for quotas or data packages.

In an objective of Musi Rawas regency signal is the most problematic and also how the teacher and student apply the technology itself. The *first* issue was related to Internet connectivity as the classical problem of virtual learning. *The second* problem was that the teachers had obstacles in adjusting the design and delivering the materials. Then, *the last* issue was the students' participation and technological access.

Teachers also play a role as 'classmates' who share ideas and knowledge with students. This Blended method emphasizes students to learn openly, be flexible as needed, critically solve problems, orientate the empirical world with real action through experiential learning (Zainuddin & Attaran, 2016). In learning, learners are also encouraged to research, ask, discover, create, and collaborate to share new ideas. In addition, they must also use various supporting media technologies such as computers and the Internet as a dynamic interaction medium. Blended learning is the integration of conventional teaching methods with the digital world.

This learning model aims to change the culture of learning teaching, which is centered on the teacher (teacher-centered learning) to students' student-centered learning. The course's learning activities are a combination of forms of interaction between the subjects involved in the teaching and learning activities include student-content, student-instructor, and student-student interaction (Nguyen, 2017). Teachers have an obligation or responsibility to provide knowledge through their role as a guide and facilitators, as well as a motivator for students (Sesfao & Prijanto, 2021).

Researchers want to know the problems that occur during the implementation of blended learning and the advantages and disadvantages of implementing blended learning, both for teachers, students and parents of students.

RESEARCH METHOD

In this research, the researcher was used descriptive qualitative research because this research was not collecting the numerical data. The data is contained in the form of words, and the data collected were the subject's experience to communicate when in blended learning in virtual and face-to-face classrooms. The issue in this research is an

English teacher of SMAN 8 Muara Beliti, Musi Rawas. In this research, the researcher used nonprobability as the technique of sampling. This sampling technique is through systematic sampling, quota sampling, random sampling, purposive sampling, saturate sampling, and snowball sampling. The researcher used purposive sampling as technique sampling. Because of the depth and extent of the information sought in qualitative studies, purposive sampling is typically small.

In this research, the researcher used *an unstructured interview*, open discussion, where the researcher does not use systematic interview guidelines to collect the information. Therefore, in this research, the researcher was prepared the *interview sheet*. The researcher might make brief notes during the observation but then later expands their account of the observation as a field note. Notes may supplement information from another source, including documents and interviews, or comprise the leading research data.

RESULT

The findings of the research. Based on the formulation of the problems, the researcher found out English teachers' Problems in applying blended learning at SMAN 8 Muara Beliti. This research was taken from interviews and documentation (field note) in SMA N 8 Muara Beliti.

The first problem is the use of technology in teaching and learning becomes a problem for the teachers to deliver their instruction. This becomes problematic, and it is seen as technical; thus, it results in difficulty and confusion on instructional design and development.

The second problem is the teacher can not control the students besides the students who attended the class. Online made a teacher have difficulty understanding the students understand, achieving the material, and being ready to study.

The third problem was about students' location when virtual learning started. Most of the students in SMAN 8 Muara Beliti problems are signal loss and no provider. It made a teacher attend the school and wait for the students to explain the material and submit personal research data.

It can be seen from the result of the interview session:

R: How do you use blended learning to assist students in the learning process?

T: Oke to assist my student in the learning process with blended learning, for online During the meeting, I explain all the material discussed with my student, and when an offline forum, I ask them to practice or reexplain the material discussed in an online meeting.

R: How do you see good achievement as a teacher in using blended learning in teaching and learning?

T: Oke, to perceive that I can see from the offline meeting with them, I will ask them several questions about the material discussed in an online discussion, I will know that blended learning success or understand from the response of them in the offline meeting.

R: What are the challenges of using blended learning for teaching and learning?

T: So hard, this situation makes us as a teacher to care about the student, because the time used in this situation is not adequate, we are can not always control the student, so if we can not think hard about the

strategies in blended learning, the goal of teaching and learning process can not be achieved for the teacher and student.

R: How do you use the technology and media to help you in blended learning?

T: Media technology helps the teaching in this situation; as I said in question before, that we can not have much time to meet or to discuss the material, so with the media technology, we can discuss the material although we do not meet face to face.

R: What are the advantages and disadvantages of the blended learning process?

T: For the advantages, I think there is know the benefits of blended learning, but for the disadvantages, we can not handle or control the students efficiently

R: What are the difficulties in applying the blended learning process?

T: Difficulties are when in the online meeting, maybe about mobile phone signal. For the online discussion may be the same problems with the smartphone, but for offline appointments, perhaps some of them come to their town or village, so when the teacher asks them to an offline meeting, maybe some of them can not come because the time from their town to the school may be so far.

R: What is the effect on students from the blended learning process?

T: The effect for the students are based on each of them, because for the student who is interested in learning English, when they still do not understand about teacher's explanation, they will search the other description from the other source until they know, but for the student who didn't know about the material, they will not care. It depends on them if they like this situation or blended learning, they will more understand the material, but it doesn't, they will be lazier to learn about the material.

DISCUSSION

The research results found problems in applying blended learning at SMAN 8 Muara Beliti. With the application of technology in teaching, teachers cannot control students other than students present in class, the location of students when virtual learning begins. The results of the study are similar to (Budyono, 2020) research, blended learning many students are not facilitated by smartphones and additional fees for using internet quotas increase the burden on their parents' expenses, and there are still teachers who are not proficient and uncomfortable in using the technology used in the blended learning system.

From the results of interviews, the use of media technology helps a lot in the learning process. Various applications can be used in blended learning, one of which is using Google Classroom. According to (Kurniawati et al., 2019), Google Classroom is an application that is considered new and less tedious for students than face-to-face learning. One of the difficulties in implementing blended learning in this study is the cellphone signal so that it interferes during the learning process. This is in line with (Fathullah, 2020), which says there are many shortcomings of blended learning system learning, including not all internet facilities available and the lack of direct interaction between students and teachers. in online media

CONCLUSION

There are three significant problems in applying blended learning at SMAN 8 Muara Beliti : *The first Problem* is the use of technology in teaching and learning, *The second problem* is a teacher can not control the students besides the students attended the class, and *The third problem* is about students' location when virtual learning started. Most students in SMAN 8 Muara Beliti problems are losing signal and no provider.

SUGGESTION

Blended learning is one of the learning methods during the COVID-19 pandemic which is a combination of online and face-to-face systems. By using this system, it is hoped that teachers can better utilize learning in delivering material to students.

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