



Quality Of Learning Outcomes Using The Blended Learning By Students Of The History Education Study Program In The New Normal Era

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Abstract

The study's objective is to characterize and assess how the blended learning model affects the caliber of historical learning results in the contemporary day. This research uses quantitative methods with a simple correlation approach. The research location was in the History Education Study Program FKIP PGRI Palembang University, with a sample of 114 active students who were taken randomly. Data was collected using observation, documentation, and questionnaires. According to the study's findings, the quality of learning outcomes was significantly impacted by the blended learning pattern in the new normal era by 0.325. It was concluded that the quality of learning outcomes for students of the History Education Study Program, FKIP University of Palembang, was successful after implementing the mixed learning pattern in the new normal era. In order to improve the caliber of learning outcomes, it is advised that the History Education Study Program continue to combine online and offline learning methods in the new normal period. It has been demonstrated that when the blended learning pattern is applied as best it can, the caliber of student learning outcomes rises.

Keyword: Blended Learning Patterns, Quality of Learning Outcomes, New Normal Era.

INTRODUCTION

During the COVID-19 pandemic, learning patterns in all educational institutions, especially within PGRI Palembang University, must be carried out *online* in all study programs. With the primary goal of stopping the COVID-19 pandemic's spread, the learning pattern throughout the pandemic was entirely dependent on distance learning (PJJ) media; nonetheless, the learning process was still being implemented. The Ministry of Education and Culture released an online learning policy in order to satisfy the PJJ. The implementation of PJJ is a form of renewal of the education and learning system in Indonesia. In its implementation, education managers, educators and students are required to innovate and be creative so that the





implementation of *online* teaching is not boring and in accordance with the needs of students in each institution and level of education (Maisaroh & Rostrieningsih, 2010; Widayanti, 2014). To facilitate *online learning*, the government provides supporting technology media in the form of facilities and infrastructure for the zoom application, google meet, YouTube and other applications that can support this virtual-based learning.

Online learning habits are not entirely dependable now that we are in the post-COVID-19 epidemic age, or the new normal. Generally speaking, not all teachers and students have access to online learning. It is shown that there has been a decline in learning outcomes and learning loss across all educational kinds and levels throughout the COVID-19 pandemic. The decline in the quality of learning outcomes also occurred in students of the History Education Study Program FKIP PGRI University Palembang. This proves the ineffectiveness of learning activities using only online.

The reduction in the calibre of learning results for students during the COVID-19 pandemic is determined by various factors, including the inability of some lecturers to use telecommunication equipment properly, most of the lecturers are not productive in providing learning materials; there is boredom and boredom of learning for students; the amount of cost for lecturers and students to buy internet quota (Fitriana et al., 2022; Yazdi, 2012), and what is often found is the unavailability of signal in every area. However, that does not mean learning online is entirely bad or less useful, because the presence of online learning also provides many benefits and conveniences for those who master it.

The impact of online learning raises pros and cons in society. The pros and cons of implementing this online learning have triggered parents who disagree with learning to use social media because it is considered ineffective and expensive, and there are also parents who agree with the presence of an online learning system because it can avoid direct contact with others during the outbreak of the covid virus. According to Zuhri & Purwosetiyono (2014), there are three negative impacts for students with online learning patterns, namely: the threat of dropping out of school, obstacles to the growth and development of learning achievement gaps, and psychosocial pressure and domestic violence that cause stress for students. Meanwhile, the positive impact is to in still insight into the use of technology, the number of learning sites that can be accessed, and learning activities can be monitored directly by parents (Claria & Sariyani, 2020; Janiah et al., 2021; Suprihatin, 2015).

After entering the normalization period, education actors need renewal by combining online and offline or face-to-face learning. The trend of combination learning patterns aims to anticipate the increase in learning loss in students (Hidayad et al., 2023; Marlini et al., 2021). Blended learning is the term for this combination of learning styles. Conventional and virtual learning are combined in the blended learning pattern. Valiathan (2002) states that "Blended learning combines the best aspects of online learning, structured face-to-face activities, and real-world practice. Online learning systems, classroom training, and on-the-job experience have major drawbacks by themselves. The blended learning approach uses the strengths of each to counter the others' weaknesses." The blended learning pattern introduces a variety of





dialogue media between facilitators and those receiving instruction or students, and is thought to facilitate learning by combining different delivery methods, teaching models, and learning styles (Hockly, 2018; Hrastinski, 2019; Jarman, 2019).

Moving on from the problems and various research results above, a question arises "does the implementation of blended learning patterns in the History Education Study Program in the new normal era affect the quality of student learning outcomes?" Combining online and offline learning patterns is estimated to be more effective in improving the quality of student learning outcomes. The blended learning pattern is an update in the learning system in Indonesia, especially at FKIP PGRI University Palembang. Therefore, blended learning patterns in the new normal era are important to be examined.

METHOD

This study was conducted at FKIP PGRI University Palembang's History Education Study Program. The research was conducted from July to November 2022. This study used quantitative methods with a simple correlation approach (Agustin et al., 2023; Kesumawati & Aridanu, 2017). From the research method used, the research design is designed to analyze the impact of changing blended learning practices on the calibre of learning outcomes for students in the age of the new normal.

The population in this study is all students who are actively enrolled in the 2021/2022 academic year, totalling 366 people. A sample of 115 students whose collection was carried out in a simple random manner.

The data collection technique uses a closed questionnaire in the form of a series of statements given to students willing to become respondents. Before the questionnaire is used, it is first examined by three education management experts. After all the statement items were assessed as appropriate by experts, the next step was to test the questionnaire to 30 respondents outside of students not selected as sample members. The purpose of this questionnaire experiment is to evaluate each statement item's degree of validity and reliability. The measurement results showed that from 60 statements derived from two variables, it turned out that none of them were deciduous, so that all statement items could be used for research.

Data analysis techniques begin with testing normality, linearity, multicollinearity, and autocorrelation. After all data are declared eligible for analysis using parametric statistics, the next step is for researchers to perform simple correlation analysis, determination analysis, significance analysis, and simple regression analysis to prove the research hypothesis.

RESULTS AND DISCUSSION

Result

The hypothesis tested in this study is that "blended learning patterns in the new normal era affect the quality of student learning outcomes." To test this hypothesis, an analysis was carried out using the help of the SPSS for window program version 25. The following summary



model table displays the results of the computation.

Table 1. Model Summary Koefisien Determinasi X – Y

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,572a	,325	,297	7,754

a. Predictors: (Constant), Variabel_X

b. Dependent Variable: Variabel_Y

Based on table 1, it can be seen that the implementation of the blended learning pattern (X) correlates with the quality of student learning outcomes (Y) by 57.2%. This correlation is at a "medium" level because it is in the range of 0.40 – 0.599. While the determination value (R²) was obtained at 32.5% which was included in the "high" category, because it was at 0.30 – 0.49 (Afini et al., 2023; Marisya et al., 2023).

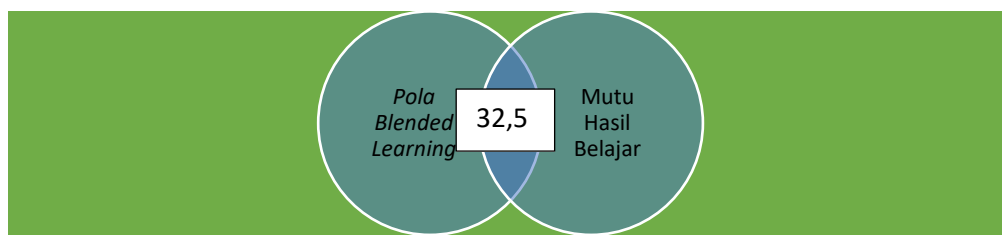


Figure 1. Large Influence Between Variables

The influence contributed by the *variable blended learning pattern* on the quality of student learning outcomes is included in the high category, although there are additional factors influencing the remaining 32.5% that are not covered in this study. The magnitude of influence between the two variables can be shown in figure 1. To find out whether the influence contributed by the blended learning pattern has a significant effect, it is necessary to conduct a significance test (t-test) whose analysis results are presented in the following ANOVA table.

Table 2. Coefficients Simple Regression

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	33,990	9,435		3,380	,001

	Variabel_X	,609	,088	,551	6,953	,000
a. Dependent Variable: Variabel_Y						

The computed value in the preceding table is $3.380 >$ the table at $\alpha 0.05$ is 3.20 . Table t with significance level of 0.05 displays the value of the t -table as $2 = 0.025$ in degrees of freedom (df) = $n - k$ or $114 - 1 = 113$ (where n and k represent the number of respondents and independent variables, respectively). A calculated value of $3.380 > 3.20$ and a significance value of $0.000a < 0.005$ means rejecting H_0 and accepting H_a . It is concluded that the blended learning pattern has a significant effect on the quality of student learning outcomes.

The simple linear regression equation is based on table 3 of simple regression coefficients by looking at the data in the column unstandardized the coefficients of section "B" with the formula $Y = a + bX$ from the table above, the value of a (constant) is obtained from the quality of learning outcomes, while the value of b is obtained from the value of the blended learning pattern. The linear regression equation is simply $Y = 33.990 + 0.609X + e$. From the equation above, it can be interpreted that when the quality variable of student learning outcomes is in a constant state, the value of the blended learning pattern is 0.609 . That is, if the value of the blended learning (X) pattern is at the level of 0.609 , it is predicted that it will be able to increase student learning outcomes by one unit.

DISCUSSION

The *blended learning* pattern is a learning model that is considered the most effective applied to all types and levels of education. Meanwhile, the online learning pattern implemented during the COVID-19 pandemic actually eliminates learning opportunities for students and ultimately reduces the quality of learning outcomes. According to Rosmayati & Maulana (2021) during the COVID-19 pandemic, the quality of learning outcomes at all levels of education has decreased and learning *loss* is equivalent to 6 (six months) (Rahman et al., 2020; Slamet et al., 2021; Suprihatin, 2015; Theffidy, 2020). Even according to reports from the Ministry of Education and Culture, the World Bank, and UNICEP learning loss that occurred in Indonesia reached 44 - 47% (Zuhri & Purwosetiyono, 2014). However, there are also researchers who state that there has been an increase in learning outcomes by relying only on *online* learning. As Zamjani et al. (2020) research, which found that Student learning results are positively and significantly impacted by the quality of online learning. The level of influence that online learning quality has on student learning outcomes is rather significant. This shows how variables related to the quality of online learning affect changes in student learning outcomes (Alkhwaldi & Abdulmuhsin, 2022; Junaedi Faisal, 2020; Saleh, 2020). Maybe this can happen if *online* learning is applied to students in urban areas who are very familiar with educational technology and are supported by complete learning facilities. But not so with students who live in areas that do not have *adequate* online learning facilities.



Learning only by relying on online systems has not been able to fully improve the quality of learning outcomes. Therefore, entering the new normal era of online learning systems must be changed, namely innovating and demanding creativity from every educator. This means that the online learning system must be combined with offline learning patterns. The combination of these two patterns is believed to be very effective in improving the quality of learning outcomes.

Especially for students of the History Education Study Program FKIP PGRI Palembang University, the implementation of online blended learning patterns with offline learning patterns is felt to be more effective. These two patterns are more popularly called blended learning or combination learning patterns that have a very significant impact on the quality of learning outcomes. This research is in line with the findings of Yudiawan (2020), According to the findings of their studies, students who follow a mixed learning model and students who follow a traditional learning model have different learning outcomes. Students' levels of understanding varied and their eagerness to study rose when the blended learning paradigm was implemented. Combining in-person and virtual instruction is another way to achieve blended learning. Furthermore, blended learning is a component of interpersonal communication (Nasar et al., 2023; Nuswantoro et al., 2023; Purwanto, 2023).

The results of which have demonstrated that a high percentage of successful blended learning implementations are supported by this study as well (Bungaa & Veronica, 2021; Chang & Chen, 2015; Ramalingam & Yunus, 2022; Yang et al., 2013). Increasing learning freedom and enhancing student learning outcomes are two benefits of implementing blended learning.

Changes in learning patterns by combining online and offline were found to improve the quality of learning. One of the reasons is a shift in learning patterns, from only online learning combined with offline learning. The results of this study are reinforced by the findings of Dewi et al. (2020) that there is a significant difference in average scores in student learning achievement before and after online learning, where student learning achievement after combining online learning with offline is higher than only using online learning alone.

Improving the quality of student learning outcomes requires an accurate strategy. As stated by Akyüz & Samsa (2009), "to improve the quality of learning outcomes in the new normal era, strategies are needed." The results of this study show that the use of learning improvement strategies in every educational institution in the new normal period by the Head of the History Education Study Program starts from choosing one of the learning programs that is really felt effective. Here lecturers can choose teaching materials that are good and suitable for online and offline learning with technology-based that is easy and cheap. All lecturers must be involved in training related to science and technology (Andriyani et al., 2022; Ramalingam & Yunus, 2022; Tayebinik & Puteh, 2013).

Strategies to improve the quality of learning outcomes in universities after the end of the Covid-19 pandemic period need to be implemented by every education actor. For this reason, it is necessary to ensure that all lecturers in the History Education Study Program of FKIP PGRI University Palembang can use the right application or learning materials. Make sure





lecturers and students can understand the online and offline learning process. Also, make sure lecturers and students are ready to study at home or from anywhere by using the SISFO application that has been prepared by the university. From the available SISFO application, lecturers and students can access educational planning for 16 meetings, lecturers can upload course materials and students can access them, lecturers and students can fill in the attendance list, upload UTS and UAS questions and students can directly provide answers, lecturers directly give UTS and UAS scores and students can access them, and so on. In addition to using SISFO, lecturers and students can also use the zoom application, google drive, and WhatsApp's groups for virtual face-to-face activities. But more importantly, lecturers and students conduct face-to-face meetings whose duration exceeds online meetings.

The use of internet applications and face-to-face meetings is very helpful for both parties, where lecturers at all times control and monitor learning activities, give assignments, correct assignments by collaborating with all related parties and coordinate and report the results of learning activities regularly under the supervision of the Director General of Higher Education. Using the appropriate approach can help students succeed academically and raise the standard of instruction in higher education.

CONCLUSION

In summary, the blended learning model is a type of learning that integrates both online and offline teaching methods. Online learning patterns alone are not entirely effective in the lecture system. Therefore, learning patterns must be innovated in such a way that students do not experience learning loss, boredom and ultimately reduce the quality of learning outcomes.

The study's findings were successful in demonstrating the efficacy of the blended learning approach used in the FKIP PGRI University Palembang History Education Study Program. In-person seminars last longer than lectures that are only available online. Zoom, Google Drive, WhatsApp groups, and the university-prepared SISFO program are all utilized by instructors and students in the online learning pattern.

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