

LEARNING ENGLISH DURING THE PANDEMIC IN MI SUNAN AMPEL USED BLENDED LEARNING METHOD

Imro Atus Soliha¹, Agustiarini Eka Dheasari², Ulil Hidayah³

^{1,2,3}STAI Muhammadiyah Probolinggo

Email: imroatussoliha214@gmail.com, agustiarinieka@gmail.com, ulilhidayah31@gmail.com

Abstract

Learning from home (LFH) policy during COVID-19 pandemic effected to the new problems for students in elementary level. The policy has changed many aspects in the learning process. Between teachers and students were no longer face-to-face in the classroom, teaching and learning process starting to be integrated with online activities. This study aimed to describe learning English during the pandemic in MI Sunan Ampel Tongas used blended learning method. The study used a qualitative case study method. The research instruments were teachers and students of five grade in MI Sunan Ampel who already applied blended learning method in learning process during the pandemic. The results told that good collaboration between teachers, students, and parents can overcome any difficulties in adapting the blended learning method during a pandemic. The implementation of blended learning method in learning English force teachers to be more creative and innovative in providing English learning platform in the form of video, games or power point. Students' activeness and family support also give a good impact during online learning activities.

Keywords: *English lesson, pandemic, blended learning.*

INTRODUCTION

The Corona Virus Diseases-19 pandemic force most entire sectors to stop operating, no exception in education sector. At this time the number of positive cases of COVID-19 increase continuously. The government try to allow face-to-face learning activities for schools which located in the green and yellow zone with a strict health protocol. However, in recent times there have been reports that transmission in schools has increased and become a new cluster. Wiku Adisasmito as the spokesman in handling COVID-19, said that the new cluster was discovered because several regions had the ability to record cases and specifics in certain areas, especially in big cities. Some areas that have better record-keeping and test capabilities have cluster records of settlements, markets, places of worship, offices and recently schools. (CNBC Indonesia, 13/08/2020)

The emergence of a new cluster of COVID-19 in boarding schools is also to be a reason why face-to-face activities are still difficult to apply. It requires for every school to change education system became online. Learning through online platforms is used to make the process of learning activities continues.

Learning system during the pandemic now has changed to learning from home (LFH) system. Learning in the classroom from a face-to-face approach becomes face-to-face virtual by using technology such as video conference or web conference. Students look for information by watching television or video, reading in print media and online, and listen to radio or podcasts independently. But unfortunately, while online learning collaborative independent learning

activities between students are difficult to do. This matter due to the limitations of online collaborative learning media.

One of the learning methods that are considered effective for learning from home activities is Blended Learning method. Actually, this method has begun to be designed and applied in the early 21st century. However, along with Covid-19 situation, this method is being studied more deeply because it is considered to be a suitable learning method for students in Indonesia. Blended learning method is a method that uses two approaches at once condition. In a sense, this method uses an online system as well as virtual system by video conference. So, even though students and teachers do learn from different place, both of them could still interact each other.

The interaction between teachers and students also as the most important thing in the Blended learning method according to Panambaian (2020). This is due to the factor that does not allow the teacher and student to meet directly at in class. So, when there is learning online, a teacher should liven up the learning atmosphere by continuing to provide stimulations to provoke students communicate regularly with the teacher. Also try to make students communicate between students in the classroom in discussing some tasks that have been determined by the teacher.

The results showed several problems that emerged in learning at a pandemic period, there are three categories, namely: pedagogy, technology, and economy (Muhdi & Nurkholis, 2020). Problems related to pedagogy include: absence training, lack of experience, low mastery of ICT, limited time, and lack parental care in assisting children to learn; while the problematics which related to technology includes: lack of infrastructure in the form of internet or WIFI networks, weak signal, do not have an android smartphone. Furthermore, the problematics related to the economy, among others: loss of job, reduced income, level poverty increases, prices for quotas or data packages are quite high or expensive.

Suhartono (2016) in his research suggests that the implementation of blended learning can be started from elementary level. Regarding to hobbies from some students who are accustomed to accessing the internet, either through a computer with internet connection, Ipad, android based devices, and other communication tools. The courses media which available on the internet is variative, it can be form of photographs, pictures, animated films, and videos, those varieties media can be downloaded freely. It is not complicated and difficult to use, so that every teacher may be able to use it.

One of alternative way in online learning process is to use Google products, namely Google Classroom. Google Classroom is a service in the G Suite Education product, which can be accessed via the web or downloaded via the mobile application. Because it is part of G Suite, Google Classroom will be tied to Google Drive support, Kelender, Jamboard, Forms, Hangouts Meet, Docs, Sheets, Slides, and also Gmail.

By using Google Classroom, teachers and students can interact and create online learning process becomes more productive. The platform was released on August 12, 2014 able to simplify tasks, improve collaboration, and foster communication. Google said that Classroom will make teaching and learning activities more productive and effective. On this Platform Google Classroom is designed together with teachers in order to help them save time, keep classes organized and improve communication with their students. Google Classroom is also equipped with features that make it easier for teachers and students to use it. Students can join class using class code and also can invite teacher assistant into the classroom.

This article aims to describe the problematics in implementing blended learning method on learning English in MI Sunan Ampel Tongas. That elementary school used the blended learning

method using video conference, in this case is Google Meet, and Google Classroom for all subjects during Learning from Home (LFH).

METHOD

This research method is a qualitative with a case study approach model. Case study is a model that focuses on exploring bounded systems for a special case or in some cases in detail by excavation data in depth. Various sources of information that are rich in context are undertaken to get data more deeply (Creswell, 2015).

Participants

Subjects of this research were a teacher and students of five grade at MI Sunan Ampel Tongas.

Procedures

In collecting data, researchers used semi-structured interviews with a teacher who teaches English, a student, and one of the parents. The data is also obtained from various documents on learning activities that can be accessed through social media. While the data analysis technique refers to the concept of Miles & Huberman through stages of data collection, data reduction, data presentation, and drawing conclusions or verification. In the final stage, the researcher tested the validity of the data obtained through triangulation process by digging up information from students' parents and English teachers at five grade in MI Sunan Ampel Tongas.

FINDINGS AND DISCUSSION

During COVID 19 pandemic, using blended learning can be the best alternative in teaching and learning process. This is due to the lack of time for doing face to face in the class like usual, so the use of digital technology is the only option in learning to continue all activities as planned before. The researcher tries to give a description of the problem and implementation of blended learning method in teaching English lesson during the pandemic at MI Sunan Ampel Tongas.

Learning English problems at MI Muhammadiyah

Learning From Home (LFH) activity is a challenge for teachers and students, and parents because they have never experienced this before. Collaboration between teachers and parents are the main key to be success in this situation (Qadafi, 2019). The researcher believes a good collaboration will definitely have a good impact on all aspects, including in learning English. LFH problems are not only experienced by one element, it is also felt by teachers, students and parents.

A. Problems from teacher's side

1. Teachers must be able to adapt to the blended learning model during a pandemic. Teacher must start adapting to use IT tools in providing lessons during LFH.
2. Teachers must create a new curriculum to adapt the learning system during pandemic.
3. Teachers are also required to be creative in providing material so that students do not feel bored while studying through Google Meet. The teacher should prepare the platform of online learning in the form of YouTube links, videos, and PowerPoints.
4. The closeness between students and teachers is limited by distance, so that teachers are also not able in guiding students who have not mastered the material while doing Google meet.

B. Problems from students' side

1. Changes in the learning environment will have an impact on the psychological problems of students. The student problem is in the form of a stigma that learning activities must be in educational institutions, while at home it means on holiday. Change The habits and

perspectives of children about school are quite problematic exhausting parents' energy, especially if children are not familiar with educational patterns order while at home. In addition, children often feel reluctant to learn with parents because parents do not necessarily have the same competence with teachers at school.

2. The eye health of students can be disturbed because students are forced to stand by in front of the screen of the HP, laptop, or other device because of the learning system changed from face to face to virtual face from 07.30-11.30.
3. Student saturation, students are bored because their daily routine changes. Every day students must study in front of a monitor screen or cell phone, do independent assignments, no interaction with friends and teachers.

C. Problems from the parents' side

1. Parents as central actors in home education are also not spared various problems. When students learn from home, parents have extra jobs other than the main job as an employee, trader, health care provider, etc. Not all parents can divide their time to accompany their children to learn and do the task.
2. Not all parents have the skills to use work-based devices IT and the internet, this is also a challenge in itself and takes time to adapt. Even most of the students' parents were quite familiar with electronic devices (tablets, laptops / computers, and smart phones) and active using various social media such as Facebook, YouTube, and WhatsApp. Thus, only a small part will experience problems and need help in play the role of child facilitator when learning at home.
3. A learning system that requires students to use electronic devices such as smartphones, tablets, laptops or computers, encouraging parents to provide these facilities. The thing that becomes an obstacle, if there are more than one child who should learn in online way, then the IT equipment used must also be customized.
4. Regarding financial problems, parents must allocate funds for use wifi, internet quota to support the learning process of students while studying online.

The Implementation of Blended Learning through Google classroom and Google Meet at MI Sunan Ampel Tongas

Below is an example of a blended learning model for teaching reading at five grade in MI Sunan Ampel Tongas.

A. Weekly Program

Weekly Program for all subjects during LFH, classroom teachers at every weekend will sent the material via WAG (WhatsApp Group). This weekly program aims to provide an overview to students and parents regarding the material which will be learned in a week later. Below are the activities of teaching and learning process used blended learning during the pandemic:

At the beginning of the lesson, the teacher says hello and shows what material will be studied through the Google Meet application. To ensure that all students are present in learning process, the teacher greets students one by one. When the learning process goes through Google Meet, the teacher also asks students to activate the camera in Google Meet.

After opening, the next step is entering into core activities where students are invited to discuss the topics to be discussed. This is done to prepare students' initial knowledge or pre-test. Discussion topics can be done through Google Meet app or google classroom.

The next step is reading comprehension. Reading comprehension can be done individually with a certain time during the learning takes place. While students read the text of the pictorial

stories in the book “Super Mind; Student's Special edition Book 5”, students are also shown the form of conversation in the pictorial story. Students learn to understand the new vocabulary in each picture. Every student asked to repeat the reading activity of the pictorial story, so the teacher can know if the spelling is correct. Understanding questions can be about who, why, what, where, when, how are related to the content of the text.

The final step is closing, where the teacher asks again what was students have studied that day and provide information regarding to the material that students will learn at the next meeting. The teacher also informs the students that students are given assignments related to the day's material that they can see in classwork on Google Classroom.

Assessment is carried out through Google Classroom media, when students have arrived successfully answered questions in class assignments, the teacher did not forget to give appreciation in the form of words or emoticons that evoke enthusiasm, for example the words very good, good job, perfect, well done, awesome, and so on. This appreciation is very important because of this shows that student work is valued by the teacher. Providing input or positive feedback is also able to make teacher and student interactions more open and more relaxed.

CONCLUSION

One of the media used by teachers at MI Sunan Ampel during the pandemic, is Google Classroom and Google Meet apps. This application is considered capable of fulfilling learning requirements with a blended learning approach. Adapt the blended learning method must be done by teachers, students, and parents. Problems that arise as long as LFH uses the blended learning method it will be resolved if there is good collaboration between teachers, students, and parents. This will have a good impact on all aspect.

In terms of implementing English learning using the blended learning method The teacher need prepares a weekly program given to parents via WAG, the teacher prepares a lesson plan for activities during Google Meeting, teacher creativity in providing a learning platform in the form of a link YouTube, videos, PowerPoint, etc. Students' activity in Google Meet is very helpful for students in taking online learning, so if there are things related to language material English which is considered difficult, students can immediately ask when Google Meet with the teacher; parents also have a role that is no less important, parents can help students to accompany them while studying at home and check student work in Google Classroom.

REFERENCES

- Allen, E., Seaman, J. Garret, R. (2007). Blending In The Extent and Promise of Blended Education in the United States. Needham, Massachusetts: Sloan Consortium.
- Bonk, C. J., & Graham, C. R. (Eds.). (2006). Handbook of blended learning: global perspectives, local designs. San Francisco: Pfeiffer Publishing.
- Carman, J. M. (2005). Blended learning design: Five key ingredients. Retrieved from <http://blended2010.pbworks.com/w/page/2113041/FrontPage>
- Graha, C. R. (2006). Blended learning System: Definition, Current Trends, and Future Directions. In Bonk, C. J., & Graham, C. R. (Eds.). 2005. Handbook of blended learning: global perspectives, local designs. San Francisco: Pfeiffer Publishing.

- Harriman, G. (2004). What is Blended Learning? E-Learning Resources.
http://www.grayharriman.com/blended_learning.htm, diakses tanggal 8 November 2020.
- Hewi, L., & Asnawati, L. (2021). Strategi Pendidik Anak Usia Dini Era Covid-19 dalam Menumbuhkan Kemampuan Berfikir Logis Abstrak. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(1), 158–167. <https://doi.org/10.31004/obsesi.v5i1.530>
- Nurkolis, N., & Muhdi, M. (2020). Keefektivan Kebijakan E-Learning berbasis Sosial Media pada PAUD di Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(1), 212–228.
- Osguthorpe, R. T. & Graham, C.R. 2003. Blended Learning Environments: Definitions and Directions. *Quarterly Review of Distance Education*, 4(3). Panambaian,
- Tubagus. (2020). Penerapan Program Pengajaran dengan Model Blended Learning pada Sekolah Dasar di Kota Rantau. *Jurnal Analytica Islamica*, 2(1) January 10, 2021 10, 2021 June.
- Sugiyono. (2009). Metode Penelitian Kuantitatif, Kualitatif, dan R&D. Bandung: Alfabeta.
- Suhartono. (2016). Menggagas Pendekatan Blended Learning di Sekolah Dasar. Prosiding Temu Ilmiah Nasional Guru (TING) VIII, Universitas Terbuka, Jakarta Convention Center.
- Suwendra, I. W. (2018). Metodologi Penelitian Kualitatif dalam Ilmu Sosial, Pendidikan Kebudayaan, dan Keagamaan. (I. B. A. L. Manuaba, Ed.). Bandung: Nilacakra Publishing House.
- Qadafi, M. (2019). Kolaborasi Guru dan Orang Tua dalam Mengembangkan Aspek Moral Agama Anak Usia Dini. *Awlady: Jurnal Pendidikan Anak*, 5(1), 1–19.
- Yingwen, S., & Jian, W. (2016). A Study of Appreciation Resources in Teacher Feedback in The Chinese College EFL Context. *Proceeding of CLaSIC*, 443–459.