

Improving Students' Learning Outcomes in the Diversity: Action Research on Blended Learning Method

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Abstract

The aim of this research is to improve student PPKn learning outcomes on the material Diversity of Indonesian Society through the Blended Learning method for class IX students in the even semester of the 2022/2023 academic year at MTsN 14 East Jakarta. The research was carried out in 3 cycles, each cycle includes 4 action stages, namely planning, implementation, observation and reflection with research subjects as many as 26 students. Data collection was carried out in this research through tests, interviews, observations, documentation and field notes. The results of the study prove that learning improvement has succeeded in increasing student learning outcomes from the Minimum Completeness Criteria set at 80. The increase in average results in each cycle, namely in cycle I = 61.15, Cycle II = 70.76, Cycle III = 82.80 and the results of the interviews conducted concluded that the results of Civics learning through the Blended Learning method were interesting, fun and provide good learning outcomes for students. This research can be concluded that learning PPKn through the Blended Learning method can improve students' learning outcomes.

Keywords: blended learning, diversity, learning outcomes.

1. INTRODUCTION

In today's digital era, the world is being hit by developments in the field of science and technology which are increasingly rapidly bringing changes in all walks of life (Firmansyah, 2019). The problem faced in the world of education at this time is the weakening of the learning process where the learning process is only centered on the teacher so that students are less responsive when the learning process takes place (Efendy, 2021). This results from a lack of student involvement in the learning process, to a lack of student response in learning and students tend to feel bored with the learning atmosphere in the classroom. The blended learning model is a method that integrates face-to-face and online learning, with online-based learning or e-learning playing a crucial role in the teaching and learning process (Idris, 2018). In Blended Learning there is a change in the learning process which combines conventional and modern learning systems (Mustofa & Riyanti, 2019). Blended learning, students will experience a new learning experience.

The main focus of blended learning is students who must be independent at certain times and are responsible for their own learning. In Blended Learning learning, students play a more active role in their own learning where students can create and search for their learning materials with their own efforts and initiatives. However, learning with the blended learning method does not replace conventional learning methods in the classroom; rather, it only enhances these methods by incorporating educational technology.

Based on observations of class IX students at MTs Negeri 14 East Jakarta, especially in the PPKn subject, the results are quite good but still need to be improved so that it is

expected to improve in its implementation. This is evidenced by the acquisition of an average student score that is still below the KKM, namely 80 and 65% of students are less motivated in learning civics. Researchers intend to improve learning outcomes with the Blended Learning method on the diversity of Indonesian society, because the Blended Learning method will facilitate the learning process. Therefore, researchers chose MTs Negeri 14 East Jakarta as the research object to see the influence of the blended learning learning model on student learning outcomes. Students can carry out learning activities anytime and anywhere so that student learning outcomes can increase, being able to achieve a MCC score of 80 in Civics subjects according to the expectations of the researchers.

Based on the identification of the problem above, the formulation of this problem is as follows "Efforts to improve student's learning outcomes in the diversity of Indonesian society in the framework of *Bhinneka Tunggal Ika* through the blended learning method". The aim to be achieved in this research is to improve PPKn learning outcomes for class IX MTsN 14 East Jakarta.

2. RESEARCH METHODS

Classroom action research is a form of collaborative research conducted by educators to improve the learning process that has been carried out in order to improve student learning outcomes through stages known as cycles (Nurdin, 2016). The characteristic of classroom action research is the existence of a research cycle (Jakaria et al., 2020). This research was conducted in several cycles. Classroom action research also has a flow of action implementation designed to facilitate classroom research using the Kemmis and McTaggart models. professional. This research is about improving learning, namely efforts to improve the teaching and learning activities carried out by teachers to become professional teachers (Ridwan & Utami, 2020).

Method is the method used to solve problems (Hadi & Radiyatul, 2014). The method used is blended learning. Moebs & Weibelzah define blended learning as a mixture of online and face-to-face meetings in one integrated learning activity. Blended learning also means using a variation of methods that combine direct face-to-face meetings in traditional classrooms and online teaching to achieve learning objectivity (Annur & Haji, n.d.). The characteristics of blended learning according to Jhon Watson, (2008) are: a) Learning that combines various delivery methods, teaching models, learning styles, and diverse technology-based media; (b) As a combination of direct face-to-face teaching, independent learning, and online independent learning; (c) Learning supported by an effective combination of delivery methods, teaching methods, and learning styles; (d) Teachers and parents as learners have equally important roles, with teachers as facilitators and parents as supporters. According to Husamah, to implement the blended learning teaching method, teachers must pay attention to three supporting components in blended Learning teaching, namely: (a) Face-to-face (in-person) interaction; face-to-face learning is a learning activity that involves direct interaction between students and educators. Learning methods are techniques used to implement learning in order to achieve goals; (b) E-Learning; online blended learning is a combination of technology-based learning using the internet (virtual laboratories, digital modules, images, audio, and text) to achieve learning goals. Therefore, internet-based technology learning plays an important role in implementing Blended Learning-based learning; (c) M-Learning is part of electronic learning (M-Learning), so the implementation of blended learning-based learning. One definition of M-Learning is a learning method that can access learning materials, instructions, and applications related to learning, anytime and anywhere (Utami, 2017). M-Learning allows for more opportunities to collaborate directly and interact informally among learners.

The data source in this study is the students of class IX MTsN 14 East Jakarta Academic Year 2022/2023 as the research subjects, as well as the PPKn subject teacher of class IX

MTsN 14 East Jakarta as collaborators. The data collection techniques in this study include tests, observations, interviews, and documentation. After obtaining the data, it will be processed and analyzed. The data analysis techniques used are data reduction, data description, and verification. The steps that need to be taken in this data analysis are as follows: (1) Data Reduction. The data collected from observations, interviews, and documentation will undergo reduction or sorting. (2) Data Description. The reduced data will be described in the form of narrative as well as in the form of tables or images to facilitate readers in understanding the contents of this text. (3) Data Verification. Based on the results of data description, data verification or conclusion drawing will be carried out.

3. RESULT AND DISCUSSION

This classroom action research was conducted to improve the learning outcomes of PPKn using the Blended Learning method. This research was carried out in class IX of MTsN 14 East Jakarta. The teaching and learning activities were conducted by the researcher and the teacher through interviews. This research was carried out in 3 cycles, with a total of 26 student subjects. Observation was conducted to identify the problems in class IX at MTsN 14 East Jakarta. The researcher conducted an initial observation to observe the process of teaching and learning in the classroom. Based on the initial observation, the researcher found that the learning process of PPKn has not yet achieved its learning objectives because there are still many students who have grades below the minimum completeness criteria (MCC). Therefore, the researcher used the Blended Learning method to improve the learning outcomes of PPKn in class IX of MTsN 14 East Jakarta.

3.1 Results

Based on the research results that have been conducted in the pre-cycle, cycle I, cycle II, and cycle III in class IX of MTsN 14 East Jakarta, the achievement of pre-cycle students' mastery showed that 3 out of 26 students passed, with a percentage of 10% and an average score of 55.38. In cycle I, 7 out of 26 students passed, with a percentage of 27% and an average score of 61.15. In cycle II, there were 11 out of 26 students who passed, with a percentage of 42% and an average score of 70.76. Meanwhile, in cycle III, 22 out of 26 students passed, with a percentage of 85% and an average score of 82.80.

Based on the results of the research conducted in the pre-cycle phase, many students' learning outcomes were still below the minimum passing grade (KKM). There were still 23 students with scores below the passing grade, accounting for 88%, while only 3 students passed, representing 12%. Therefore, there is a need for efforts to improve learning using the Blended Learning method.

In this first cycle, the researcher discusses the material on the meaning of diversity and respecting diversity of religion, ethnicity, race, and regional origin (SARA) using the blended learning method with the use of instructional videos and test questions using a google forms link. Based on observations and test results, the average score obtained was 61.15, with 7 students achieving mastery (27%) and 19 students not achieving mastery (73%). The results obtained have not been achieved yet because there are still many students who chat and are not focused in their learning. Therefore, there is a need to improve the next cycle to make students more active.

In the implementation of cycle II, there has been an improvement already seen from the students' activeness in carrying out learning activities. Based on observations using the Blended Learning method, learning is carried out using Power Point media and the quizizz learning game. Based on the test results given, the average score obtained is 70.76. Students who achieved mastery were 11 students with a percentage of 42%, while students who did not achieve mastery were 15 students with a percentage of 58% out of a total of 26 students. From the results obtained, there has been an improvement compared to the previous cycle, with 7 students achieving mastery and 19 students not

achieving mastery. Therefore, there is a need to improve students' learning outcomes in implementing the blended learning method in the next cycle.

In cycle III, the results obtained showed an improvement in the learning atmosphere and students' activities in implementing the blended learning method. Students have become more active and independent in their learning process, and there has been an improvement in their learning outcomes. When working on student activity problems, the teacher's use of e-book media in their teaching has improved compared to the previous cycle. Based on the test results that have been given, an average score of 82.8 was obtained, which successfully achieved a score above the Minimum Passing Grade with a total of 22 passing students, accounting for 85%, while the number of students who did not pass was 4, accounting for 15%. Therefore, the implementation of the blended learning method has been successful in improving learning outcomes.

Based on the classroom action research conducted from January to March 2023 with the aim of improving the learning outcomes of grade IX students at MTsN 14 East Jakarta on the topic of diversity in Indonesian society within the framework of Bhinneka Tunggal Ika using the Blended Learning method, there was a gradual improvement in each cycle. In the observation results of the first cycle, 7 students passed with a percentage of 27%, while 19 students did not pass, making up 73% of the total 26 students. Therefore, the average class score obtained in the first cycle was only 61.15. In this cycle, many students were still chatting and not focused during the learning activities.

However, in the second cycle, there were some improvements in the test results. There were 11 students who passed with a percentage of 42%, while 15 students did not pass, with a percentage of 58%. As a result, the average class score in the second cycle was 70.76, but it still did not meet the minimum passing criteria of 80. Therefore, the researcher proceeded to the third cycle to further enhance the learning outcomes. In the third cycle, the test results showed that 22 students passed with a percentage of 82.80%, and 4 students did not pass with a percentage of 15%. The average score obtained in this cycle was 82.80, exceeding the minimum passing criteria and reaching a percentage of 82.80%. In this third cycle, students were more active and focused on their learning.

In summary, the results of the student test scores from the first cycle with an average score of 61.15 were not satisfactory, and the second cycle with an average score of 70.76 still did not meet the minimum passing criteria of 80. However, in the third cycle, with an average score of 82.80, the passing criteria of 80 were achieved, surpassing the target with a percentage of 82.80%. The observation of student learning activities in each cycle showed significant improvement.

Table 1. Learning Outcomes Recapitulation

Stage	The number of students Complete	The number of students Not finished	The average Value	The percentage Proficiency	Explanation
Pre-cycling	Three.	Twenty-three.	Fifty-five point thirty-eight.	dua belas persen	Not completed yet
Cycle I	Tujuh.	Nineteen.	Sixty-one point fifteen	Dua puluh tujuh persen	Not finished yet.
Cycle II	11 translated into English is "eleven."	Fifteen. Empat.	Sixty-one point fifteen	Empat puluh dua persen	Not finished yet.
Cycle III	Twenty-two		Seventy point seventy-six. Eighty-two point eight zero.	The percentage is 85%.	Finished

Table 1 shows that there has been an increase in the average score from pre-cycle to cycle III, with a final achievement in cycle III with an average score of 82.80 already surpassed.

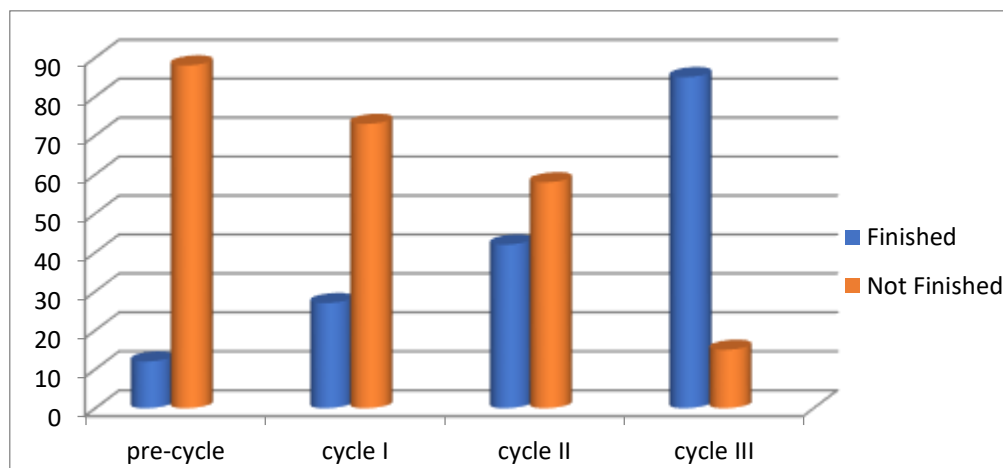


Figure 1. Learning Outcomes Recapitulation

From the above figure, there is an improvement in learning outcomes that starts from the pre-cycle, cycle I, cycle II, and cycle III using the Blended Learning method.

4. CONCLUSION

Based on the data obtained from the research conducted and the discussed analysis, it can be concluded that the blended learning method can improve learning outcomes in the material of diversity of the Indonesian society within the framework of Bhinneka Tunggal Ika in grade ix students of MTsN 14 East Jakarta.

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