

The Blended Learning for Student's Character Building

Tien Yulianti

Personality Development
FSIP, Universitas Teknokrat Indonesia
Lampung, Indonesia
tien_yulianti@teknokrat.ac.id

Ari Sulistiyawati

Computer Program Study
FTIK, Universitas Teknokrat Indonesia
Lampung, Indonesia
ari_sulitiyawati@teknokrat.ac.id

Abstract— The research aims to find that the Blended learning model is effective in developing student character through the application of Blended Model as an effort to answer the challenge of education in the Industrial Revolution 4.0 Era and it can help students to form a pattern of attitudes and behavior in daily life. The research is qualitative, and the method referred to the ASSURE model. The population was the students who take the Personality Development course of even semester in the academic year 2018/2019 of the University of Teknokrat Indonesia. Based on the measurement results of the learning model using 3 scales, the percentage of measurement values obtained from the number of samples taken on 272 students. The results obtained are a maximum value = 12 based on 4 assessment criteria, obtained an average score = 9.2, and a standard deviation = 1.4. Based on these data, students who get an A with an "always" indicator with a score of greater than or equal to 10.6 were 47% (128 students), who get a B with an "often" indicator with a range of score of 7.8 up to 10.6 were 32% (87 students), and those who received an E with a "sometimes" indicator with a range of grades less than or equal to 7.8 were 21% (57 students).

Keywords: *blended learning, character building, online learning, personality development*

I. INTRODUCTION

Science and technology are developing very rapidly, and it is very important information needs in the globalization era. Rapid technological developments cause changes in behavior, especially in the field of education. It affects the use of the media used in the process of learning that takes place. The use of information technology in the world of education can facilitate educators and students in carrying out the learning process. One of the usages is the use of technology in the development of student's character through the Learning Blended learning model.

The technology applied in the Blended Learning model is a combination of learning using online media and the implementation of face-to-face in class. This is implemented to overcome the challenges of e-learning, which requires switching interactivity directly between learners and instructors. Successful learning is a two-way process, so participants need feedback from the instructor, and vice versa, the instructor, also asks for feedback from the participants. In this way, more effective, targeted results will be obtained [1].

One application of the Blended Learning model is to develop student character through the Personality Development course. This course discusses good and appropriate attitudes and behaviors to be displayed as proof of self-actualization that they have a personality that is full of confidence, interesting, polite, polite, authoritative, able to communicate well, and has the motivation always to improve. This is in accordance with the mandate of Law Number 20 of 2003 concerning the National Education System in Article 1 paragraph 1 that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious-spiritual power, self-control, personality, intelligence, noble character, and skills needed by him, society, nation, and state [2]. The application of the Blended Learning model by utilizing internet technology is expected to help students to shape their attitudes and personalities through responsibility and independence in the lecturing process.

The implementation of online learning is intended so that students practice developing their character through self-confidence and responsibility, forming discipline and honesty in carrying out learning. Starting from downloading material, following lecture instructions, carrying out assignment instructions, collecting assignments, and evaluations provided on the lecturer account as learning media. Face-to-face learning is done for students to present themselves in accordance with the desired competencies in the achievement of the targets of the lecture on personality development. The expected target is that students have a positive self-concept to be implemented in daily activities, both in social life and in business activities. Thus, the purpose of this study is to find an effective and interesting learning model in developing student character.

The formulation of the research problem are (1) Is the blended learning model effective in developing student character? (2) Is blended learning model of learning can help students to form a pattern of attitudes and behavior in daily life.

This research is very important to do, because; (1) 21st-century learning requires the ability of educators and students to master technology in conveying information, Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods, as Dziuban, et al. stated that Blended learning forces us to consider the characteristics of digital technology, in general, and

information communication technologies (ICTs), more specifically [3]. (2) The application of Blended learning trains students in developing the character of responsibility, discipline, and independence with confidence and honesty so that they are able to present themselves in accordance with the desired competencies in the achievement of learning targets. It answers the question, "How is blended learning impacting the teaching and learning environment?" That question continues to gain traction as investigators study the complexities of how BL interacts with cognitive, affective, and behavioral components of student behavior, and examine its transformation potential for the academy. Those issues are so compelling that several volumes have been dedicated to assembling the research on how blended learning can be better [3].

II. THE METHOD OF STUDY

Blended learning is the concept that includes framing the teaching-learning process that incorporates both faces to face teaching and teaching supported by ICT. Blended learning incorporates direct instruction, indirect instruction, collaborative teaching, individualized computer-assisted learning [4].

The focus of development on the Personality Development course uses the media of SPADA of the University of Teknokrat Indonesia as a means of presenting learning in the Blended Learning model. The population is students who take the course of Personality Development in the even semester of the 2018/2019.

Blended Learning Model was carried out through the stages of online learning by using the SPADA of the University of Teknokrat Indonesian as a means of presenting learning and the implementation of practical exams conducted directly in the classroom. Information technology was used as a means of effective learning, so students could study anywhere and anytime. Lecturing activities were provided on the lecturer account as a learning medium. Classroom learning carried out so that students were able to present themselves in accordance with the competencies to be achieved in the course of personality development target achievement. Character development competencies from online learning were students learned to develop independence, responsibility, discipline, and honesty. The expected target was students had a positive self-concept to be implemented in daily activities, both in social life and in business activities.

This research phase refers to the six steps of developing the ASSURE model with the research Roadmap as follows; (1) Analyze Learners, which is the process of identifying and analyzing student characteristics adjusted to learning outcomes. Analysis of student characteristics includes general characteristics of students, basic competencies that must be possessed (knowledge, abilities, and attitudes), and learning environment, (2) States Objectives is to state standards and specific learning objectives namely student character education in Personality Development courses, (3) Select Methods (Choosing Strategy, Technology, Media, and Materials) is the process of selecting methods, media and teaching materials that will be used in learning. This can be done by selecting existing

media and teaching materials, modifying teaching materials, or creating new teaching materials. The implementation of blended learning through online learning represents attendance, material, and assignments. Face-to-face meetings are conducted at the beginning of the explanation of the general description of the subject matter, technical description of the implementation of learning and face-to-face at the end of the lecture for material review and evaluation to find out the achievements of Personality Development learning targets, (4) Utilize Media and Materials is a planning step instructor to use technology, media, and materials to achieve learning goals. This stage is based on 5P steps, namely Preview (media and materials), Prepare (media and material technology), environmental preparation, student preparation, and providing learning experiences. Teaching materials in the form of media presentations and or learning videos are presented online utilizing the SPADA facilities of the Indonesian Teknokrat University for Lecturers and Students, (5) Require Learner Participation where effective learning requires active involvement of students, and there should be activities that follow knowledge and the ability to receive feedback on conformity with their business before being formally assessed. Practically students consider themselves helped by computer learning, the internet, or study groups. Active student involvement and evaluation of learning outcomes indicate whether the method used is effective or not, (6) Evaluate and Revise Learning must be designed to create activities that enable students to apply new knowledge or abilities and receive feedback on learning outcomes through student ability assessment. The assessment not only tests the level of student achievement in the learning objectives but also tests the learning process and the influence of the use of technology and media.

This is qualitative research, and data analysis was performed through qualitative analysis. The data were collected through written performance tests and practice. Written performance tests were used to determine a student's abilities. Practical performance tests were used to obtain qualitative data related to the learning process. Data collection techniques in this development research were; (1) The results of the completion of working on the pretest and or posttest questions as the written performance test to obtain learning outcome data of the Blended Learning model, (2) Performance assessment through practical performance test of student's positive self-image to obtain qualitative data Blended Learning model.

III. THE RESULTS AND THE DISCUSSION OF STUDY

Blended learning is learning that combines online and face-to-face learning. Implementation of this learning model requires studies that are in accordance with the needs and availability of carrying capacity. This research develops a learning model that refers to the development stage of ASSURE. The choice of this model is because it can bridge between students, material, and all forms of media in developing systematic and effective instructions [5,1] (1) Analyze Learners: The learning analysis stage is the process of identifying and analyzing student characteristics that are adjusted to the learning outcomes. Analysis of student characteristics includes general characteristics of students,

basic competencies students must have (knowledge, abilities, and attitudes), and their learning environment. (2) State Objectives: The next step is to state-specific standards and learning objectives, namely student character education in Personality Development courses. [5] in determining goals using the ABCD (Audience, Behavior, Condition, and Degree) formulation. (3) Select Methods: This stage is the process of choosing methods, media, and teaching materials to be used in learning. This can be done by selecting existing media and teaching materials, modifying teaching materials, or creating new teaching materials. The implementation of blended learning through online learning represents attendance, material, assignments, and evaluations, as well as face-to-face meetings to present the achievement targets of Personality Development learning. (4) Utilize Media and Materials: Teachers planning steps to use technology, media, and materials to achieve learning goals. This stage is carried out based on the 5P steps; Preview (media and materials), Prepare (media technology and materials), Environmental preparation, Student preparation, and provide a learning experience. Implementation of research utilizing SPADA of the University of Teknokrat Indonesia. (5) Require Learner Participation: Effective learning requires active student involvement, there should be activities that follow the knowledge and skills to receive feedback on conformity with their business before being formally assessed. Practically students judge themselves to be helped by learning through computers, the internet or study groups. (6) Evaluate and Revise: Active student involvement shows whether the media used is effective or not. Learning must be designed to create activities that allow students to apply new knowledge or abilities and receive feedback on learning outcomes through assessment of student abilities. The assessment not only tests the level of student achievement on learning objectives but also tests the learning process and the effect of using technology and media.

Starting from the learning analysis phase, the results of identification and analysis of the characteristics of students who generally have an android gadget so that it is possible to be used as an online learning tool for Personality Development courses. The learning that will be applied is the blended learning model, so the basic competencies that must be possessed by students are knowledge and ability to use the internet as well as responsibility, discipline, honesty, and demanding independence in learning. Besides that, Teknokrat Indonesia University creates a learning environment for blended learning up to 80% of online learning for this course.

The implementation of this learning model research is the use of technology for education. The focus of this learning development is the Personality Development course that uses the Blended Learning model as a means of presenting learning. The population included in this study implementation are students who take courses in personality development in the second semester of the academic year 2018/2019.

In the research, the aspects assessed to see student character development after following lectures with Blended Learning can be seen in the following table:

TABLE I. INSTRUMENTS OF LEARNING MODEL ASSESSMENT

No.	Aspect of Assessment	Indicators of Assessment	Criteria of Assessment
1	Cognitive	Reviewing the material learned through online learning	Completing Pre-Test
			Completing Post Test
			Completing the Mid Semester Test
			Taking Final Semester Test
2	Psychomotor	Outlook and movement	Step Motion (Walking)
			Sitting Pose
			Standing Pose
			Formally Shake Hands
			Hygienic
			Body Language
			Makeup
			Formal Attire
		Public Speaking	Eye Contact
			Facial Expression
			Voice Intonation
			Body Posture
			Body Movement
			Hand Movement
			Ethics of Speaking
			Material Mastery (Content of Speech)
			Grammatical
			Pronunciation
3	Affective	Honest	completing the lecturing activities honestly
		Discipline	Completing the lecturing activities according to the time
		Independent	Completing the lecturing activities independently
		Responsible	having an awareness of their obligation to follow the lecturing stages

The measurement results of the learning model use 3 scales; 1 (= if the indicator is sometimes), 2 (= if the indicator is frequent) and 3 (= if the indicator is always). The assessment categories are grouped into 3; Fail (F), Good (B), and Excellent

(A). The calculating method for categories based on Suharsimi's [6]. The calculating is described in Table 2.

TABLE II. MEASUREMENT CRITERIA FOR LEARNING MODEL INDICATORS INSTRUMENT

NO.	INDICATOR	SCALE	GRADE
1.	$\geq (\bar{x} + 1. SD)$	Always	Excellent
2.	$(\bar{x} - 1. SD) \leq \sum < (\bar{x} + 1. SD)$	Frequent	Good
3.	$< (\bar{x} - 1. SD)$	Sometimes	Fail

In this study, data were taken randomly from the total number of students who take Personality Development courses were 272 students. They are 105 students from the Faculty of Engineering Informatics of Informatics study program of class code IF 18 ABC, 112 students from the Faculty of Economics and Business of Accounting study program of class code AKT 18 AB and Management study program of class code MNJ 18 Gx and 55 students from the Faculty of Arts and Education of Sport Education study program of class code PO17AB. The total population of students who take this course was 755 students

The minimum sample size in this study was calculated using the Slovin formula [7] as follows:

$$n = \frac{N}{1 + Ne^2} \tag{1}$$

Note:

n = Number of samples

N = Number of population

e = Error tolerance limit

By using a margin error tolerance of 5% of the total population of 755 students who take personality development courses, the minimum number of samples is taken 272 students, with the following calculation:

$$N = \frac{755}{1 + (755 \times 0.05^2)} = 261.47 \tag{2}$$

Assessment of cognitive and psychomotor are taken from online student exam results and its implementation in the form of Outlook and Movement skills demonstration and Public Speaking scores obtained as follows on Tabel 3.

TABLE III. THE PERCENTAGE RESULTS OF LEARNING MODEL MEASUREMENTS FOR COGNITIVE AND PSYCHOMOTOR ASSESSMENTS

Assesment	A (90-100)	B (80-89)	E (≤ 79)
Cognitive (0-100)	43% (117 students)	34% (93 students)	23% (62 students)
Psychomotor (0-100)	41% (112 students)	38% (104 students)	21% (56 students)

Based on the table, the cognitive acquisition of students who get A are 43% (117 students), students who get B are 34% (93 students), and students who get E are 23% (62 students). The psychomotor acquisition of students who get A are 41% (112 students), students who get B are 38% (104 students), and students who get E are 21% (56 students). Based on the results of the assessment, the students will get A if the score is between 90-100, get B if the score is between 80-89, and get E if the score ≤ 79 . Students who graduated in this course if they get A and B.

Assessment of Affective is taken from the online activities of students on SPADA Universitas of Teknokrat Indonesia on the aspects of Honest, Discipline, Independent, and Responsible scores obtained as follows on Tabel 4.

TABLE IV. THE PERCENTAGE RESULTS OF LEARNING MODEL MEASUREMENTS FOR AFFECTIVE ASSESSMENTS

SCALE	ALWAYS $\geq 10,6$	OFTEN 7,8 – 10,6	SOMETIMES $\leq 7,8$
AFFECTIVE	47% (128 students)	32% (87students)	21% (57 students)

Measurement of the learning model using three scales. The percentage of measurement values obtained from the number of samples taken on 272 students. The results obtained are a maximum value = 12 based on four assessment criteria, obtained an average score = 9.2, and a standard deviation = 1.4. Based on these data, students who get an A with an "always" indicator with a score of greater than or equal to 10.6 were 47% (128 students), who get a B with an "often" indicator with a range of score of 7.8 up to 10.6 were 32% (87 students), and those who received an E with an "sometimes" indicator with a range of grades less than or equal to 7.8 were 21% (57 students).

IV. CONCLUSION

Blended learning is an approach to education that combines online educational materials and opportunities for interaction online with traditional place-based classroom methods. Through this learning model, students can develop the character through the affective aspects in the form; discipline, independence, responsibility, and honesty.

Discipline is demonstrated through actions that exhibit orderly and compliant behavior with various rules and regulations. Independence in learning is seen from attitudes and behaviors that are not easily dependent on others in completing tasks. Responsibility is seen based on the attitude and behavior of students to carry out the duties and obligations that they should do in learning. Completion of the lecture stage process can explain the character development of students as their efforts to become independent, responsible, disciplined, and honest individuals.

The blended learning model is effective in developing student character, and it can help students to form a pattern of attitudes and behavior in daily life.

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