

# Blended Learning in Improving Self-Regulated Learning and Student Quality in Islamic Microeconomic Course

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## ABSTRACT

The implementation of the blended learning method aims to create a learning system that requires students to learn more effectively and have the appropriate abilities needed in the world of work. The blended learning method also triggers students to be creative and enthusiastic, especially in the Islamic Microeconomics course. The blended learning method is one method that can increase student Self-regulated learning and also improve the quality of student learning. This study aims to determine student responses to self-regulated learning and the quality of student learning through the blended learning method in the Islamic Microeconomics course. This study used a qualitative approach because the data were obtained from student sources using a natural method, namely direct observation by distributing questionnaires so that a conclusion could be drawn from what was studied. Based on the results of data analysis, it can be concluded that the respondent's response to student self-regulated learning through blended learning in the Islamic Microeconomics course is in good criteria. Likewise, respondents' responses to the quality of student learning using blended learning are in good criteria

**Keywords:** *Self-Regulated Learning, Quality of Learning, Blended Learning, Islamic Microeconomics*

## 1. INTRODUCTION

Islamic Microeconomics courses are very important in economics which has a concentration in Islamic Economics and Islamic Banking. In addition, the Islamic Microeconomics course contains applications of Microeconomics which are analyzed in Islamic perspective. The main lecture method applied so far is face-to-face classical lectures. The assessments carried out in measuring student learning outcomes that have been applied so far are assignments in the form of reading assessments of selected topics, as well as written examinations. Teaching materials that have been developed so far are in the form of handouts, power points, and modules, or textbooks. Based on the number of students who took the Islamic Microeconomics course in the 2019/2020 Odd Semester academic year, the distribution of final grades in the previous semester was 22 percent who got a C grade, 70 percent got a B grade, and only 7 percent got an A. This grade distribution means that there is still a lack of student ability in exploring Islamic

microeconomics that has been given, so it requires an active role of students and also requires information technology assistance in the learning process.

The Islamic Microeconomics course becomes a burden for the smooth running of studies for some students who take the Islamic economics concentration. Thus, by looking at the importance of knowledge of Islamic Microeconomics in economic analysis, the learning method must be a concern.

One innovative solution to this problem is the introduction of a blended learning model in which various learning models are combined [1]. The blended learning model is a combination of face-to-face learning in conventional classes with virtual classes that are carried out online. The use of blended learning aims to overcome the limitations of time and space found in conventional classes.

Self-regulated learning or often abbreviated as SRL, according to Schunk and Zimmerman [2] is defined as a learning process that occurs due to the influence of one's own thoughts, feelings, strategies, and behavior oriented towards achieving goals. according to Hargis [3], SRL itself is not a mental ability or a certain academic skill such as reading fluency, but is a self-direction process in transforming mental abilities into certain academic skills. A student is said to have Self-regulated learning if he has his own desire to learn, solve problems, and is responsible for completing his obligations as a student. This means that lecturers should design a lesson that can make students become independent in learning. One of the lessons that can improve student Self-regulated learning is blended learning.

Blended learning is a learning model that combines several learning models, for example e-learning with traditional face-to-face models. Blended learning describes a way of teaching that removes the barriers of time, place, situation, and enables high-quality interaction between lecturers and students. According to Sharma and Barret [4], the inclusion of computer technology that provides online or offline activities and materials in the mix, implies that this is a completely blended learning approach to teaching and learning. Blended learning research conducted by Singh & Reed [5] suggests that combining learning models not only gives us the ability to be more efficient in delivering learning, but also makes it more effective. Conventional classes have the advantage of being face-to-face, whereas virtual classes allow material to be accessed at any time. Thus, e-learning can be done, either simultaneously at the same time and in different places (virtual synchronous), or carried out at different times and places (asynchronously).

Currently lectures using the face-to-face method cannot be implemented to avoid the spread of the Covid 19 pandemic virus. Therefore, learning management systems (LMS) that are adequate for e-learning called interactive learning (i-learn) provided by Andalas University are very effective to be used in current study from home (SFH) or Home Learning (BDR) lectures and will also greatly help students understand and develop Islamic Microeconomics courses.

Because the material density in the Islamic Microeconomics learning process is quite heavy, the innovation proposed in this paper is to implement a blended learning system consisting of face-to-face classes and the use of instructional videos. A short video that contains an explanation of the material that does not have to be delivered face-to-face in class. So that when in the classroom the lecturer is limited to providing evaluation and equating perceptions about the material that has been delivered. In addition, interactions with the use of online media are also

widely used. Each submitted assignment is collected online in Ilearn. With this approach, it is hoped that the delivery of material will be more effective and maximum results.

By adjusting the learning system that follows current developments, blended learning innovation in Islamic microeconomics is expected to increase student enthusiasm and understanding. The implementation of the blended learning method aims to create a learning system that requires students to learn more effectively and have the abilities needed in the world of work, as well as to trigger students to be creative and enthusiastic about Islamic Microeconomics courses.

Based on the background that has been stated previously, the objectives of this study are:

1. Developing and organizing blended learning for the Islamic Microeconomics course in an effort to increase student Self-regulated learning in achieving learning outcomes in the form of RPS / RPB blended learning and learning videos.
2. Seeing the quality of student learning creatively and enthusiastically using blended learning in the Islamic Microeconomics course.

## **2. METHODS**

The method used in producing the first research objective is to make a Semester Learning Plan (RPS) or a Blended Learning Block Learning Plan (RPB) for Islamic Microeconomics courses in the form of plans for developing learning methods and e-learning assessments that are effective in achieving learning outcomes. In the Islamic Microeconomics course, the e-learning process will be carried out for 6 meetings, where 4 meetings are synchronous learning (same lecture time and different/simultaneous places) and 2 asynchronous meetings (lecture times are not the same and places are different / not simultaneously). Learning content is uploaded in LMS (i-learn) Unand in the form of video, audio, text / pdf and ppt. Learning content will later be produced independently and also use those of others who have been selected and do not violate copyright. Virtual synchronous learning will use skype for business, the link is pinned to i-learn UNAND.

The method used in producing the third research objective is evaluating the successful implementation of RPS/RPB Blended Learning by looking at the effectiveness of RPS/RPB blended learning in facilitating students in achieving CPL which is evaluated in odd semester learning. The effectiveness of the RPS is also assessed from the assessment method which

includes formative assessment and summative assessment, which components of the assessment include discussion scores, assignment scores, and quiz scores. The evaluation of success is seen through the following parameters: student response to the development of the learning method and/or assessment applied. This is done through research in the form of classroom observations and questionnaires on student perceptions. The objects in this study were students of the Unand Economics Study Program who took the Islamic Microeconomics course in the odd 2020/2021 academic year. The data were collected according to the research objectives, namely: (1) implementation of blended learning through observation and (2) student perceptions of learning through questionnaires. The results of data processing were then analyzed descriptively.

One of the methods used in the evaluation of students in using blended learning is self-regulated learning (Self-regulated learning) or often abbreviated as SRL, namely the importance of instilling responsibility on students for their own learning process and the quality of blended learning. According to Pintrich [6], Self Regulated Learning is a way of active individual student learning to achieve academic goals by controlling behavior, motivating themselves and using their cognitive skills in learning.

Several indicators to measure the Self-regulated learning of students described by Sumarmo [7] are: (1) learning initiatives; (2) diagnosing learning needs; (3) set learning targets or objectives; (4) monitor, regulate and control; (5) views adversity as a challenge; (6) utilize and seek relevant sources; (7) selecting and implementing learning strategies; (8) evaluate the learning process and outcomes; (9) self efficacy (self-concept).

Based on several definitions that have been put forward, blended learning is learning that combines face-to-face learning and internet-based learning (e-learning). However, during the Covid-19 pandemic, there was more learning through internet-based learning (e-learning). Through e-learning students are trained to learn independently. Students can strengthen their knowledge by finding the knowledge they need themselves through internet facilities under the direction of the lecturer.

### 3.1. Data Analysis Methods

The data in this study were in the form of a questionnaire regarding student independence and the quality of Blended Learning learning taken from students of the Unand Economics Study Program who took the Islamic Microeconomics course in the odd academic year 2020/2021 which was the object of research. After the research data is collected, the data is processed using the following techniques and stages:

1. Looking for the percentage of answers to the questionnaire from respondents with the formula:

$$P = \frac{F}{N} \times 100\%$$

Where: P = Percentage  
N = Number of Respondents  
F = Frequency

2. Determining alternative qualifications for answers to each question item, namely answers with qualifications strongly agree (SA), are given a weight of 4, qualifications agree (A) are weighted, qualifications disagree (DA) are weighted 2, and qualifications strongly disagree (SDA) are weighted 1.
3. Calculating the average score of each statement in the questionnaire used the positive statement formula, with the formula:

$$\text{Average Score} = \frac{(4xSA)+(3xA)+(2xDA)+(1xSDA)}{SA + A + DA + SDA}$$

4. Calculating the respondent's achievement value is used with the following formula:

$$TCR = \frac{\text{Average score} \times 100\%}{n}$$

Where: TCR = Respondent Achievement Level

Rs = Average score of respondents' answers  
n = number of Maximum Score

5. Establishing benchmarks for the category of percentage calculation results as a guideline for interpretation of data obtained from TCR calculations.

According to Arikunto [8], the categorization of the respondents' achievement values is used as follows:

**Table 1. Criteria For Respondents' Answers**

No.	Answer Interval	Answer Category
1.	81 - 100%	Very Good
2.	61 - 80%	Good
3.	41 - 60%	Good Enough
4.	21 - 40%	Not Good
5.	0 - 21%	Not Good

### 3. RESEARCH RESULTS AND DISCUSSION

The results of the following data analysis show the percentage of answers from respondents for each indicator based on response criteria ranging from strongly agree, agree, disagree and strongly disagree.

**Table 2. Indicators of Student Self-regulated learning**

No.	Indicator's of self-regulated learning	% criteria of Respon			
		SA	A	DA	SDA
1	Access to communication between lecturers and friends in class online without being limited by distance, space and time	13	67	20	0
2	Online learning makes me independent from other people	6	47	47	0
3	I study according to a schedule	7	60	27	6
4	The features in the e-learning media can store teaching materials so that they are easy for me to access anytime	47	53	0	0
5	Online learning keeps me active in finding assignments to do	20	73	7	0
6	Online learning makes me independent in solving tasks to be done	20	60	20	0
7	Online learning keeps me from procrastinating on assignments	27	47	20	6
8	Online learning allows me to collect assignments on time	20	60	13	7
9	My motivation to learn increases with e-learning	7	27	53	13
10	Online lectures made me learn to have the courage to express opinions in learning	27	53	20	0
11	I believe in my own abilities	33	67	0	0
12	I taught myself without being ordered by my parents or siblings	47	53	0	0
	<b>Average</b>	<b>22</b>	<b>56</b>	<b>19</b>	<b>3</b>

Based on the data table, it can be seen that the percentage of answers from respondents to agree and strongly agree is greater than the choice of answers to disagree and strongly disagree. The questions on the indicators of Self-regulated learning are positive questions, so the results are :

positive. The average number of those who answered strongly agreed was 22% and the average who answered agreed was 56%. Based on the data from the table, the table data is presented in a bar chart which is presented as follows

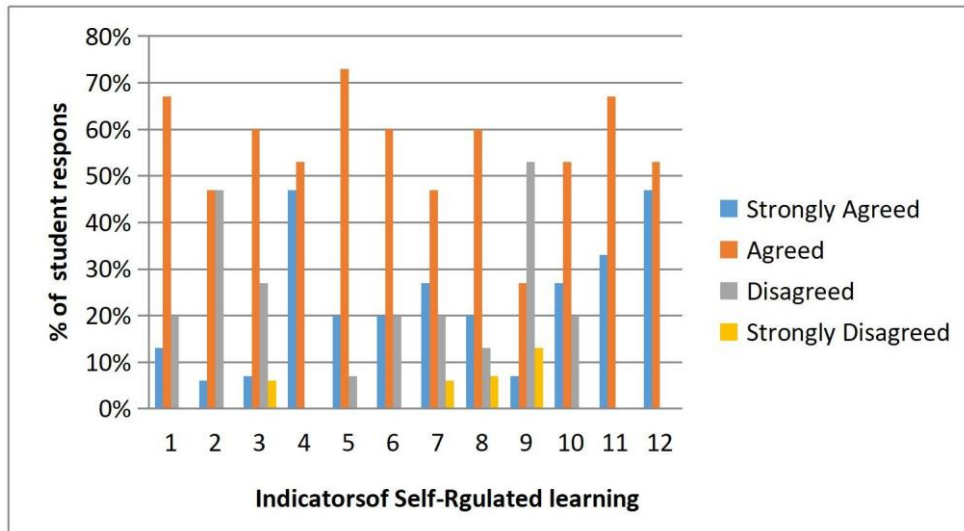


Figure 1. Indicator of SRL

The indicator of student Self-regulated learning shows that the percentage of respondents who strongly agree and agree is higher than respondents who choose to disagree and strongly disagree. In addition to seeing the percentage of responses from respondents based on the selection of answers, the

TCR score percentage was also analyzed. Where TCR is the average score of respondents' answers divided by the maximum score multiplied by 100%. The following is the respondent's TCR data on Self-regulated learning:

Table 3. Respondents' Responses to Self-regulated learning

Total	Indicators												Total
	1	2	3	4	5	6	7	8	9	10	11	12	
Total score	44	39	40	52	47	45	44	44	34	46	50	52	537
Maximum number of scores	15	15	15	15	15	15	15	15	15	15	15	15	180

$$\text{Average of score} = \frac{537}{180} = 2,98$$

$$\text{TCR} = \frac{2,98}{74,58\%} \times 100\% = 4$$

Based on the above calculations, it can be concluded that the respondent's response to student Self-regulated learning through blended learning

for the Islamic Microeconomics course is 75% of these results, the respondent's response (TCR) is in good criteria because 75% is in the range 61-80 %. Based on the third research objective, this study also looked at the quality of blended learning in Islamic Microeconomics courses. The following are the descriptive results of the respondents' learning quality indicators.

Table 4. Indicators of Student Learning Quality

No.	Blended Learning Quality Indicators	% Criteria of Respon			
		SA	A	DA	SAD
1	Online learning makes my learning atmosphere calmer and more comfortable	7	60	27	6
2	Online e-learning material is very helpful in the learning process outside of face to face in class	13	53	27	7
3	Online material is very helpful in increasing understanding of the material	7	33	60	0
4	Online materials are designed for better learning outcomes	7	40	47	6
5	Online material is provided in an attractive manner	0	47	47	6
6	Online The material is easier to understand	7	6	87	0
7	There needs to be material online	40	33	27	0

8	The assignments given in online classes such as videos are very adequate	13	53	27	7
9	Learning instruments in online classes are more complete (RPS, Syllabus, Rubric)	20	33	40	7
	<b>Average</b>	<b>13</b>	<b>40</b>	<b>43</b>	<b>4</b>

Table 3 shows that the percentage of answers from respondents based on indicators of student learning quality, to agree and strongly agree is greater than the choice of answers to disagree and strongly disagree, although the highest answer is to disagree,

namely 43%, but the total number who agree is 53% and 47% disagree. Based on the data from the table, the table data is presented in a bar chart which is presented as follows:

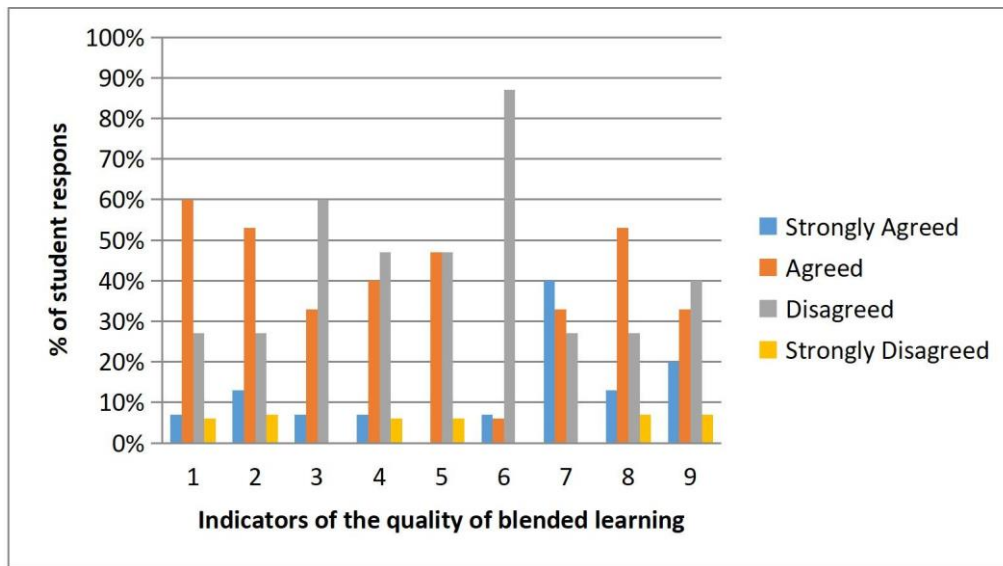


Figure 2. Indicators of the Quality of Blended Learning

Indicators of the quality of student learning show that the percentage of respondents who chose to disagree was higher than respondents who chose others. Based on the graphic above, it can be seen that students' answers regarding online material are easier to understand, getting an assessment of 87% disagree and online material is very helpful in increasing understanding of the material, meaning that students have difficulty understanding material

online. However, on average, the assessment of blended learning is still positive.

The percentage of responses from respondents based on the selection of answers was also analyzed the percentage of their TCR scores. Where TCR is the average score of respondents' answers divided by the maximum score multiplied by 100%. The following is the respondent's TCR data on the indicators of learning quality:

Table 5. Respondents' Responses to the Quality of Blended Learning Learning

Total	Indicators									Total
	1	2	3	4	5	6	7	8	9	
Total score	40	41	37	37	36	33	47	41	40	352
Maximum number of scores	15	15	15	15	15	15	15	15	15	135

$$\text{Average of score} = \frac{352}{135} = 2,60$$

$$\text{TCR} = \frac{2,60}{4} \times 100\% = 65,19\%$$

Based on the above calculations, it can be concluded that the respondent's response to the quality of student learning through blended learning in the Islamic Microeconomics course is 65%. The results of the TCR mean that the respondent's assessment is in good criteria because 65% is in the range 61 - 81%.

#### 4. CONCLUSION

Based on the results of research and analysis of the student response questionnaire data, it shows that students have high Self-regulated learning using blended learning. Almost all the questions on the indicators of Self-regulated learning, the assessments given by students showed that they agreed. Questions are asked in the form of positive questions. Respondents' responses to student Self-regulated learning through blended learning in the Islamic Microeconomics course showed good result (74,58%). Likewise, student responses to indicators of learning quality using blended learning, on average, show good criteria (65,19%). However, not all questions were judged to agree. The question of understanding the material using blended learning was assessed by students not understanding more.

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