

Blended Learning in Public Service Course During the Pandemic Covid-19

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ABSTRACT

In the Covid-19 pandemic situation, face-to-face learning had to be eliminated and replaced with online learning. To support this online learning, Andalas University encourages the use of the Learning Management System (LMS), which was adopted from the Modular. This paper discusses blended learning for public service courses in the Department of Public Administration. Public Service courses are compulsory subjects for 6th-semester students. The purpose of this course is to make students understand the various forms of public service that exist in the public sector so that they are expected to provide new knowledge for students and can be an inspiration as one of the topics in completing assignments—their end. In the implementation of this blended learning lecture, there are still several problems, including understanding the material presented by the student lecturers who do not yet have a level of understanding that can fully be said to understand. Because according to students' opinion, with this blended learning lecture, the level of comprehension was still low, even though some students understood it. Besides that, another problem that also needs attention is the problem of the network, where some students question the internet network, which sometimes has some problem, so the learning process becomes disrupted. The positive impact is that students feel this learning is a learning innovation during the pandemic, but students do not feel comfortable with the existing learning method. Thus, the teaching team felt the need to develop different learning methods with other methods, for example, lectures using WAG media. The results of this study are the existence of a new Semester Learning Design (RPS) by incorporating the blended learning method for each meeting for one semester.

Keywords: *Blended learning, public service, Internet, Covid-19*

1. INTRODUCTION

Learning in universities before the Covid-19 pandemic was carried out conventionally with a face-to-face classroom system. Face-to-face systems have a larger portion than online learning systems. However, with the COVID-19 outbreak, the classroom learning system was moved to an online learning system. At Andalas University, based on the Chancellor's decision, the learning system during the Covid-19 period was carried out in full through an online system. The online system that was initiated is not only direct virtual face-to-face but also uses other media that has been owned by Andalas University since 2005,

namely i- learning, so that the use of the system is interpreted as a blended learning method.

Blended learning is a learning model that can be applied through the use of technology-based media. Driscoll (2002) argues that blended learning is a learning method that combines or combines various web-based technologies to achieve educational goals. Thorne (2013) explains that blended learning is a mixture of e- learning and multimedia technologies, such as virtual classes, video streaming, online text animation combined with traditional forms of classroom training. Meanwhile, Graham (2005) states that blended learning is more said merely that learning combines online learning with face-to-face (face-to-face

learning). According to Garner & Oke (2015), blended learning is a learning environment designed to integrate face-to-face learning (F2F) with online learning to improve student learning outcomes.

Another opinion from Heinze A and Procter C (2010) states that blended learning is a mixture of various learning strategies and delivery methods that will optimize the learning experience for its users. Bonk and Graham (2006) define blended learning as a combination of two instructional learning and teaching models: traditional learning systems and distributed learning systems that emphasize the role of computer technology. Meanwhile, according to Harding, Kaczynski and Wood (2005), Blended learning is a learning approach that integrates traditional face-to-face learning and distance learning using online learning resources (primarily web-based) and a variety of communication options that can be used by educators and students. Face-to-face learning brings educators with students in one room to learn where there is an asynchronous (direct) communication model, and there is an active interaction between fellow students, students with educators, and with other students. Face-to-face learning has the characteristics of being planned and oriented towards place (place-based) and social interaction (Bonk & Graham: 2006).

The Blended Learning model has three essential components, namely 1) online learning, 2) face-to-face learning, 3) independent learning. Through blended learning can create a positive learning environment for interaction between fellow students and their educators without being limited by time and space. Haughey (1998) in Rusman (2011) states that there are three models in the development of blended learning, namely the web course, web-centric course, and web-enhanced course models: 1. The web course model uses the Internet for educational purposes, where students and educators are entirely separate, and face-to-face is not required. All teaching materials, discussions, consultations, assignments, exercises, exams, and other learning activities are completely delivered via the Internet. They were learning using Microsoft 365 by using an Andalas University account. Students are asked to do group assignments with an online system to the Andalas University network. 2. The Web-centric course model uses the Internet that combines distance learning and face-to-face (conventional) learning. Some of the materials are delivered via the Internet, and some through face-to-face, which have complementary functions. In this model, educators can provide instructions for students to learn the subject matter via the web that they have made. Students are also given directions to find other sources from relevant sites. In face to face, students and educators have more discussion about the findings of material that has been studied through the Internet. 3. The

web-enhanced course model uses the Internet to improve the quality of learning conducted in class. Therefore, the role of educators, in this case, is required to master the techniques of finding information on the Internet, presenting material via the web that is of interest and interest, serving guidance and communication via the Internet, and other necessary skills. In the public service course, the method used is the Web-centric course Model, where before the COVID 19 period around March, the learning is carried out face-to-face in class, while after the Covid region increases, the learning is carried out remotely using online media in the form of zoom meetings, MS-Teams, skype and i-learn Andalas University.

Thus this paper wants to explain about blended learning in public service courses at Andalas University.

2. RESEARCH METHODS

The research setting, in this case, is undergraduate level students at the Department of Public Administration, Andalas University in semester 6. The research was carried out for one semester, namely in the even semester of the 2019/2020 academic year, which is in the range of February to June 2020. Research locations are in the Department of Public Administration, FISIP, Andalas University, in the zoom meeting room, and i-learning Andalas University. The research objective is the creation of student-centered learning practices with active learning using the blended learning method.

The data collection technique is the distribution of a simple questionnaire to 65 students, which were responded by 63 students, and some quiz evaluating student learning outcomes. Meanwhile, the data analysis was done by collecting existing data and then coding, verifying, and analyzing it according to the needs of this study.

3. RESULT AND DISCUSSION

Learning using the blended learning system is structured to provide easy access for students and lecturers to attend lectures, especially during the COVID-19 pandemic, where offices and colleges are closed, so we have to learn from home. With this home learning policy (WFH), one way to keep learning and lectures going is to use online media. Andalas University itself, as one of the leading universities, has long been using online media, or it is called i-learn, but its utilization has not been optimal. With this online lecture, we can take advantage of the i-learn Andalas University platform to continue holding lecture activities. Besides, we can also use other online media such as zoom meetings, skype, and jit.si. We can combine all of these media to support lectures with a blended learning system. In its implementation, of course, we need to prepare an RPS or RPB, which, of course, is slightly different from

the RPS that was prepared previously. In this new RPS, of course, we need to accommodate online learning in the compiled RPS. The implementation itself has been carried out at the last four meetings before the final even semester 2019/2020 exam and will then be refined in the odd learning 2020/2021.

To see the success of this online learning, the lecturer team needs to make an assessment instrument, whether, with online learning, the existing learning outcomes have been achieved or not. From the online learning carried out, the lecturer team can also assess whether the method is effective or efficient using various media such as i-learn, zoom, skype, and jit, si. With this evaluation, it is hoped that the learning system in the future will be better.

In the evaluation, it is also necessary to see whether the learning outcomes of public service courses have been achieved and the extent of these levels of achievement. Besides, being also seen in terms of the method of assessment, of course, it cannot be equated with conventional classes that have existed so far. With this system, the assessments carried out should also accommodate the interests of the learning system itself. In the online lecture system that has been implemented for approximately four weeks, many things have become complaints about students, especially the network problem, which is often unstable. Since Andalas University implemented Work From Home, many students have returned to their hometowns, where the internet signal is unstable, thus disrupting the lecture process.

From the results of a simple questionnaire distributed to students, which were responded to by 63 students from 65 participants, it was found that during this blended learning, most students felt that this learning method was a solution for activities or teaching and learning processes during a pandemic. However, some students feel that few students understand well, or around 25.4 percent of the total students who take this course. Besides, it was also obtained data that blended learning has changed the way students learn from classical systems to online systems. They think 55.6 percent of respondents said learning with the blended learning system has changed the way of learning that has been done with conventional systems. Meanwhile, the understanding of the material received by students during online learning was that as many as 71.4 respondents said that there were difficulties in understanding the material but partially. In contrast, 7.9 percent said they did not understand. So that in the future, there needs to be the best method or way to make students understand what is conveyed by the lecturer, either synchronous or asynchronous. Meanwhile, in terms of learning comfort, 52.4 respondents stated that they were uncomfortable with studying online, and only 1.6 respondents stated that

studying was comfortable. This is due to internet network problems and limited internet quota owned by students.

Thus, learning with the blended learning method is indeed a learning innovation during the COVID 19 pandemic, but in the future, of course, there need to be more developments so that the complaints submitted by students above can be resolved properly.

4. CONCLUSION

The blended learning method using an online system cannot be separated from the internet network. Internet network connectivity is one of the obstacles faced by students whose homes have difficulty accessing the Internet, especially since these students live in rural, remote, and underdeveloped areas. Even if someone uses a cellular network, sometimes the network is unstable because the location is still far from cellular signal coverage. This is also a problem that often occurs in students who take online learning so that its implementation is not optimal.

Thus, the hope is that with this online learning system, universities need to make policies that are pro to students so that students feel that the learning carried out is not burdensome.

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