Blended Learning:

Teachers' Understanding Towards Online Learning

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Abstract—**This research is preliminary research to explore teachers' understanding in inclusive schools toward online learning. This study used a descriptive qualitative method with questionnaire data and interviews with teachers at inclusive schools in East Java. A total of 114 teachers filled out the questionnaire from the 200 distributed questionnaires. The main focuses are teachers' understanding, technology-using habit, and online learning needs. This study concluded that most inclusive teachers are already familiar with online learning, but they still need appropriate supporting media and guidelines related to online learning in accordance with the standards and facilitating all students with special needs.**

Keywords—*blended learning, online learning, inclusive schools, SPADA*

I. INTRODUCTION

Online learning is currently experiencing a positive trend in the Indonesian education system [1]. Online learning system in Indonesia has already been known as SPADA [2]. This system is implemented in tertiary institutions and is an online learning system developed by the Indonesian government. The SPADA system is also used in the Indonesian teacher professional development with the Teachers' training program.

The use of technology contributes to scientific development and improves quality of life. Technology can improve activities in human daily life, especially with people with disabilities (with special needs) [3]. In inclusive schools, students with special needs have communication problems when learning, especially those that lead to abstract things [4]. They certainly need the help of technology in learning. Learning process in inclusive schools must make use of technology if it wants to accommodate all students. This technology support must be based on the teachers and students' needs. Teacher knowledge on technology must be refined to implement a good learning process.

Hitherto, technology-related research has been widely applied in the world of education. Among them are the use of android [5][6], online learning [2], multimedia [7][8], and so forth. However, as far as this, a few studies have seen from the teacher's side related to their understanding of technology use in in inclusive schools. Given by this fact, the researchers attempt to bring to light the information about the inclusive school teachers' understanding toward online learning.

II. METHODS

This study used a descriptive qualitative research approach focusing more on limited research subjects. The research subjects were inclusive elementary school teachers. The instruments used in this study were questionnaires and interviews. The instrument was developed and validated by the experts' evaluation forms. 200 questionnaires were distributed to respondents. However, only 114 questionnaires were returned and responded. The subjects were randomly selected from a number of inclusive schools in East Java, Indonesia. Data analysis used qualitative analysis through data reduction. The data were presented and evaluated narratively.

III. RESULTS AND DISCUSSION

Teachers' understanding of online learning is very much varied. The main focuses of this study are teacher understanding, teacher habits during teaching using technology, and teacher needs related to online learning. Detailed survey results provided to inclusive school teachers about their understanding online learning technology are provided in Table 1.

TABLE I. RESEARCH RESULTS RELATED TO THE UNDERSTANDING OF INCLUSIVE SCHOOL TEACHERS ON ONLINE LEARNING

no	Indicators	SD	D	A	SA
1	Using learning media in teaching students with special needs.	3	3	84	24
2	Using technology media in learning in inclusive schools.	1	5	93	15
3	Having the ability to choose and determine the appropriate digital media in accordance with learning objectives and the conditions of existing resources	2	7	90	15
4	Having an adequate understanding of blended or online learning in inclusive school learning	1	29	73	11
5	Having a good ability in choosing and determining learning objectives and being able to decide on which topics can be achieved through online learning and which can be achieved through face-to-face learning	2	15	86	11
6	Having the ability to choose and determine online and face-to-face learning activities in accordance with the learning objectives	2	13	90	9
7	Having the ability to compile interactive online learning paths	3	20	81	10
8	Having the ability to select and arrange assessments for online learning relevant to the learning objectives	3	18	84	9
9	Calling for technology media for learning in inclusive schools with a variety of student needs (regular or special needs)	2	5	84	23
10	Calling for guidance in learning for students with special needs in inclusive classes	3	1	81	29

Notes:
SD   : Strongly Disagree
D   : Disagree
A   : Agree
SA   : Strongly agree

Based on these data, the teacher is very enthusiastic in using learning media in the learning process. Learning media can be used to interact with students and build student representation [9]. The media is used not only as a tool to teach and strengthen educational goals, but also as to shape students' thinking [10] .

In fact, the teachers have a good understanding related to online learning. But they need guidelines in online learning for students with special needs in inclusive classes. Because to better serve students with special needs, guidelines for the teacher and all students are urgently needed. Best practice guidelines for ensuring high quality learning in schools with online learning usually include recommendations so that the learning management system (LMS) can be conveniently accessed by all users (students) [11].

Some of main obstacles in online learning are assembling interactive online learning paths. In addition, teachers found it difficult in choosing and compiling appropriate assessments for online learning relevant to the learning objectives. Thus, teachers need technology media for inclusive schools with a variety of student needs (regular or students with special needs) which covers all the needs of inclusive students.

Blended online learning does not necessarily eliminate teacher-student meetings in the classroom, because there is still a need for face-to-face classroom meetings to accommodate direct feedback that is difficult to obtain using online media only such as the internet. Thus, the blended learning method is deemed appropriate to facilitate learning in inclusive schools [12].

IV. CONCLUSION

This study examined inclusive school teacher's perceptions toward online learning. Online learning is receiving more attentions in education reforms around the world. The conclusion is that online learning is well understood by teachers. Based on our survey, teachers still need online learning guidelines to help inclusive students and students with special needs. In addition, instructional media is expected to address all the needs of inclusive students.

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