

Strengthening the Teaching and Learning Process Through Blended Learning in Sociology Study Program

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ABSTRACT

A study program's teaching and learning process is a patterned activity carried out regularly with curriculum guidelines and standards that apply in a study program. Designing an appropriate learning method is necessary to get expected results and quality. The Department of Sociology applies blended learning methods to guide students and teachers in every teaching and learning process. Preparation of a good lesson plan according to standards is an option. The lesson plan is followed by learning media that can be followed online, synchronously, or asynchronously. The learning strategy is to build a learning plan using the OB method, namely by determining the learning theme based on the objectives to be achieved (learning outcomes), starting from the learning outcomes at the study program level to the achievements charged to the courses. At the same time, the learning media utilizes the e-learning program built at the university level.

Keywords: learning process, learning achievement, blended, strengthening

1. INTRODUCTION

The teaching and learning process (PBL) is carried out by a study program to produce quality graduates for a study program, apart from being determined by the input of learning participants. The teaching and learning process and following the learning materials outlined in the curriculum must also be supported by appropriate learning methods and strategies. Programmed for the sociology study program, the faculty of social science and political science, Andalas University, which has existed since 1982, of course, has carried out the learning process with established supporting devices and systems. However, conventional learning methods can no longer be maintained with technological advances. If you do not keep up with the changing times, the institution will not be able to compete in producing graduates who are in line with the demands of the times.

On the one hand, the face-to-face learning method will undoubtedly build an emotional bond between the participants and the teacher (lecturer). By learning face-to-face, learning participants can interact directly with the lecturer to freely ask and answer questions or cases being studied. Challenge after challenge shows that the face-to-face learning system cannot achieve the learning process carried out so far. Finding a way to combine face-to-face learning with a distance learning system (online) becomes a demand.

The Covid-19 outbreak has shown that relying on face-to-face learning cannot be carried out due to restrictions on human movement and implementing health protocols. Designing a distance learning system is necessary because it is impossible to stop the teaching and learning process when an epidemic such as COVID-19 hits the whole world. Combining learning in the classroom with distance learning is not even enough. A whole network learning system must be carried out because of the prohibition on face-to-face meetings to avoid crowds. So this paper will discuss the combination of face-to-face learning with distance learning.

2. METHOD

The preparation of the blended learning system is carried out in a participatory manner by directly involving the course lecturers in the preparation of blended learning documents and conducting lecture practices using e-learning. Lecturers who support courses designated as blended learning pilot programs are given training on building e-learning content and fill in with teaching materials and references that support each lecture topic.

The order of discussion topics in e-learning is adjusted to the learning planning contained in the RPS. Lecturers are also trained to give assignments to students in e-learning, collect answer sheets, and conduct

assessments in the e-learning feature. Rps is also used as a learning evaluation instrument by study programs.

3. DISCUSSION

The lesson plan is an essential instrument in the lecture process, so the preparation of the lesson plans is an essential factor for every lecturer in charge of the course. Some of the learning outcomes that have been successfully compiled in this activity are the Indonesian Socio-Cultural Political System Course, a compulsory subject for students to take. This course is included in the curriculum structure's scientific and skill courses group. The competencies produced by this course contribute to the learning outcomes of study programs, especially in achieving supporting competencies, namely being able to become creative and communicative graduates by utilizing multi-media and becoming energetic, dynamic and creative graduates in building social networks and teamwork. This course discusses the understanding of systems and aspects of social, cultural, and political systems, the main problems faced by social, political and cultural systems, theoretical approaches to understanding social, political, cultural systems and social, political, and cultural systems and structures. Indonesia, the problem of national integration and aspects of cultural and historical values that influence it.

After taking this course, the student is expected to:

- 1) Able to explain the concept of socio-cultural and political systems and aspects of social, political, and cultural systems.
- 2) Able to explain conflict theory and functional, structural theory interacting socially.
- 3) Able to explain society as a social, political, and cultural system.
- 4) Able to explain the concept of plural society and the factors that lead to community pluralism.
- 5) Able to explain the embodiment of plural society in Indonesia.
- 6) Able to explain political parties as to the embodiment of society's plurality and the Indonesian political system.
- 7) Able to mention and understand the concepts of social conflict, social integration, politics, culture, and national disintegration.
- 8) Able to find and explain the factors causing the emergence of national disintegration and can provide solutions.
- 9) Able to analyze various cases of social conflict in Indonesia based on mutually agreed causes and solutions.

Applied Sociology Course. This course discusses the main issues and competencies of applied sociology, the history of the development of applied sociology and ideas about the application of sociology, the scope of application of sociology, theories of applied sociology,

methods of applied sociology, methods of influencing society, groups, and public policy for the application of knowledge. Sociological Learning Outcomes. After attending lectures, students are expected to be able to:

- 1) understand the main issues and competencies of applied sociology.
- 2) understand the essence of the application of sociology.
- 3) Mastering applied sociological theories.
- 4) Able to apply various social engineering research methods.
- 5) Able to apply sociological concepts and theories to solve problems
- 6) Mastering ways of influencing society, groups, and public policy to apply sociological knowledge.
- 7) Able to identify strategic actors for the application of sociological knowledge.
- 8) Able to produce policy briefs.

The Sociology of Education. The Sociology of Education course is one of the core science courses in the sociology study program. It is in line with the educational objectives of the study program itself, namely to produce scholars who master the theoretical concepts of sociology in general and the theoretical concepts of the fields of sociological study in-depth and formulate procedural problem-solving. In addition, it produces graduates who can apply concepts, theories, and methods of sociology and utilize science and technology in problem-solving and can adapt to the situation at hand.

The learning outcomes of this course are in line with the main competencies and supporting competencies, as follows: a) Able to master the theoretical concepts of sociology in general and theoretical concepts in the fields of sociological study in-depth, and able to formulate problem-solving systematically and procedurally, b) Able to apply sociological concepts, theories and methods and utilize science and technology in solving problems of social change and development, c) Able to make the right decisions based on analysis of information and data in the field of development studies and social change, d)) Able to provide instructions in choosing various alternative solutions to social and development problems independently and in groups, e) Able to become energetic, dynamic and creative graduates in building social networks and teamwork. So that students have knowledge and understanding of the material lectures to be studied, then, in m. lectures the previous week, they had been given the task of reading and summarizing the topic of the material, with guided question points related to the topic of the lecture material.

This course discusses educational institutions' structure and social processes and their relation to other institutions. This education is not only formal education but also informal and non-formal education. The materials discussed in this course include understanding concepts, sociology of education, laying the foundations of the sociology of education, understanding education and social stratification, the relationship between education and mobility, education and mobility, education and economics, education and social

change, education and work, education as social capital.

The expected learning outcomes and final abilities of students taking this course are as follows:

- 1) Able to master the theoretical concepts of sociology in general and theoretical concepts in the fields of sociological study in-depth and formulate problem-solving systematically and procedurally.
- 2) Able to apply concepts, theories, and methods of sociology and utilize science and technology to solve social change and development problems.
- 3) Able to make the right decisions based on analysis of information and data in development studies and social change.
- 4) Able to become energetic, dynamic and creative graduates in building social networks and teamwork.

Urban Sociology Course. The course is a compulsory subject. In the curriculum structure, this course has the particular characteristics of the institution. Courses are related to subjects in the orientation of specialization in social problems. The competencies produced by this course will contribute to the learning outcomes of the study program, especially in providing the ability to make the right decisions based on analysis of information and data in the field of development studies and social change (KU 3) and be able to guide in choosing various alternative solutions to social and economic problems. Development independently and in groups (KU 4).

This course will explain the meaning and scope of urban sociology, urban transportation, urban planning and spatial planning, cases of urban development in Indonesia, typology of urban sociology: Social Differentiation and Urban Areas, Social Stratification, social structure, and social mobility; Classical urban thought: European and Asian thought, American thought; Urbanization: Urbanization as migration, urbanization as behavioural patterns; Urban locality life: Urban Neighborhood, Urban space; Urban sociology approach: Social-Ecological Approach, Marxist Approach; Cities and globalization: Global urban development, Global city restructuring.

This course will support the learning outcomes of Attitude, Knowledge, General Skills, and Special Skills. At the end of this course, students are expected to:

- 1) Able to explain various main concepts commonly used in urban sociology
- 2) Able to analyze theories of urban development with several variants that serve as references for various disciplines related to urban areas
- 3) Able to explain the relationship between urbanization and urban development
- 4) Able to explain various urban problems such as urban transportation problems, urban land use and urban spatial planning problems
- 5) Able to explain the typology of urban sociology.
- 6) Able to explain classical thinking about urban.
- 7) Able to explain urbanization
- 8) Able to explain the life of the urban locality.

9) Able to explain the urban sociology approach.

10) Able to explain the city and globalization.

11) Able to explain urban crisis: Urban crisis, crisis management.

Introductory Social Sciences Course. Social sciences are a group of academic disciplines that study aspects related to humans and their social environment. Students' understanding and mastery of the basic concepts, approaches and theories of social science will assist in understanding social realities both at the micro and macro levels.

This course is a compulsory faculty subject. It shows that all students under the Faculty of Social and Political Sciences must take this course. This course is offered in semester 1 in all majors / Study Programs under the auspices of this faculty.

The Social Science Basics course generally discusses the scope and development of Social Sciences, objects and methods of social science studies, the structure and role of Social Sciences, thoughts of social science figures, social science theory paradigms, socio-cultural reality, society and culture, social and cultural changes, social institutions and social stratification.

The expected learning outcomes and final abilities of students taking courses are as follows:

- 1) Able to master concepts, thoughts of figures, theoretical social sciences in general and theoretical concepts in the fields of social science studies in-depth, and able to formulate problem-solving systematically and procedurally.
- 2) Apply social science concepts, theories, and methods and utilize science and technology to solve social change and development problems.

Each topic discussion of the subject is outlined in the e-learning of each course. Activities carried out at each meeting can be monitored around the clock and evaluated at any time.

Based on the learning achievement, the learning objectives for each subject are arranged. Learning objectives are guidelines in implementing lectures, whether they have been achieved or not.

The combination of face-to-face learning with online can be done 60:40%. It is stated in the lesson plan. When the pandemic is all done online, it does not mean that all learning is done online. When the pandemic is over, face-to-face and online learning will combine. There is no longer any excuse for not implementing the learning process with the blended learning system because the lecturer is not there. Distance learning is a solution to keep the learning process going.

4. CONCLUSION

Blended learning combines face-to-face learning and distance learning, so it needs an instrument to support learning for each subject. Learning planning is an

instrument helpful in implementing and evaluating learning. The lesson plan is also adapted to the learning media, which is the e-learning program. E-learning can function as a lecture administration system by collecting assignments, collecting answer sheets, and evaluating the media learning process. If it is guided by the learning plan and implemented in the e-learning program, the blended learning program can be appropriately implemented.

5. SUGGESTION

The study program should formulate learning outcomes and distribute the contributions that must be achieved for each subject. Lecturers and institutions should prepare to learn support devices with face-to-face and distance learning systems with a blended learning system.

AUTHORS' CONTRIBUTIONS

As the primary author, he is in charge of making the first draft of scientific articles.

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