Management of Implementing Indonesian Language Learning Based on The Blended Learning Model in Islamic Higher Education

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ABSTRACT
Along with the disappearance of the Covid-19 pandemic, the government began to improve and make policies to restore the learning process. Learning that was originally online is now gradually becoming offline. Therefore, this study aims to look at the Indonesian language learning process that adopts the blended learning model. This research is a mixed methods research, namely quantitative and qualitative approaches. Quantitative research uses survey methods to determine the effectiveness of using blended learning models. And using descriptive qualitative to see students’ perceptions of the learning process. The research informants were 60 students from the Indonesian language education study program at the Islamic Nusantara University in Bandung. Quantitative data were analyzed descriptively and data analysis was carried out in three stages, namely data reduction, presentation, and verification. The results of this study indicate that as many as 73% of students prefer face-to-face learning, according to him face-to-face learning is more effective and interactive in increasing student knowledge. However, not a few choose to stay online because it is more flexible. Other findings reveal that the selection of learning media must be adapted to the conditions of online or offline learning, when offline the selection of interactive media is highly recommended.

Keywords: Indonesian Language Learning, Blended Learning, Learning Technology

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INTRODUCTION

Learning Indonesian is growing along with the inclusion of digital literacy in education. These developments can be observed from the shift from conventional learning models to modern technology-based learning. It is hoped that this massive technological development will be able to encourage an increase in the quality of Indonesian language skills of students in Indonesia. Indonesian is a national language that must be maintained and learned. Therefore, learning Indonesian must always be well-designed and adapted to the needs of students during current technological developments (Chuntala, 2019).

Using the right platform approach to student development in the process of learning Indonesian will accelerate their mastery of Indonesian (Fuad et al., 2020). However, educator skills are needed in utilizing technology and their readiness to design subject matter through the media online (Wekke & Hamid, 2013). The readiness of educators to teach Indonesian in the era of technological development brings demands to learn using platforms available on the internet, so it is necessary to formulate an appropriate learning model to teach Indonesian actively and effectively. Because the selection of media, methods, strategies, and learning models will determine the achievement of the expected learning objectives (Neng Robiatul Adawiyah, Fauziah Suparman, 2019).

The blended learning model is present during the recovery of the existing learning process due to the co-19 pandemic in Indonesia. Learning with this blended learning model is intended to carry out learning directly in classrooms with limited time and student capacity by adopting a blended learning model (Diana et al., 2020). Youde said blended learning is a blend of traditional learning media with technology-based learning. Likewise, Eriyaningsih et al., (2022) argue that blended learning is a classical face-to-face learning system to encourages the learning process online using such technology-learning, websites, or media online. In learning Indonesian, blended learning is a strategy carried out by educators to achieve learning objectives that are formulated by integrating face-to-face learning in class and face-to-face learning online.

Blended learning is expected to be an important pedagogical approach in all educational institutions. As its function, blended learning helps avoid learning deficiencies online, including the lack of face-to-face communication, and helps to reduce the shortcomings of traditional learning, namely learning that is still centered on educators (Shamad & Wekke, 2019). Even so, face-to-face interaction in class remains relevant because not all elements of the learning process can be conveyed through the role of technology. For example, as stated by López-Pérez, & Rodríguez-Ariza, (2011) that personality, communication, leadership, honesty, and responsibility cannot be taught through model learning. Furthermore, the learning process also involves body language, intonation, facial expressions, eye contact, and cooperation, all of which contribute to teaching and learning activities. Moreover, learning Indonesian requires a detailed teaching process in every aspect of the material (Hoerudin, 2019).

In Indonesia, the use of blended learning models in the Indonesian language learning process is not very familiar. This certainly provides a challenge for educators, students, and educational institutions in conducting learning using blended learning (Okaz, 2015). Fleck identified these challenges based on four things, namely: cost, teacher skills in using it, getting used to operating technology, and educators' and students' perceptions of blended learning. In addition, the use of blended learning also provides significant obstacles, the biggest obstacle comes from the media infrastructure online and digital literacy is still minimal (Susanto, Ritonga, et al., 2022). Blended learning must be
taken seriously because it requires changes in classroom management strategies, teaching methodologies, current learning models, teacher roles, and student responsibilities (Royyan et al., 2022).

Research on blended learning models for students in tertiary institutions has been widely discussed globally. The findings of Serrano et al revealed that blended learning proved to be an effective learning model to accommodate student diversity through the integration of face-to-face learning and online well. Ikhwan & Widodo, (2019) found that the use of blended learning can improve the quality of the learning process, therefore this model determines the success of implementing technology in teaching and learning activities. In language learning, the blended learning model helps teach a second or foreign language, this model also enables language learning to be dynamic, easy, and effective and encourages student success. Hilmi & Ifawati, (2020) research shows that the use of blended learning in Indonesian language learning using platforms is seen as quite effective, apart from being useful for face-to-face learning, it also functions to monitor students' language habituation.

The previous research above is still limited in the scope of utilizing blended learning in teaching and learning activities. So that a fundamental study is needed to fill the lack in this research regarding student perceptions using the blended learning model in learning Indonesian in Islamic tertiary institutions. Thus, through this discussion, it is hoped that a holistic and comprehensive understanding will be formed for educators in Indonesia in the use of blended learning that is relevant to optimizing Indonesian language learning.

**RESEARCH METHODOLOGY**

This study uses a qualitative and quantitative approach design or is called a mixed method (Creswell, 2019). A qualitative approach is used to see students' perceptions in implementing Indonesian language learning. While the quantitative approach uses a survey method to see student interest during the learning process using this model. The population in this study were Indonesian language education students at the Islamic Nusantara University in Bandung. The research sample was taken randomly using a random sampling technique of 60 students of the Indonesian Language Education study program, where currently the application of learning at the Islamic University of Nusantara Bandung still uses a blended learning model, namely 70% face-to-face or offline and 30% face-to-face in the classroom. The process of collecting quantitative data uses a questionnaire packaged using Google Forms and distributed online via the Whatsapp Group. While qualitative data using interviews.

Interview data were obtained from lecturers teaching Indonesian courses on the implementation of the blended learning model in the learning process, and from students to find important information about the variety of media used by lecturers, their perceptions of learning, and the challenges they face when learning to use blended learning models.

The collected data was then analyzed based on Miles & Huberman’s theory through three stages, namely data reduction, data presentation, and drawing conclusions or data verification. The final step is the process of validating the validity of the data using data triangulation and data sources by utilizing other data to check or compare data found in the research field.
The stages of data analysis in Figure 1 explain; first, record all phenomena findings in the field either through observation, interviews, or documentation in the form of field notes. The results of this interview will be transcribed verbatim. Second, reviewing field notes and separating important and non-repeated data simultaneously to check for possible classification errors. Third, describe the data for further study. Fourth, make a final analysis for the research report.

RESULT AND DISCUSSION

This research is part of the research on the application of the blended learning model and limited face-to-face meetings following the directives handed down by the government to campuses in Indonesia. The researcher this time will describe the process of limited face-to-face lectures, the learning media used are good offline and online, as well as obstacles and solutions that campuses, lecturers, and students face learning offline and online which was held on the campus of the Nusantara Islamic University in Bandung. The data obtained is based on the results of the distribution Google Form which is carried out to students with tiered semesters, namely semesters 1, 3, and 6.

The Lecture Process Using the Blended Learning Model

Based on a joint decision by the Ministry of Education and Culture, the Ministry of Religion, the Ministry of Health, and the Minister of Home Affairs who conveyed in decision number 420-1026 of 2022 regarding guidelines for organizing learning during the Covid-19 pandemic. The decision that was conveyed was that by holding face-to-face learning with the condition of implementing the health protocol by wearing masks for lecturers, students, and staff, the campus provides other facilities such as hand washing facilities and hand sanitizer, checking body temperature and forming a task force for handling Covid-19 to compile and implement standard operating procedures for health protocols. This face-to-face meeting is held to save students from the risk of negative learning impacts online or long distance.

One of the tertiary institutions in Indonesia that implement and follow directions from government decisions is the Islamic University of Nusantara Bandung. Based on the results of researchers' observations, the campus has implemented face-to-face meetings in learning using the blended learning model. This face-to-face learning is only applied to 70% of students and gradually follows government policies. Based on the results of distributing the following questionnaires, the presentation of student perceptions about lectures using the blended learning model is explained:
Based on the data obtained above, the use of the blended learning model is quite well implemented at this time, as many as 73% of the respondents gave their opinion. Some students respond to face-to-face learning by using a blended learning model that is more effective than based learning online, this is because the delivery of material, discussion and interaction with friends can go well. Another thing is also through face-to-face meetings with blended learning models can generate motivation to learn and the learning process is more interactive, by integrating various learning activities and building a spirit of collaboration. And only 7% said that the implementation of this model still needs improvement both in terms of the media used as face-to-face means and connecting the internet. Following are some students expressing their perceptions about lectures offline:

“During offline learning, the material is easier to understand, because interactive learning is created between lecturers and students in the discussion process. Whereas online learning makes the interaction limited and less effective due to signal interference and other constraints, besides those friendships between lecturers and students, between fellow students and the campus community cannot be established” (AKM, Interview, 13/04/2022).

From these data, it can be concluded that some students are more interested in participating in face-to-face learning or a blended learning model system because, from an understanding point of view, the material is more conveyed to students. This is in accordance with (Bokolo et al., 2020) opinion that the application of the blended learning model is very suitable to be applied in Indonesia to deal with and meet student competencies in the 21st century, where students can not only access material only on campus but can also access the material anywhere. Another study from (Lamri & Hamzaoui, 2018) said that the packaging of the blended learning model for student success in learning during this pandemic was included in the very practical category to use, to achieve student competency in introductory business courses. (Nainggolan, 2020) also said that this blended learning model can be a learning solution during the current pandemic, because this blended learning model is student-centered, straightforward, easy, and economical, and can increase student independence.

In addition, not a few also in the results of interviews students feel comfortable with learning online or in the network, which according to him still needs a lot of improvement and habituation for student lecturers. This convenience is also expressed that online lectures are more flexible and students can do other work. Other opinions are personally more supportive of lectures online of confidence in discussing is more daring.
and flexible than in lectures offline. Another thing that was said by students was lectures online it seems more relaxed and can-do side jobs for students who want to increase their income. As expressed by one of the informants as follows:

“I prefer online learning because it takes time to adjust to offline learning, and for me personally and for a group of people like me I prefer online learning because I have the courage to ask questions about lecturer explanations that I don’t understand. I also have the courage to express opinions and arguments, and online lectures can save money on going to campus” (IM, Interview, 13/04/2022)

“Offline learning makes me reluctant to look for material from the internet, especially when asked by lecturers. However, when learning online, provides a wider space for me to look for answers from the internet with various available sources. With typical students like me, who learn more easily from second sources such as the internet, making online learning more interesting for me” (AG, Interview, 13/04/2022).

Therefore, based on the perception data above, students prefer online learning online, where they are free to look for material when learning takes place so that their understanding is more attached. This is supported by research by Astuti & Febrian, (2019) saying that with the application of lectures, online students can carry out learning well and are more independent, or even according to the questionnaire analysis conducted students feel more open in asking and answering than when they are in a face-to-face class. This was also revealed in Susanto & Desrani, (2022) research on online learning which can also increase student enthusiasm and a sense of student responsibility in carrying out assignments online on time until learning online This is considered quite effective and efficient to replace face-to-face lectures.

In learning Indonesian in particular, there are significant differences in student perceptions. Where most students prefer learning offline to online. According to him, special lectures for Indonesian language courses are more interesting and interactive if they are held face-to-face. According to him, the Indonesian language learning system was also implemented online seemed more passive where only the opening activities were carried out followed by student presentations and passive discussions because many students still did not understand the material presented so the lecturer had to explain again and close with conclusions. Meanwhile, if learning Indonesian is carried out face-to-face, the students are more enthusiastic because at the beginning of the lecture, the lecturer provides affirmation activities by providing motivational sentences to add to students' interest in learning, and also the learning process is not so passive because there is direct interaction, for example when in the middle of a student presentation others may try or immediately express their ideas by asking or moving forward to practice so that learning goes very well until it's finished. As several informants revealed as follows:

"During offline lectures, lecturers have their own strategy in providing direction and assessment to students. During the discussion process, the lecturer was present as an intermediary for the discussion we were discussing so that when the discussion began to widen, the lecturer was quick to remind us. Offline learning makes the learning process active. In contrast, online
Based on student perceptions above, it is in accordance with Danial and Nur's research on the implementation of Indonesian language learning through blended learning using a platform also seen as very effective given the circumstances and conditions of lecturers and students, and the use of this blended learning model can also be an alternative to conducting face-to-face meetings to monitor students' Indonesian development (Hilmi & Ifawati, 2020). Fahtu Khairunnisa also said that the use of blended learning can be applied very very well. This is evidenced by the Ibadurrahman Middle School being the ability to apply blended learning, both from planning, process, and evaluation. As for research from Mufidah et al., (2020) said that to test Indonesian language skills students can use a blended learning approach.

In addition to the explanation of the differences in student perceptions above, it turns out that there are also those who support both, although the number is very small where students give two responses to government decision policies, both lectures online and online. According to him learning offline is very possible to implement because students and lecturers have received vaccine doses amid a decrease in cases of Covid-19 sufferers. While the second response is that they tend to be more supportive of lectures online because it has adapted to the pattern of learning in a way online, where students are more courageous and mentally strong in expressing opinions and asking questions when they are not face-to-face with the lecturer.

**Instructional Media**

In the current era of technological development, learning media is a very important thing that must be used in learning (Susanto, Muafiah, et al., 2022). By utilizing learning media that is relevant and appropriate, it is hoped that learning that was previously hampered can run smoothly and achieve its goals. Therefore, teachers have an important role to have science and technology that will be taught and applied to students, so inevitably learning media must be used by adjusting to the current conditions and situation. Students use the media a lot to facilitate learning.

From the results of interviews, researchers obtained several learning media used during learning using the blended learning model. Learning media are grouped into 3 parts, namely: 1) implementation of learning, where to carry out and start requires tools to connect to students in distance learning. The media used here can be either Zoom Meeting, WhatsApp Group, Google Meeting, or Google Classroom. The media is used during learning online or in the network; 2) learning process. In the middle of the learning process, teachers and students use aids such as PPT and stationery (whiteboard, markers, etc.) this tool is used to facilitate teaching materials to reach students easily and clearly, either from student to student or from teacher to student. This tool is used during learning online and tends to use PowerPoint, while at the time learning offline or face to face can use both power point as well as stationery; 3) Evaluation of learning. The media used here is google Forms and Quizizz to evaluate student learning outcomes. However, other evaluations that are often carried out by lecturers to students are by way of assignments sent via email and direct assignments through face-to-face online with Zoom Meeting, Google Meet, and other media.

However, based on the above data from the media used, it does not mean that everything runs smoothly and there are no obstacles or even in accordance with learning. According to Andriani, in choosing learning media, one must consider the suitability of
the media with the needs, as well as the good conditions of the facilities, environment, and the characteristics of the students (Lutfiani, 2018). This is reinforced by Mc. M. Conel in Indriana book states emphatically to use media according to the needs and goals of learning (Indriana, 2011). Harmonized use and selection in learning activities will have significant impacts and benefits, namely, information is conveyed clearly, students focus on learning, and can provide the same experience to students contextually. Therefore, researchers also obtain data from students regarding the relevance of the media used in learning.

Looking at the percentages above, the learning media used by lecturers is quite good with a percentage of student responses of 60% and very good criteria with a response percentage of 15%. Some students consider the media to be quite good and good enough to be used in learning because of the extent of learning online everything went smoothly. In addition, a few students still think that the learning media used is still not good, indicated by a value of 20%. They considered the media to be difficult for students and ineffective on the grounds that the internet network was unstable, the internet quota was limited, and their knowledge of the media was limited.

In learning Indonesian, there are many platforms online that can be adopted as learning media. In essence, the use of learning media functions makes it easier for teachers to convey subject matter and ultimately makes it easy for students to understand the teacher’s explanation. The design of instructional media must be adapted to the needs of the subject matter and current developments in science and technology. Indonesian language learning media at the Islamic University of Nusantara Bandung can be explained through the image below:

Figure 4: Classification of learning media

Figure 3 above describes the use of the website as a medium for learning Indonesian which is more significant by 41%. In the current era of technological development, website-based Indonesian learning media have emerged and are easily accessible for free, stating that website-based Indonesian can make it easy for teachers and students to access material that is not limited by space and time. That way, teachers and students have the same perception in conducting learning through websites with a variety of features that can be learned.

The second order which is always used as a learning medium is YouTube 32%. Students access YouTube to add insight related to the material taught in class. Others online media also have Google Translate and social media used less each at 4%. This data gives the meaning that learning Indonesian at the Islamic University of Nusantara
Bandung is not focused on conventional media, but is more modern based on technology. This strategy provides an opportunity for Indonesian to become a subject that is liked by students because it involves technology in the learning process.

**CONCLUSION**

Indonesian cannot be left behind with other foreign language subjects which are in great demand by students in the era of technological development. Therefore, through face-to-face learning with a blended learning model, teachers have more space to involve students in participating in each learning process. The results of this study indicate that students are more obsessed with participating in learning using blended learning models and learning media that are interesting and in accordance with global standards rather than just learning online. As many as 73% of students prefer face-to-face learning in classrooms without having to go online because it is easier for them to understand explanations from lecturers and can interact directly with them. However, some other students still want online learning from their respective places because according to them it is more practical and can multitask with other jobs. Thus, a strong commitment to improving the degree of learning Indonesian is still reflected in learning designs that are oriented towards the quality of human resources in accordance with developments in science and technology. The findings of this study illustrate that the complexity of learning Indonesian in Islamic tertiary institutions can be neutralized through the creativity and skills of teachers in utilizing the latest technology available in learning Indonesian. This research is still limited to discussing student perceptions, so further research is needed regarding the opportunities and challenges of using the blended learning model, by adopting more comprehensive research methods and objects.

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