

A THESIS

**THE EFFECTIVENESS OF BLENDED LEARNING PROGRAM
AT MTs DDI TAPANDULLU WEST SULAWESI**



BY

NURHAJIA

Reg. Num. 19.1300.055

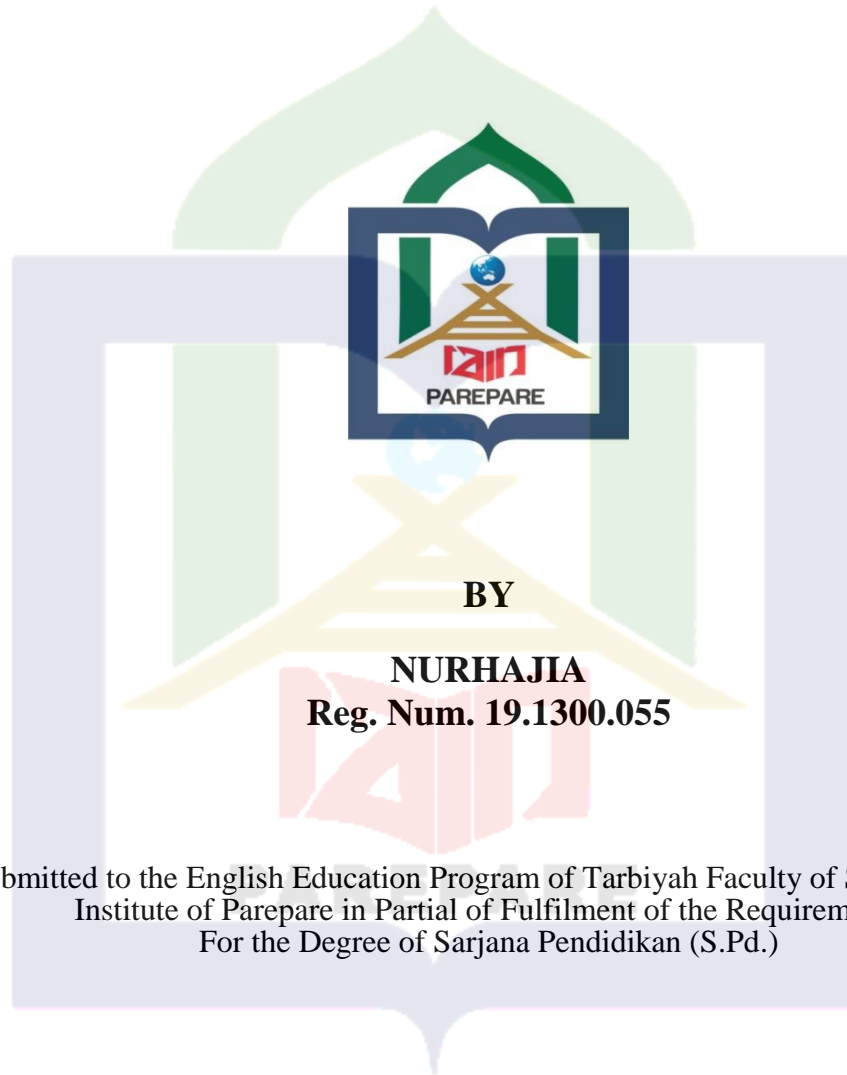
PAREPARE

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE
PAREPARE**

2024

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Reg. Num. 19.1300.055**

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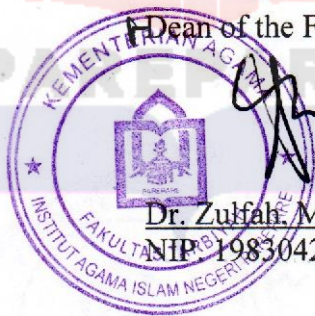
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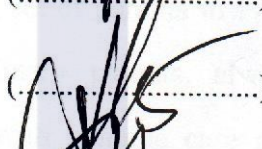
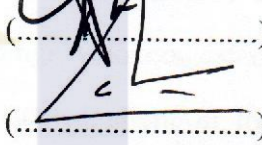
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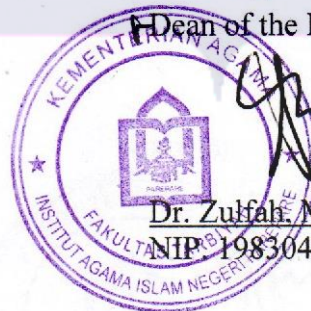
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ABSTRACT

Nurhaja. *The Effectiveness of Blended Learning Program at MTs DDI Tapandullu West Sulawesi* (supervised by Nurhamdah and Abd. Haris Sunubi)

MTs DDI Tapandullu School, like other schools, has faced challenges in improving the quality of education and creating a more interactive and effective learning environment. In response to changing educational trends and technological advancements, the school has adopted a blended learning approach as one of the solutions to address these challenges. This research aims to determine the implementation and effectiveness of blended learning programs at MTs DDI Tapandullu, West Sulawesi.

The method used is a descriptive qualitative framework, the study focuses on understanding how the blended learning program can be applied and the extent of its impact on technology-based learning at MTs DDI Tapandullu. Data collection methods involve observation, interviews, and documentation, with 10 respondents comprising five students and five teachers. The data analysis process includes data reduction, data presentation, and data verification to obtain a comprehensive overview.

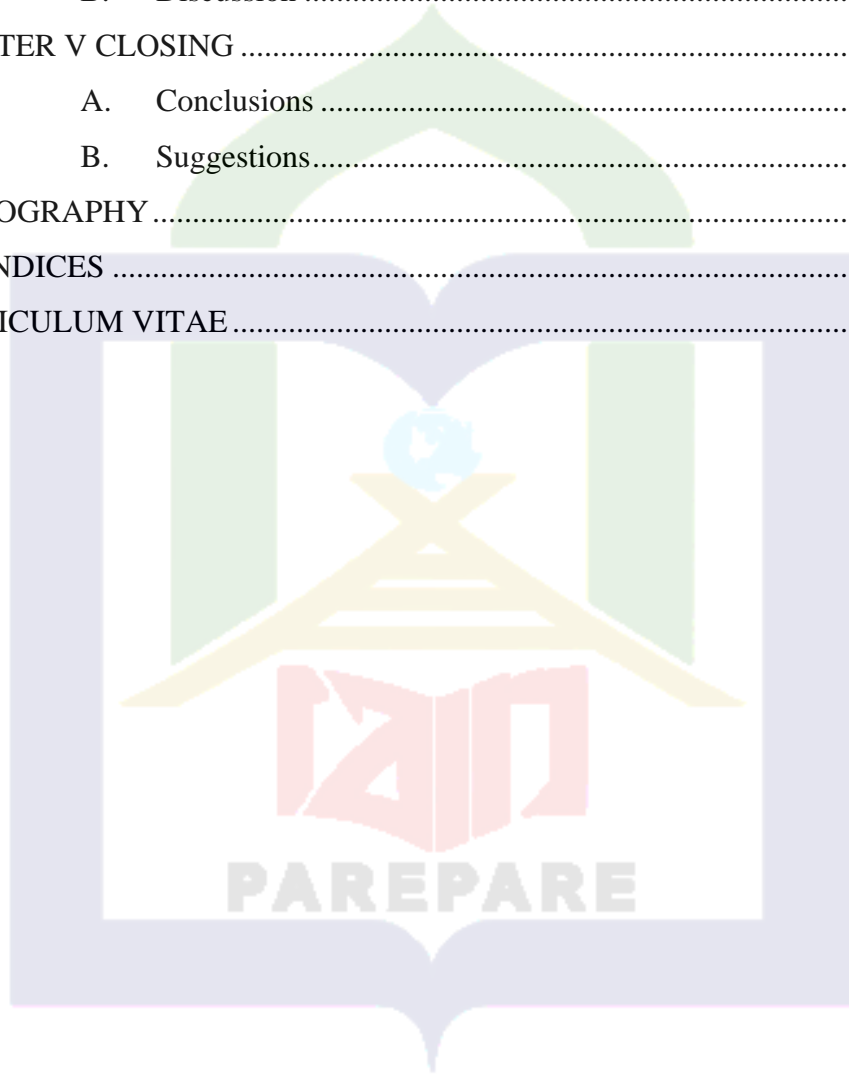
The results of the research indicate that the implementation and effectiveness of the blended learning program at MTs DDI Tapandullu significantly contribute to learning in the school. The program has proven to assist teachers and students in improving the quality of technology-based learning. By employing diverse data collection techniques, this research can holistically describe the implementation of the program. These findings have positive implications for the improvement of education at MTs DDI Tapandullu and can serve as a basis for the development of technology-based learning strategies in similar schools.

Keywords: Blended Learning, Effectiveness, MTs DDI Tapandullu.

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CHAPTER I

INTRODUCTION

A. Background

MTs DDI Tapandullu School, like other schools, has faced challenges in improving the quality of education and creating a more interactive and effective learning environment. In response to changing educational trends and technological advancements, the school has adopted a blended learning approach as one of the solutions to address these challenges.

In facing this challenge, a little change is needed in improving the quality of education in this MTs school. That is in changing the way of learning by using technological tools that can make learning efficient and effective, namely by using a blended learning model. With this model, at MTs DDI can overcome this challenge well.

Well, the existing infrastructure in MTs DDI Tapandullu has been equipped with several technological tools that can ensure blended learning runs well including the availability of Wi-Fi and internet tools such as computers, LCD and technological tools used by students, namely mobile phones / gadgets that can be accessed by students and teachers, in facilitating the application of blended learning.

In a more specific context, educators and prospective educators at MTs DDI Tapandullu School encounter challenges in the learning process, such as inefficiencies in learning procedures and the ineffectiveness of teaching methods. Consequently, a teaching approach like blended learning has been introduced. Blended learning is a method that combines online and offline learning methods

in a balanced manner, aiming to enhance the efficiency and effectiveness of the learning process in the current era of advanced technology.

Well, in the meaning of Blended Learning, it consists of the words blended/combination and learning. Another term used is hybrid course/mixed subjects. The original and also the most common meaning of blended learning refers to learning that combines or mixes face-to-face instruction with computer-based learning, known as both online and offline.

According to Husamah, blended learning is also a method of teaching that combines the advantages of face-to-face instruction with online learning. Blended learning is also defined by Antony as a fusion of traditional face-to-face teaching with direct content delivery to students through online and offline learning, emphasizing the utilization of technology.

Thorne also depicts blended learning as an opportunity to integrate the innovative technological advancements offered by online learning with the interaction and participation provided in the best aspects of traditional learning.

On the other hand, Bersin defines blended learning as the amalgamation of various training *media* (technologies, activities, and types of events) to craft an optimal training program for a specific audience. The term *blended* signifies that conventional instructor-led training is being complemented with other electronic formats.¹

Blended learning programs can serve as effective alternatives to enhance the quality of education in the current digital era. As stated by Kanuka, Brooks, and Saranchuck, this learning model eliminates constraints of time, place,

¹ H Idris. 2018 - *Blended Learning Model Learning* – Jurnal Ilmiah Iqra', journal.iain-manado.ac.id.

situation, and condition, while maintaining the quality of interaction between students and teachers throughout the learning process.

According to Zainuddin and Kumala, blended learning is a form of education that offers students the opportunity to learn outside the classroom flexibly, according to their needs and encourages critical thinking to empirically solve problems through learning experiences.²

Furthermore, the blended learning program boasts several advantages, such as flexible timing and location, as well as enabling interaction between students and teachers, given that blended learning combines online and offline learning. This method is gaining popularity in the field of education due to its flexibility, allowing students to learn anytime and anywhere, while still maintaining social interactions with teachers and classmates.

In this blended learning program, there are several important reasons for its implementation including:

1. Enhancement of educational quality

Blended learning combines face-to-face teaching methods with the utilization of digital technology. By conducting research on the application of blended learning at MTs DDI Tapandullu, it can be determined to what extent this method can improve the quality of education in the school. This research can identify the strengths and weaknesses of implementing blended learning and provide recommendations to enhance its effectiveness.

² Rahmat, R Ridwan. 2020 - *Impelementasi Andragogi Platform E-learning of Blended Learning in Universitas Negeri Padang I* –Journal of Education Technology, –
ejournal.undiksha.ac.id.

2. Development of digital competencies

In this digital era, the ability to use technology has become a crucial skill. Research on blended learning at MTs DDI Tapandullu can assist teachers and students in enhancing their digital competencies. By incorporating technology into learning, students will become accustomed to using digital tools and utilizing them effectively. This can prepare them to meet the demands of an increasingly digital world.

3. Improvement of learning motivation

Blended learning can offer variations in the learning process and utilize various types of resources, including digital materials, instructional videos, and online interactions.³ Research on the implementation of blended learning at MTs DDI Tapandullu can provide insights into how this method can enhance students' learning motivation. Through this research, strategies and best practices that can increase students' interest and engagement in learning can be identified.

4. Preparation for facing the future

The world is rapidly evolving, especially in terms of technology and communication. Research on blended learning at MTs DDI Tapandullu can assist the school and students in facing a future that is increasingly digital. By combining face-to-face learning and digital technology, students will acquire skills that are relevant to the ever-changing demands of the workforce⁴.

³ Prof.Dr.YustinaS.S.,M.Pd dan Dr.Riki Apriyandi Putra, M.Pd.*problem based learning (PBL) berbasis higher order thinking skills (HOTS) through blended learning*. Central Java: Lakeisha 2022.

⁴ Momon Sudarma. *Online Duraring Learning from Home:Effective Strategies forTeachers, Parents, and Students online a Pandemice*. Jakarta: PT Elex Media Komputindo 2021.

Overall, research on blended learning at MTs DDI Tapandullu is crucial as it can enhance the quality of education, develop digital competencies, improve students' learning motivation, and prepare them for an increasingly digital future. This research can serve as a foundation for improving instructional practices at the school and providing long-term benefits for both students and the school itself.

Based on the description above, it is essential to efficiently and effectiveness of blended learning program at MTs DDI Tapandullu School. Therefore, the researcher feels it is necessary to conduct a study titled "The Analysis Of Blended Learning Program Efficiency At Mts Ddi Tapandullu West Sulawesi" This research is undertaken considering that MTs DDI Tapandullu School already has internet connectivity and aims to align with the internet-based learning trends of the era. As researchers and the school's teachers collaborate, the blended learning program is being carried out at MTs DDI Tapandullu.

B. Research Questions

Based on the background and problem identification conducted, the researcher formulates the research questions for this study as follows:

1. How is the implementation of the blended learning program at MTs DDI Tapandullu?
2. What is the effectiveness of the blended learning program at MTs DDI Tapandullu?

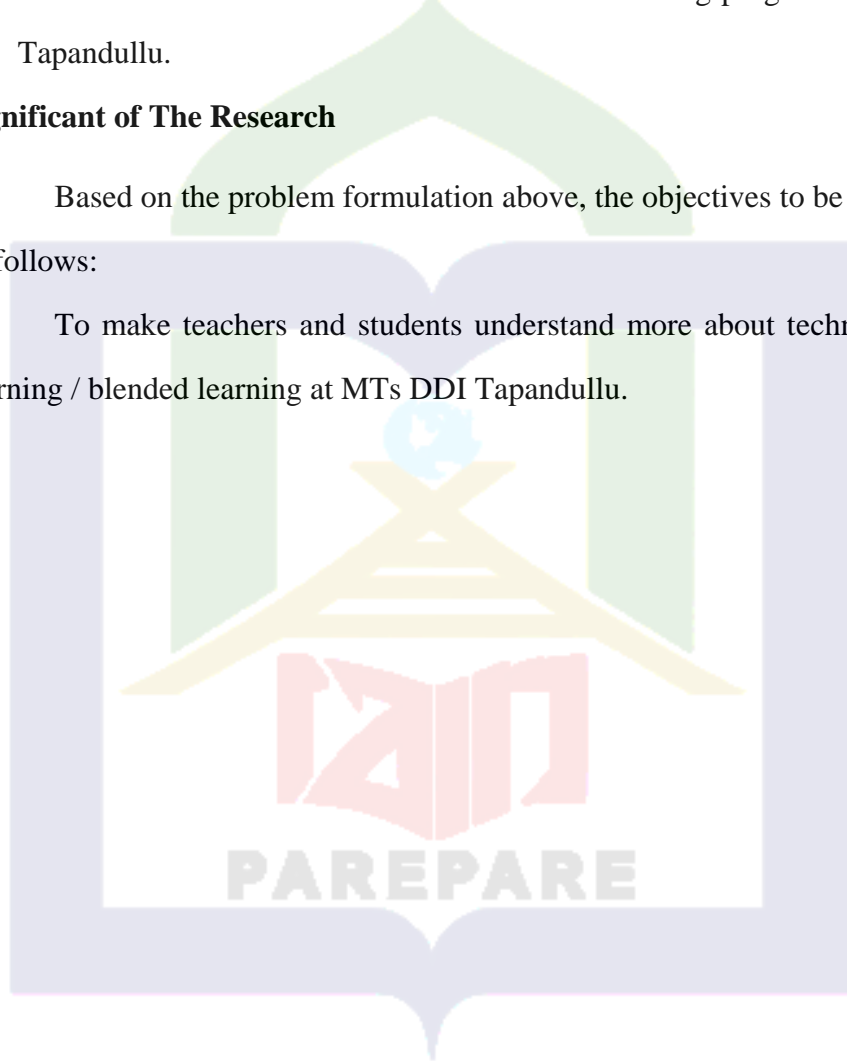
C. Objective of The research

1. To examine how to implementation of blended learning programs at MTs DDI Tapandullu.
2. To examine how to effectiveness of blended learning programs at MTs DDI Tapandullu.

D. Significant of The Research

Based on the problem formulation above, the objectives to be achieved are as follows:

To make teachers and students understand more about technology-based learning / blended learning at MTs DDI Tapandullu.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Based on the literature review conducted regarding the efficiency and effective blended learning analysis program at MTs DDI Tapandullu, several prior studies bear relevance to this research. Therefore, the researcher discusses several previous studies deemed to be connected to this research. These studies are as follows:

In a study conducted by Hui Liu entitled "Analysis of Chime Learning Patterns Based on the Blackboard Network Platform," it was highlighted that blended learning is a new educational approach in the context of digitalization. Many scholars, both domestically and internationally, have recently explored different aspects of this model of pedagogy. Driscoll argues that blended learning is an educational process based on virtual classrooms, streaming media, and other web technologies. This process combines various teaching techniques with face-to-face instruction to achieve the highest level of learning or operational efficiency.⁵

The research conducted by Hui Liu is considered relevant because with this study there are similarities, namely each discusses blended learning. However, in addition to these similarities, there are also differences. From Hui Liu's research, it concentrates on blended learning patterns based on the Blackboard network platform, which is a new educational approach in the context

⁵ Jin y., Wang Y.Z., & Liu J.L., "Hierarchica Instructional Design and its Practice Based on the Blended Learning Theory," Modern Educational Technology, Vol. 23, no. 1, pp. 37-40 January 2013.

of digitalization, while this research focuses on the implementation and effectiveness of the blended learning program in MTs DDI Tapandullu.

Research conducted by Wachid Darmawan and Hermanus Wim Hapsoro discusses the use of Mobile Learning as a support in the Blended Learning model at STMIK Widya Pratama. Research findings show that many lecturers at these institutions are now adopting Blended Learning in their daily teaching. However, with the variety of applications used in Blended Learning, there needs to be an evaluation of the quality of applications, such as Google Classroom, that are often used in this context. To assess the effectiveness and efficiency of using Google Classroom, this study applies methods and techniques based on ISO/IEC international standards. Indicators such as Task Effectiveness, Error Frequency, Task Completion, Resource Utilization, and Compliance are used to measure the quality of these applications. Task Effectiveness, Error Frequency, and Task Completion are used to assess how well Google Classroom supports learning, while Resource Utilization and Compliance are used to measure the efficiency of using this application. The test results show that Google Classroom has an effectiveness rate of 3,078 and an efficiency rate of 3,085. Therefore, it can be concluded that Google Classroom has proven to be effective and efficient in supporting the Blended Learning model.⁶

Research conducted by Wachid Darmawan and Hermanus Wim Hapsoro is considered relevant to this research, because they both research discuss blended learning; However, underlying these similarities lie differences. Wachid Darmawan and Hermanus Wim Hapsoro's research focuses on the effectiveness

⁶Wachid Darmawan & Hermanus Wim Hapsoro. *analysis of the Use of Mobile Learning as a Supporting Tool for Blended Learning*: STMIK WidyaPratamaPekalongan; 2020-04-10.

and efficiency of the Google Classroom app, while current research centers on effectiveness and efficiency in the context of blended learning programs at the secondary school level.

From the research conducted by Siti Dahlia, Tricahyono Nurharsono, and Agung Adiputra about *Enhancing Geography Teachers Capacity Utilizing Online and Offline Learning Media During the Covid-19 Era* it is highlighted that amidst the Covid-19 situation, teachers with significant responsibilities must grapple with altering teaching methods and models that adapt to remote or distance learning conditions at home.

Such circumstances pose challenges to teachers, requiring them to transition from conventional instructional media to online platforms. This is because during the Covid-19 era, online-based learning becomes inevitable (Astini, Farah & Nasution, and Khasanah, Pramudibyanto, & Widuroyekti),⁷ Currently, there are numerous platforms that can support online learning, such as Google Classroom, Zoom, Edmodo, study house, Schoology, WhatsApp Groups, and others.

Research conducted by Siti Dahlia, Tricahyono Nurharsono, and Agung Adiputra is considered relevant because these two research have something in common, namely that both research discuss blended learning. However, behind these similarities, there are differences Research from research conducted by Siti Dahlia, Tricahyono Nurharsono, and Agung Adiputra only focuses on improving blended learning in schools, while this research specifically concentrates on the

⁷ Astini, N. K. S. (2020). *Utilization of Information Technology in Elementary School Level Learning During the Covid-19 Pandemic*. Jurnal Lampuhyang, 11(2), 13–25. Retrieved from <http://e-journal.stkip-amlapura.ac.id/index.php/jurnallampuhyang/article/view/194/125>

efficiency and effectiveness of blended learning programs at MTs DDI Tapandullu School.

B. Some Pertinent Ideas

1. Theory ASSURE

The ASSURE theory is a learning design model that can be utilized to plan blended learning programs. This model was formulated by Heinich, Molenda, Russel, and Smaldino in 1999 and has proven to be effective, aiding instructors in designing efficient and effective learning programs.⁸ ASSURE stands for an acronym that is easily memorized by learners, formed from words that carry a specific meaning, which is "to make sure" or "meyakinkan" in Indonesian. The ASSURE model comprises six components as outlined by the letters in the acronym:

- a. Analyze learners.
- b. State objectives.
- c. Select methods, media, and materials.
- d. Utilize media and materials.
- e. Require learner participation.
- f. Evaluate and revise.

In terms of structure, ASSURE is formulated based on specific verbs: analyze, state, select, utilize, require, and evaluate. All these verbs refer to activities and tasks.⁹

⁸ Riadi, Muchlisin. (2022). *Learning model ASSURE*. Accessed on 6/8/2023, from <https://www.kajianpustaka.com/2022/08/learning-model-assure.html>

⁹ Heinich, Robert, Michael Molenda, James D Russell, Sharon E Smaldino (1996). *Instructional Media and Technologies for Learning* (5thed). Englewood Cliffs, NJ: Prentice-Hall, Inc.

The ASSURE model is a guideline and planning tool that can assist in how to plan, identify, set objectives, choose methods and materials, and evaluate. This model serves as a reference for educators to instruct learners in a systematically planned and organized manner, integrating technology and media to make learning more effective and meaningful for students.¹⁰

The ASSURE model is a guideline and planning tool that can assist in how to plan, identify, set objectives, choose methods and materials, and evaluate. This model serves as a reference for educators to instruct learners in a systematically planned and organized manner, integrating technology and media to make learning more effective and meaningful for students.¹¹

2. Information processing theory

The information processing theory is a psychological approach that views individuals as active information processors, utilizing cognitive skills and strategies to process and comprehend information. Furthermore, this information processing emphasizes activities related to information processing to enhance learners' capacities through the learning process.¹²

The information processing theory, as defined by Byrnes, involves learning to acquire information storage within short-term and long-term memory. In this context, learning occurs internally within the learners themselves.¹³

¹⁰ H. Achmadi. *The application of the assure model using powerpoint media in learning English as an effort to increase motivation and learning achievement*. journal Of Education And Learning Technology, 2014-jurnal.fkip.uns.ac.id

¹¹ R. Iskandar. F. Farida. *Implementation of the assure model to develop learning designs in elementary schools*. Jurnal Basicedu, 2020- jbasic.org

¹² A. Rehalat. *Information processing learning model*. Journal of Social Science Education, 2014 scholar.archive.org

¹³ Muhammad Yaumi, *development of ICT-based English teaching materials for specific*

The information processing learning theory also encompasses cognitive theories that explain learning as a stage that exists internally and cannot be directly observed. It involves changes in one's ability to respond to situations.¹⁴In the context of analyzing a blended learning program, this theory can assist educators in understanding how learners process and integrate information they acquire from the combination of online and offline learning experiences.

According to this theory, there are three stages of information processing: input, processing, and output. In the input stage, information is comprehended through our senses, and in the processing stage, information is analyzed and processed using cognitive skills like short-term and long-term memory, attention, and decision-making. Lastly, in the output stage, the results of information processing are communicated through actions or behaviors.

In the context of blended learning, learners process information from various sources, such as instructional videos, textbooks, and class discussions, and they need to select and integrate relevant and crucial information. Learners also employ information processing strategies like repetition and information organization to aid in their understanding and retention of the learning material.

purposes. Lentera Pendidikan. Jurnal Ilmu Tarbiyah dan Keguruan: 2012.

¹⁴ Ni'matul Hidayati. *Analysis of students' thinking processes in solving mathematical problems based on Information Processing Theory of Sunan Ampel State Islamic University*. Surabaya: Skripsi, 2018

C. Conceptual Review

a. Definition of blended learning programs

Linguistically, "blended learning" can be interpreted as combined or mixed learning. This combination comprises two types of learning, namely face-to-face learning and online distance learning. These two types of learning are integrated to provide a more holistic and integrated learning experience.

In general, blended learning is an instructional approach that combines face-to-face learning with remote learning using technology. Blended learning offers flexibility and opportunities for learners to study outside the classroom and at home through online learning platforms.

This also enables learners to have direct interactions with instructors and peers through face-to-face sessions. Therefore, blended learning programs offer a suitable blend of online and in-person learning, maximizing the learning experiences of the participants.¹⁵

Here are several definitions of blended learning programs according to experts:

Garrison and Vaughan,¹⁶ Defining blended learning as a form of education that effectively integrates online and in-class learning experiences, providing a holistic and integrated learning experience.

Graham describes blended learning as a combination of three elements: web-based learning, in-classroom face-to-face learning, and online

¹⁵ Graham. C.R. 2005. - *Blended Learning System. Definisi, Current, and Future Directions*. In The Hand Book of Blended Learning

¹⁶ D. Randy Garrison, Norman D. Vaughan. *Blended learning in higher education*. USA: Jossey-Bass, 2007

interaction involving both student and instructor participation. Bonk and Graham define blended learning as a form of education that integrates or combines online learning and in-classroom, face-to-face learning, either simultaneously or alternately, with the aim of enhancing the effectiveness and flexibility of the learning process.¹⁷

Oliver and Trigwell,¹⁸ Defining blended learning as a form of education that involves the use of technology in the learning process, tailored to the needs and characteristics of students and learning materials, by combining online and in-classroom learning.

Graham simplifies the explanation of blended learning. He describes it as a learning method that combines online and offline or traditional learning.¹⁹

b. Blended learning program objectives

The main goal of blended learning is to create a more effective and efficient learning experience by combining the use of digital and interactive technology with conventional, traditional teaching methods. This way, students can access learning content through digital platforms, such as instructional videos or e-learning platforms, and can also interact with teachers and classmates through more traditional teaching methods, like face-to-face classes.

¹⁷ Charles R. Graham. *Handbook of Distance Education*. Taylor & Francis: 2013

¹⁸ Gee, James Paul, et. al., eds. "E-learning and Digital Media." *Education 2.1* (2005).

¹⁹ Bonk., C. Graham., C. 2006.- *The Blended Learning handbook. Global Perspective and local Design*. Pfeiffer Publishing. City.

Blended learning aims to maximize the benefits of both types of learning, thus creating a more flexible and responsive learning environment tailored to students' needs. In this way, students can learn materials in a manner that suits their learning styles while remaining connected to teachers and fellow students in an inspiring and interactive environment.

Overall, the goal of blended learning is to maximize learning outcomes and enhance students' learning experiences while optimizing the available time and resources for teaching.²⁰

c. Benefits of blended learning programs

Here are several benefits of blended learning programs according to experts:

1. Increasing learning flexibility

Blended learning offers flexibility for students to learn at times that suit their schedules. Students can access online learning materials anytime and anywhere.

2. Enhancing student participation and interaction

Blended learning can enrich interactions between students and teachers as well as among students themselves. With the combination of face-to-face and online learning, students can participate more actively and deepen their understanding through discussions and collaborations with classmates.

²⁰Dian Permatasari Kusuma Dayu, Rissa Prima Kurniawati, Vivi Rulviana: *Model Case Based Learning*. West Java: CV. AE MEDIA GRAFIKA 2022.

3. Improving learning effectiveness

Blended learning can enhance learning effectiveness by utilizing technologies such as multimedia, simulations, and adaptive teaching that can improve students' understanding.

4. Enriching learning materials

With access to various online learning resources, students can enrich their understanding by studying different topics and seeking additional information.

5. Providing a holistic learning experience

Blended learning offers a holistic learning experience that includes both face-to-face and online learning. This can help students develop social skills, teamwork skills, and technological skills that are highly demanded in the current digital era.

With the presence of blended learning, learning can take place anywhere and anytime using the internet. Students can access materials freely and are expected to learn independently as the teaching materials are stored online.²¹

d. Components of Blended learning Based on understanding according to experts

Regarding blended learning, it consists of three components of learning that are combined into one form of blended learning. These components consist of 1) online learning, 2) face-to-face learning, and 3) self-directed learning.

²¹ Y Maya -Bahastra: *Journal of Language and Literature Education* 2020-jurnal.uisu.ac.id

1. Online learning

According to Dabbagh²² Online learning is an open and distributed learning environment that utilizes pedagogical tools enabled by the internet and web-based technologies to facilitate learning and knowledge building through meaningful action and interaction.

From the definition proposed by Dabbagh above, it can be concluded that online learning is an open learning environment while considering the aspects of learning and potentially utilizing internet and web-based technologies to facilitate the learning process and construct meaningful knowledge.

Meanwhile, according to Carliner in Anderson and Elloumi's perspective,²³ online learning is as follows: online learning as educational material that is presented on a computer. Based on Carliner's definition, online learning is educational material that is presented using a computer.

2. Face to Face Learning

Face-to-face learning is a teaching model that continues to be widely used in the learning process. It is one of the conventional teaching models aimed at delivering knowledge to students. Face-to-face learning brings together teachers and students in a single room for the purpose of learning.

²² Nada Dabbagh & Brenda Bannan. 2005. - *Online learning concepts, strategies, and application*, New jersey: Pearson Education

²³ Mohammed Ally. *The Theory and Practice of Online Learning*, Canada. Books google.co.id 2004

Face-to-face learning has characteristics that are planned, place-based, and involve social interactions according to Bonk and Graham.²⁴ Face-to-face learning is typically conducted in a classroom setting where there is a synchronous communication model, and active interactions occur among peers, between students and teachers, and among students themselves. In face-to-face learning, the teacher or facilitator will employ various methods in the learning process to make it more active and engaging.

According to Rusyan,²⁵ There are various forms of teaching methods commonly used in face-to-face learning: 1) Lecture method, 2) Assignment method, 3) Question and answer method, 4) Demonstration method. Face-to-face learning is one component of blended learning, where students can further deepen what they have learned through online learning, and vice versa, online learning can help reinforce the material taught in face-to-face sessions.

3. Individualized Learning

One form of instructional activity in blended learning is Individualized Learning, where students can learn independently by accessing information or course materials online via the Internet.

There are several terms that refer to the concept of independent

²⁴ Graham, C., Allen, S., & Ure, D. 2005. - *Benefits and Challenges of Blended Learning Enviroments*. In M. khosrow -Pour (Ed.). *Encyclopedia of information science and technology I-V*. Hershey, PA: Idea Group Inc.

²⁵ Sudirman N, Tabrani Rusyan, dkk. 1990. - *Educational science*. Bandung: Remaja Rosdakarya

learning, such as independent learning, self-directed learning, and autonomous learning.

Self-directed learning doesn't mean learning alone, as people often misunderstand self-directed learning as learning in isolation. Self-directed learning means learning with initiative, with or without assistance from others. According to Wedemeyer in Chaeruman,²⁶Self-directed learning is a form of learning that transforms behavior, resulting from activities carried out by learners in different places and times, as well as different learning environments from that of school.

Learners who engage in self-directed learning have the freedom to learn without attending the lessons provided by their teachers in the classroom. Learners have extensive autonomy in their learning. This autonomy needs to be granted to learners so that they take responsibility in organizing and disciplining themselves to develop their learning abilities according to their own will. Attitudes like these need to be possessed by learners as they are characteristics of educated maturity.²⁷

From the discussion above, we can conclude that blended learning is highly efficient when implemented in MTs DDI Tapandullu School, as both teachers and students can experience two

²⁶ Chaeruman, U, A. 2007. - *An educational model with an independent learning system.* Technological journal n0. 21/XI/Teknogik/Agustus

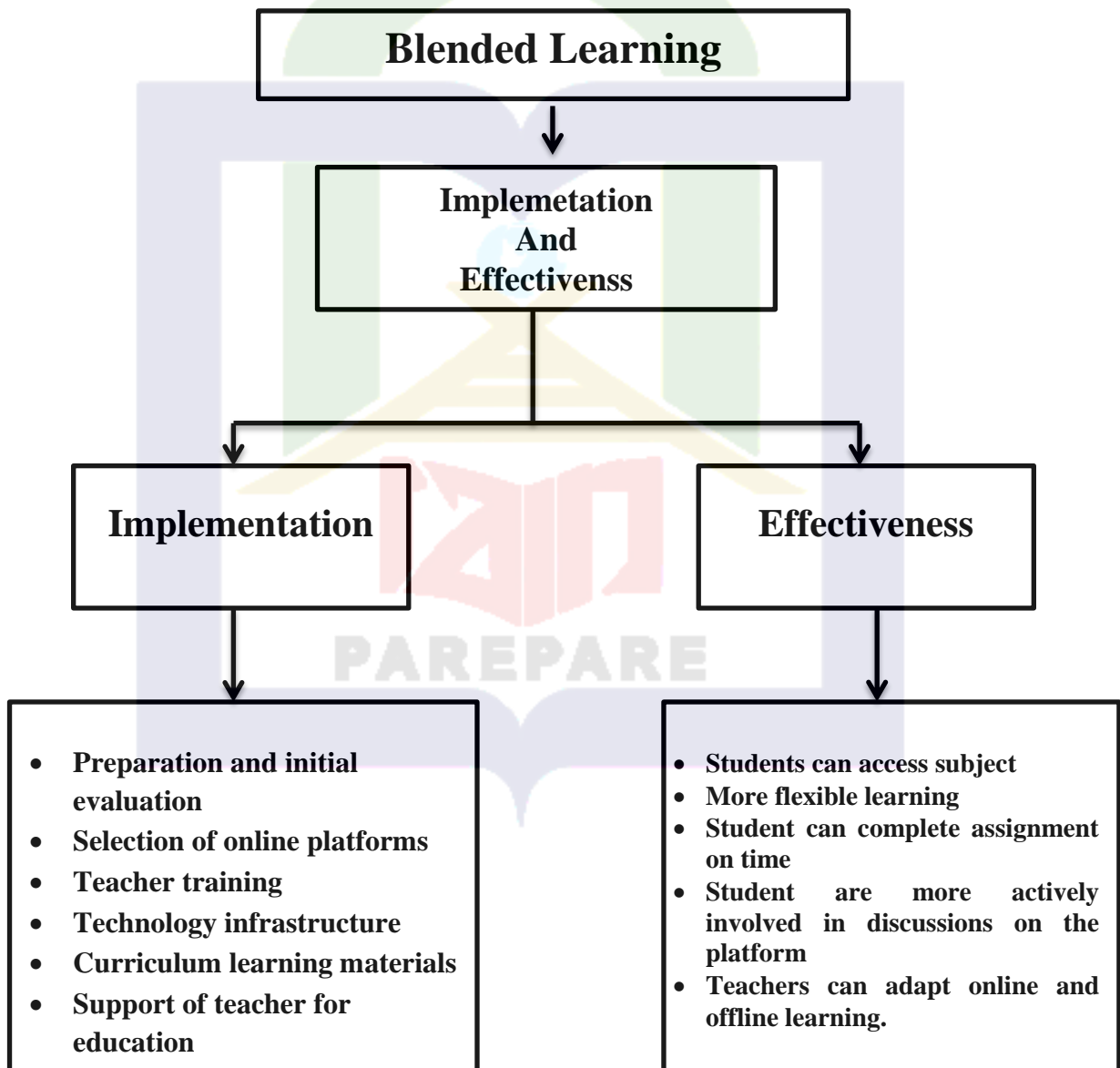
²⁷ H. Hasbullah Blended Learning, *Trends in Future Mathematics Learning Strategies.* Formative: Scientific Journal of MIPA Education,2015 - journal.lppmunindra.ac.id

modes of learning without being constrained by physical space and time. This means that teachers and students can access learning materials whenever and wherever they are. By utilizing available technological tools such as Gmail, streaming videos, virtual classrooms, WhatsApp, and many more, the implementation of blended learning can be highly effective.



D. Conceptual Framework

A conceptual framework is a series of concepts and the clarity of relationships between these concepts formulated by a researcher based on a literature review. It examines the theories that are developed and used as a basis for answering research questions, making it easier for the researcher to conduct the study. The conceptual framework for this research can be seen in the diagram below.



CHAPTER III

METHODOLOGY OF RESEARCH

A. Research Design

This type of research is descriptive qualitative by using three strategic strategies in sequence. These stages are (1) data collection, (2) data analysis, and (3) presentation of the analysis results Sudaryanto,²⁸In the data collection stage, the technique applied in this study is observation accompanied by recording techniques.

During the observation stage, the use of blended learning media in the classroom learning model is examined. To assist in the implementation of this observation, recording techniques are applied, and subsequently, the recordings are transcribed. The techniques of listening followed by note-taking are also used in this research.

B. Location of the Research

The research is located at MTs DDI Tapandullu School, which is situated at Jl. Lorong Masjid Al-Khairul, Tapandullu Village, Simboro Subdistrict, Mamuju City, West Sulawesi. The researcher chose this location due to the presence of an internet network, so it would be better to align with the current era of learning. The researcher anticipates needing approximately 1 months to gather the necessary data.

C. Research Focus

This research focuses on developing an efficient blended learning program at MTs DDI Tapandullu School, aiming to teach students and teachers learning methods based on blended learning principles. The

²⁸ Dr. Muhammad.Saibani Wiyanto, M.Pd, Asdani Putri S, Hanania S, Septi Indra Oktavia, Laily R T, Agnelia Lavita S, Aida Nur S, Ainasah Lailatul F, Amiroatul I, Eka Amalia R, Eka Putri I S, Elok V, Elsa Dita KN, Farah N, Habibah S, Ilham Ramadhan, Karesta Haris P, Kartika Bhakti P, Lailatul Jannah, Lidia Indah S, M. Hafid P, Nabiilah I, Nur A Al-Hidayah , Nur Suci I, Poppy K, Anatasya FR, Annisa M, Azmil Laili R, Bettrisia Fela A, Deta Dwi RD. Broadening the Sociolinguistics Perspectives chapter 218. *Plosogeneng-Jombang*. Lima Aksara 2022.

research's main focus lies in the researcher's curiosity to determine the effectiveness of the blended learning program at MTs DDI Tapandullu School.

D. Types and Sources of Data

The types and sources of data used to obtain the desired information are as follows:

1. Data Type

The type of data used in this research qualitative, which means that the data consists of written or spoken words from individuals and observed behaviors. Qualitative data is obtained through various data collection techniques, including interviews and analysis of documentation required by the researcher.

2. Data Source

Data sources refer to the subjects from whom the data is obtained. If the research uses interviews as a data collection method, the data source is referred to as the respondent, which is the person who answers or responds to the researcher's questions, whether written or oral. Based on their nature, there are two types of data sources: primary data and secondary data.

a. Primary data

Primary data is data obtained through methods directly conducted by the researcher with the purpose of obtaining answers to the research questions and exploring the research objectives. It includes data obtained through survey methods. The primary data is collected by the researcher directly from the individuals who are the subjects of the research, such as through interviews and question-and-answer sessions. The primary data is gathered from informants through interviews and observations of teachers and students at MTs DDI

Tapandullu school. The main data sources in this research are the teachers and students at MTs DDI Tapandullu school.

b. Secondary Data

Secondary data is data that can be correlated with primary data. It refers to additional data obtained from written sources, which can include books, journals, scientific magazines, archival sources, dissertations or theses, personal documents, and official documents. Researchers use secondary data to strengthen their findings and complement the information gathered through interviews and question-and-answer sessions. The sources of documentary data may include the history of the establishment of MTs DDI Tapandullu, the vision, mission, and objectives of MTs DDI Tapandullu, student conditions, and facilities and infrastructure at MTs DDI Tapandullu.

E. Instrument of the Research

The data collection techniques used in this research are essential for obtaining the desired data and information. Some of the data collection techniques used by the researcher are as follows:

a. Observation

Observation method is a way to collect all data through observing and recording the ongoing situations as well as documenting the phenomena being investigated at MTs DDI Tapandullu School regarding the analysis of an efficient blended learning program, both through direct and indirect means.²⁹

b. Interview

In the data collection technique employed by this researcher, the use of interview methods involves approximately ten individuals, primarily focusing on both teachers and students at MTs DDI Tapandullu School.

²⁹Sutrisno Hadi, *Metodologi Research II*, 2015. h. 136

This approach aims to obtain firsthand information by presenting questions, both in written and unwritten forms, to the respondents.

c. Documentation

Documentation is a data collection technique involving the study and recording of archives or documents related to the research topic, to be used as materials for analyzing the issues. With this method, data collection focuses on every document or archive of reporting activities present at MTs DDI Tapandullu School.³⁰

F. Test Validation of the Data

In qualitative research, testing the validity of data often involves terms such as credibility, transferability, dependability, and confirmability. In this study, the researcher utilizes data triangulation as a method of testing data validity. Triangulation in this context refers to checking and cross-referencing data from multiple sources that have been interviewed. There are various types of triangulation, including source triangulation, data collection technique triangulation, and time triangulation.

a. Source Triangulation

To test the credibility of the obtained data, a researcher can cross-check the data collected from multiple predetermined sources. These sources can be obtained through various methods such as interviews, documentation, and observations. Each method used by the researcher will generate evidence that contributes to the overall credibility of the data.³¹

b. Triangulation Method

To test the credibility of data, one can cross-check the obtained data with the same sources but using different techniques to gather information. To ensure the accuracy of information, techniques such as observation, interviews, and documentation are used. If there are inconsistencies or

³⁰Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, 2014. h. 240

³¹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, 2014. h. 274

variations in the obtained data, further discussion with the informants may be necessary to clarify any discrepancies.

c. **Technique Triangulation**

Technique triangulation is used by researchers to test the credibility of data by cross-checking data with the same sources but using different techniques. In this research, data collection is conducted using three different techniques: observation, interviews, and documentation.

G. Data Analysis Techniques

Data analysis for qualitative research begins from the early stages, even before entering the field for data collection. After completing the fieldwork, we can formulate and explain the research findings obtained during the fieldwork.

To analyze the data, we can utilize techniques such as observation, interviews, and documentation, employing qualitative descriptive analysis. The activities involved in data analysis include data reduction, data display, and conclusion drawing. The collected data is then summarized, allowing us to present and elaborate on various issues accurately and clearly based on the received information. After conducting the research and data collection, the researcher performs an anticipatory phase before data reduction. The data in this study is analyzed using specific steps or procedures.

a. **Data Reduction**

Data reduction involves summarizing all the obtained information and selecting the key and most important aspects. It entails identifying themes and patterns and discarding unnecessary data to be condensed. The data that has been reduced and selected will provide a clearer picture and facilitate further data collection for the researcher.

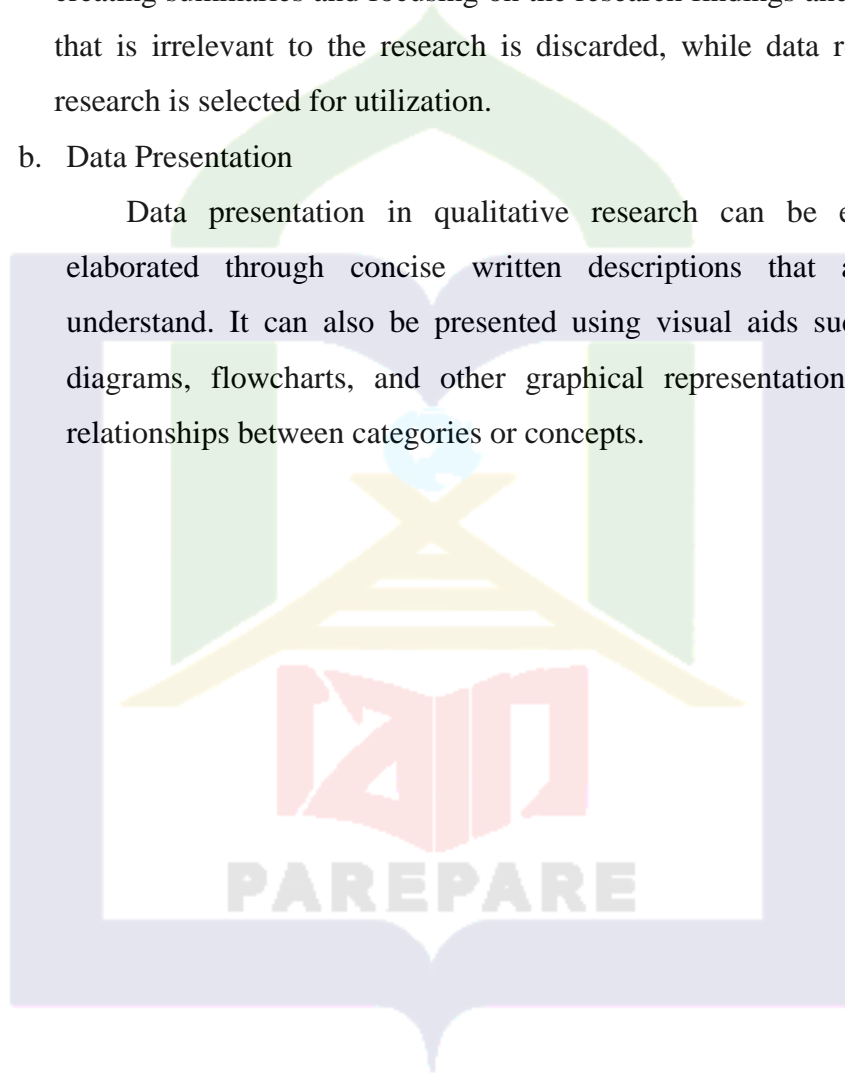
All the data obtained from interviews with teachers and students at MTs DDI Tapandullu, observations of the teaching and learning process

by directly visiting the school, and research-related documentation on the English language teaching practices at MTs DDI Tapandullu are considered.

Afterwards, the researcher conducts data reduction, followed by creating summaries and focusing on the research findings and issues. Data that is irrelevant to the research is discarded, while data related to the research is selected for utilization.

b. Data Presentation

Data presentation in qualitative research can be explained or elaborated through concise written descriptions that are easy to understand. It can also be presented using visual aids such as charts, diagrams, flowcharts, and other graphical representations that show relationships between categories or concepts.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this chapter, an overview of the research location will be presented to make it easier for readers to understand the situation and condition of the research object. Researchers will outline the picture of the MTs DDI Tapandullu school. MTs DDI Tapandullu is one of the junior high schools located around the Tapandullu area, Simboro District, Mamuju Regency, West Sulawesi.

The identity of the MTs DDI Tapandullu school is as follows:

1. MTs DDI Identity

Name	: MTs School DDI Tapandullu
Statistical/NIS Number	: 121276020006
Regional Autonomy	: Mamuju
Sub-district	: Simboro
Village/Village	: Tapandullu
Street and Number	: Jl. Pendidikan
School Group	: Open
Accreditation	: C
Year Established/Changed	: 1987/2014
Teaching and Learning Activities	: Morning and Afternoon
Located on the track	: Village
Organizing Organization	: Foundation

2. Vision and mission of the school

Vision	Mission
Building future generations who have broad insight, identity, innovative, globally science and	1. Improve religious practice and uphold morals and identity so that they become a wise generation in

technology and imtaq.	<p>action.</p> <ol style="list-style-type: none"> 2. Improve the implementation of learning and guidance effectively and efficiently, so that it can develop optimally in accordance with its potential. 3. Improve the professionalism of teachers and other education personnel. 4. Fostering the spirit of togetherness and cohesiveness towards all madrasah residents
<p>Purpose:</p> <ul style="list-style-type: none"> • The realization of future generations who have broad insights • The realization of future generations who have personality and identity • The realization of future generations who have innovative globalscience and technology and image 	

The research conducted in Mamuju, West Sulawesi, specifically at MTs DDI Tapandullu, revolves around a central theme: "the implementation and effectiveness of the blended learning program at MTs DDI Tapandullu." MTs DDI Tapandullu is a school that currently conducts its learning processes through blended learning. Through this blended learning program, MTs DDI Tapandullu can enhance the learning experience, contributing to the achievement of the school's goals. The discussion aligns well with the formulated problem statement above to ensure the smooth progress of the research process.

In the implementation of the research, the researcher took several steps. Firstly, the researcher gathered the school profile from October 30 to October 31, 2023. Then, on Wednesday, November 1, 2023, the researcher focused on gathering information related to the researched issues, namely the

implementation and effectiveness of the blended learning program. Subsequently, from Thursday, November 2, 2023, to November 5, the researcher conducted interviews with teachers and students, utilizing online interview formats at MTs DDI Tapandullu. This approach is in line with the problem statement articulated by the researcher in the background section.

To provide a clearer understanding, the researcher outlines the research focus as follows:

Focus	Data	Target	Technique	Time
A. The Implementation at MTs DDI Tapandullu	Implementation the Blended Learning Program <ol style="list-style-type: none"> 1. Preparation and Initial Evaluation 2. Selection of Online Learning Platform 3. Teacher Training 4. Technology infrastructure is used for blended learning program 5. Curriculum learning materials of the blended learning programs 6. Support of teachers for education of the blended learning program 	Teachers and students at MTs DDI Tapandullu	Observation, documentation and Interview	October 30 th ,2023 to October 31 th ,2023 and November, 1 th 2023 to November , 5 th 2023
B. The Effectiveness at MTs DDI Tapandullu 1. what is the effectiveness blended learning	Effectiveness of blended learning program: <ol style="list-style-type: none"> 1. Students can access subject 2. More flexible learning 	Teachers and students at MTs DDI Tapandullu	Observation, documentation and Interview	October 30 th ,2023 to October 31 th ,2023 and November, 1 th 2023 to

program	<ol style="list-style-type: none"> 3. Student can complete assignment on time 4. Student are more actively involved in discussions on the platform 5. Teachers can adapt online and offline learning. 			November , 5 th 2023
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A. The Implementation at MTs DDI Tapandullu



Meeting MTs DDI implementation blended learning

To find out more about the implementation of blended learning programs at MTs DDI Tapandullu. Based on the author's interview with respondents from every 10 (ten) people, researchers have interviewed the head of the MTs DDI student council, namely **ISWN** and **RZK, MRD**, MTs DDI student council administrators and **SCI** and **ISR** as treasurers and members, to

strengthen the research findings, the researchers also conducted short interviews with teachers in MTs DDI with **NRF** as library coordinator, **NM** as coordinator to students, **FJR** as administrative coordinator, and **JMT** as school steward and **NRD** as principal.

1. How is the Implementation of Blended Learning Program at MTs DDI Tapandullu

In the implementation of the blended learning program at MTs DDI Tapandullu, there needs to be an agreement between teachers and students to ensure the smooth progress of the learning process. More importantly, having complete infrastructure devices is crucial to guarantee more effective development. This serves as a supporting factor to foster the advancement of the learning process at MTs DDI Tapandullu.

Implementation, generally defined in the KBBI dictionary, refers to the application or execution of something. According to Nurdin Usman, implementation is an activity that includes actions or the application of a system. Implementation is not merely an activity; rather, it is an organized effort aimed at achieving specific results.

As explained by Nurdin Usman, the execution of the blended learning program serves as a means to carry out the activities involved in implementing the blended learning program at MTs DDI Tapandullu, with the ultimate goal of achieving the expected results.

There are several implementations of blended learning programs held at MTs DDI Tanpandullu namely:

a) Preparation and Initial Evaluation

In the preparation and initial evaluation at MTs DDI, the first step taken is to assess the technological needs and readiness of both students and teachers. For students, the school can conduct surveys or interviews to

identify their level of understanding and skills related to technology. Additionally, the availability of devices such as laptops or tablets and internet access at students' homes needs to be evaluated. On the teacher's side, technology training can be provided according to their needs to effectively facilitate online learning. With this information, the school can develop strategies to address potential technological barriers and ensure that all parties involved in online learning have adequate support.

After evaluating the technological needs and readiness, the next step is to select subjects or topics that can be well-integrated into both face-to-face and online learning. This requires research into relevant curricula, considering the available resources. Subjects that allow the use of digital resources, online learning platforms, or educational apps can be chosen to maximize the benefits of technology use. Additionally, the continuity of learning between these two modes needs to be considered so that students and teachers can seamlessly transition without compromising the quality of learning. By selecting suitable subjects or topics, MTs DDI can create an integrated learning experience that supports technological development in the current era of education.

According to teacher

“In initial preparations for implementing a blended learning program, there are important needs for us as teachers, namely adequate technological preparation such as computers, LCDs and other technological tools. After all preparations are complete, the next step is to carry out an initial evaluation in trying out Blended Learning. This evaluation is routinely carried out every Friday. The aim is very clear, namely so that we can assess the advantages and disadvantages of the technological tools we use in the Blended Learning process”
(Interview NM, October 31th, 2023)

From the interview, it can be concluded that initial preparation to implement Blended Learning program emphasizes technological needs, including computers, LCDs and other technological tools. After all

preparations are completed, the next step is to conduct an early evaluation of every Friday to test the effectiveness of technology usage in the Blended learning process. The purpose of this evaluation is clear, that is to assess the advantages and disadvantages of technology tools used in Blended learning. This evaluation becomes an important step to ensure the success and effectiveness of the blended learning implementation, focusing on the utilization of technology in the learning process.

b) Selection of Online Learning Platforms

In MTs DDI, the selection of online learning platforms is a crucial step to support the effectiveness of both face-to-face and online learning. Zoom and WhatsApp are two strategic platforms used to facilitate interaction between teachers and students. Zoom, as a video conferencing platform, provides space for the direct delivery of course material, group discussions, and Q&A sessions. Zoom excels in creating a virtual face-to-face experience that closely resembles interactions in a physical classroom. Additionally, WhatsApp is used as an additional communication channel, allowing teachers and students to communicate more informally, share materials, and provide additional support through text messages or other media.

In addition to Zoom and WhatsApp, MTs DDI also utilizes the Hot Potato app specifically for question and answer purposes. This app is designed to make it easier for teachers to monitor and manage student questions online. This function can enhance student engagement in online learning, while also giving teachers more control over the class atmosphere. Thus, the combination of Zoom, WhatsApp, and Hot Potato in MTs DDI creates a diverse online learning ecosystem, supporting various learning activities and enhancing interactivity between teachers and students in the digital education era.

According to teacher:

“At this school, we have agreed to use learning applications, namely WhatsApp and Zoom. Apart from that, we also utilize an additional application called Hot Potato. The Hot Potato application makes it easy for us to evaluate students' abilities and understand their capacities better”(Interview Abd. KDR, October31th, 2023)

From the above explanation, it can be concluded that in the school, the selected app application is WhatsApp and Zoom, with additional applications named Hot Potato. The decision to use WhatsApp and Zoom shows focus on the commonly used public communication and conference platform. In addition, the use of additional applications, Hot Potato, shows a commitment to digging students' ability and understands their capacity better through special evaluation tools. Thus, the school presents a holistic approach in combining various learning applications to support the evaluation and development of student abilities.

c) Teacher Training

Training for teachers at MTs DDI is a beneficial step in implementing the blended learning program, especially for those who are not familiar with or do not have in-depth knowledge of technology, such as experienced teachers (senior teachers). This training is designed to enhance their awareness and skills regarding online-based technological tools. The training activities are scheduled every Friday, providing an opportunity for teachers to focus and actively participate without disrupting routine teaching activities. Guidance from NM teachers can provide specific and relevant guidance according to the curriculum and learning needs at MTs DDI, ensuring that the implementation of technology in the learning process can be done effectively.

This training can cover various topics, such as the use of online learning platforms, effective teaching strategies in the context of blended learning,

and the integration of creative technological tools in content delivery. Additionally, teachers can be taught how to overcome potential technical challenges and support students in overcoming online learning challenges. By involving teachers, the training can also be tailored to the specific needs of subjects, increasing relevance and direct connection to the curriculum content being taught. With these training activities, it is expected that teachers at MTs DDI can be more confident and skilled in facing technology-based learning.

Overall, the implementation of the blended learning program at MTs DDI Tapandullu involves a series of structured and organized steps. From the preparation and initial evaluation to assess technological needs and readiness, to the selection of well-integrated online learning platforms, and intensive training for teachers, all these steps are designed to ensure the success of both face-to-face and online learning. The agreement between teachers and students also plays a key role in ensuring effective collaboration in a technology-based learning environment. With the support of complete technological infrastructure, such as the use of Zoom, WhatsApp, and the Hot Potato app, MTs DDI Tapandullu can create a dynamic learning environment that is responsive to technological developments. In line with these efforts, regular training sessions every Friday serve as a platform to enhance teacher competence, especially for those categorized as experienced teachers, thus creating an adaptive and relevant learning model in this digital era everyFriday and guided by **NM teachers.**

According to teacher:

“I feel that this training has given us, as senior teachers, a significant increase in understanding regarding the use of technology tools. Previously, we had no knowledge of how to operate Zoom, but now

we have succeeded in mastering it, in doing Blended learning at MTs DDI Tapandullu”(Interview AHMD, October31th, 2023)

From the interview, it can be concluded that this training provides a significant improvement of senior understanding of the senior teachers regarding the use of technology tools. Previously, they did not have knowledge about how to operate zoom, but now successfully mastering it, allowing the blended learning on MTS DDI Tapandullu. Success in adopting this technology reflects the positive impact of training in strengthening the skills of the Senior Teacher Technology and paves the way for the settlement of the Blended learning method at the school.

According to teacher:

“In my opinion, with the implementation of Blended Learning training at MTs DDI Tapandullu, as an English teacher, I feel the need to use additional applications to evaluate students without having to spend a longtime explaining assignments to them. This is because I have the responsibility to manage two schools, including teaching at Binanga Mamuju Elementary School. In this training, I am grateful to have gained knowledge about the Hot Potato application, which allows me to provide students with practical”(Interview KRTN, October31th, 2023)

From the point of view of an English teacher involved in Blended Learning training at MTS DDI Tapandullu, it appears that this implementation has raised the need to use additional applications in evaluating students without spending a long time explaining the task to them. Moreover, as a teacher who has a responsibility in two schools, including teaching in Binanga Mamuju Elementary School, the ability to manage time efficiently to be crucial. In this context, Hot Potato becomes a valuable assessment tool, allowing the task of dragging in a practical way. This conclusion reflects appreciation to new knowledge gained during training, which directly supports efficiency in the management of students' assignment and evaluation in the Blended learning environment.

1. What Technology Infrastructure is used for Blended Learning Program at MTs DDI Tapandullu

The success of educational programs through the learning process is strongly influenced by many factors, one of which is the availability of adequate educational facilities and infrastructure accompanied by optimal utilization and management. Focuses on online learning infrastructure challenges, so it is necessary to consider both the obvious and the more subtle aspects of building a system to support online and blended learning.

The technology infrastructure includes hardware and software components to support the applications of learning programs. The components of technology infrastructure are :

- a. Computer hardware
- b. Systems software
- c. Communication and networking systems
- d. Development tools
- e. Application software
- f. Special purpose tools

To assess the technology infrastructure of the blended learning program at MTs DDI Tapandullu, the researcher has outlined several indicators of technology infrastructure:

a) The School has Complete Computer Equipment

Educational facilities and infrastructure are the important and main resources in supporting the learning process in schools, and for that, it is necessary to increase utilization and management, so that the expected goals can be achieved. Educational facilities are one of the determinants of educational success. The completeness and availability of educational facilities in schools greatly affect the effectiveness and fluency of learning in the classroom.

One of the facilities and infrastructure in the school is the computer laboratory. The computer laboratory is one of the sources of learning that is needed to provide real experience to learners, as one of the supporting factors of learning. The existence of laboratories in schools is already a must in modern science education. The use of a computer laboratory in learning will provide hands-on experience to develop competencies to be able to explore and understand the environment. There is a need to provide practicum tools and materials and good laboratory management so that the implementation of learning can run optimally.

b) Standards of Educational Facilities and Infrastructure

Good laboratory standards are contained in the Regulation of the Minister of National Education (Permendiknas) No. 24 of 2007 on Standards of Educational Facilities and Infrastructure. Based on the regulation, the minimum facilities criteria consist of furniture, educational equipment, educational media, books and other learning resources, information and communication technology, and other equipment that must be owned by each school. The minimum infrastructure criteria consist of land, buildings, spaces, and power installations and services that must be owned by each school.

To better understand about technology infrastructure of the blended learning program implemented at MTs DDI Tapandullu, the researcher conducted interviews and observations with several respondents who have experienced the effectiveness of blended learning, as follows: (Interview):

“In my opinion, the use of a computer laboratory for MTs DDI Tapandullu is very important because, with adequate computer equipment, it can facilitate students in operating computers, learning digitally, surfing the internet, etc. Complete facilities can increase student learning creativity” (**Interview NRF, November 1th, 2023**).

“I think the computer facilities in the laboratory are complete with various devices. Why I say that because it can be seen that our school

already has 10 computers in the laboratory with various equipment such as mouse, keyboards and other devices. Our School also has a spacious laboratory room with AC facilities, a projector, a sound system, a projector screen, and other devices. This facility is provided so that students are comfortable in the computer laboratory” (NM interview, November 1th, 2023)

“The computer equipment provided at school makes me as a student feel comfortable and enthusiastic in learning to operate a computer, use the internet and other digital related subjects” (ISWN interview, November 1th, 2023)

“As a student, I feel helped by the presence of computer equipment in this laboratory because having adequate computer equipment can make us students enthusiastic and easily understand information technology lessons”(MRD interview, November 1th, 2023)

The results of observations in the laboratory of MTs DDI Tapandullu showed the condition of the facilities and infrastructure of MTs DDI Tapandullu computer laboratory meets the standards of high school level laboratory, Permendiknas no. 24 of 2007. It can be seen from the building and the conditions in it. The computer laboratory building in this school is by junior high school level laboratory standards with an overall area of 120 m². Even the computer lab is equipped with a projector layer that is not mentioned in Permendiknas standard No. 24 of 2007, and has a good room condition only the student seating position does face the projector layer to make students comfortable.

The overall conclusion of the respondents above is that the technology infrastructure of the blended learning program at MTs DDI Tapandullu has a positive impact on learning. Teachers noted an increase in students' understanding of subjects if have a computer laboratory comfortable with complete laboratory facilities.

2. What is the Curriculum Learning Materials of Blended Learning Program at MTs DDI Tapandullu

Successful learning is the result of carefully thought-out planning, execution by procedural and contextual guidelines, and ongoing evaluation of the process. Teachers will be able to adapt to learning guidelines or guidelines so that they may refer to the goals that have been set thanks to the best learning instruments. The concepts and learning environments will also be in complete alignment with the institution's vision, purpose, and objectives. Moreover, creating learning tools falls under the heading of improving learning planning.

The purpose of the teaching materials is not just to make learning more convenient for the pupils. This is so that teachers can direct how each piece of content is presented to students at their leisure when they construct learning resources. This demonstrates how important learning tools are for both teachers and students. One could describe learning aids as guides or learning guides. Teachers and students both notice the benefits of the use of learning tools while they are studying. In reality, it is a given that teachers who don't create learning materials will carry out their jobs ineffectively and poorly in a disorganized manner. Lesson plans are used to organize the execution of cumulative learning. These plans include indications of learning success, periodic programs that range from yearly to semester to weekly in length, as well as implementation stages and learning outcomes assessments.

To assess the curriculum learning materials of the blended learning program at MTs DDI Tapandullu, the researcher has outlined several indicators of curriculum learning materials:

a) Teacher's Ability to Prepare Curriculum Learning Materials Plans

A teacher will prepare in terms of administration and academics and who can support the student learning process is needed to structure and manage this learning process. Learning success will be easier to measure and manage.

Based on this, teachers should be able to create learning resources as effectively as possible. Lesson plans are used to organize the execution of cumulative learning. These plans include indications of learning success, periodic programs that range from yearly to semester to weekly in length, as well as implementation stages and learning outcomes assessments.

b) Teacher's Ability for Preparation Process and The Learning Device Urgency

Teachers having prepared the blended learning immediately could be assumed to foster their inferencing performance. Inferencing may be fostered since learners can build up a richer initial knowledge and develop a wider range of ideas and perspectives around the learning content. Concerning learners' referencing performance, the potential effect of having versus not having learners individually prepare for blended learning seems to be less clear. Students may benefit from the information processing advantage since they can process the instructional material before their cognitive resources.

Blended learning is a sign of substantial change in higher education which has a positive impact on integrated education because of its flexibility and self-configuring. The analysis carried out includes three things, namely, analysis of the learning problem, need analysis, and analysis of characteristics. Design by designing instruments to be used in research, designing blended learning models to be developed, designing online learning content (e-learning), and e-learning guides for students and teachers.

To better understand about curriculum learning materials of the blended learning program implemented at MTs DDI Tapandullu, the researcher conducted interviews and observation with several respondents who have experienced the effectiveness of blended learning, as follows: (Interview)

“If compiling this RPP must be by the 2013 Curriculum, the Learning Implementation Plan (RPP) must be made clearly and systematically. Ideally, an RPP should include core competencies, basic competencies, competency achievement indicators (GPA), learning objectives, learning materials, approaches to learning methods and models, media and materials, learning resources, learning steps and assessments” (Interview JM, November 2th, 2023).

“In terms of curriculum, the principal gives the prerogative to the teaching staff or teachers to determine the learning implementation plan (RPP), but before determining the RPP everything is regulated in the curriculum for example currently we use the independent curriculum, where this independent curriculum gives teachers the freedom to determine the curriculum and learning methods that student need” (Interview NRD, November 2th, 2023).

“In my opinion, the curriculum blended learning implemented at this school makes us students feel more enjoyable in learning because the teacher’s teaching methods are no longer rigid and monotonous. After learning takes place, we usually have a quiz or games. So, we students don’t feel bored studying.” (ISWN interview, November 2th, 2023)

“I think the curriculum blended learning implemented by the teacher is good because it gives us students the freedom to express opinions and the learning provided by the teacher can also increase our interest and talents according to our respective abilities.” (RZK interview, November 2th, 2023)

The overall conclusion of the respondents above is that the curriculum learning materials of the blended learning program at MTs DDI Tapandullu have a positive impact on learning because teachers can plan the learning curriculum that will be implemented during the teaching and learning process. The curriculum prepared by teachers at school will make teachers more structured in providing material to their students. If the teacher can create or design a curriculum learning, it will increase students' ability to learn and understand the entire curriculum taught by teachers.

3. How About Support of Teachers for Education of The Blended Learning Program at MTsDDI Tapandullu

The term blended learning, is often considered to be used with an ambiguous meaning which may indicate a combination of two or more teachings or pedagogies. Approach, medium, context, or learning objective and its sometimes, questionable suitability as a term, is often described as a combination of online and face-to-face teaching. This learning model can be used for various educational audiences, including training actions for teachers regarding their professional development. This is a blended learning approach for teacher training programs to support the implementation of blended learning programs in schools. The school is also expected to provide support for teachers to participate in organizations that collaborate in implementing the blended learning program. Apart from that, schools can also give rewards at the end of the semester to teachers and students who have implemented blended learning.

To better understand support teachers of the blended learning program implemented at MTs DDI Tapandullu, the researcher conducted interviews with several respondents who have experienced the effectiveness of blended learning, as follows:

“As principal at MTs DDI Tapandullu, support this blended learning program because, with this learning method, students can experience two situations at once, namely online and offline learning. That way, we will not get bored easily and will be enthusiastic about undergoing the learning process. In this case, the school provides full support in the blended learning program, such as our teachers taking part in training related to collaborative learning that will be implemented in schools” **(Interview NRD, November 3th, 2023).**

“Our support as teachers in this collaborative learning program is to improve our quality in creating a classroom atmosphere when this blended learning program is carried out. Improving personal quality will have a positive impact on our teaching patterns and students who receive learning will also understand and comprehend the blended learning material more quickly” **(Interview NM, November 3th, 2023).**

“Support from this school is giving awards/rewards to teachers or students who successfully implement blended learning. This reward is intended to make teachers and other students more motivated and enthusiastic in program blended learning” **(Interview FJR, November 3th, 2023).**

“We as a student council fully support this blended learning program because with this program we especially the students, become more independent, have high motivation to learn, improve critical thinking, and most importantly, learning becomes something fun for us. Support as a student council is by involving students in certain organizations related to the management of the blended learning process. Where in this organization students will knowledge regarding this collaborative learning method” (**Interview SCI, November 3th, 2023**).

Overall, the school, teachers, and students in this case support the implementation of blended teaching at MTs DDI Tapandullu. Full support is given to teachers who have implemented the blended learning method. This support takes the form of helping teachers in blended learning training and providing appreciation to teachers such as rewards given at the end of the semester for completing the blended learning program very well. Furthermore, the school in particular has included teachers in organizations that are correlated with the blended learning process

B. The Effectiveness at MTs DDI Tapandullu

1. Effectiveness of Blended Learning Program at MTs DDI Tapandullu

In general, effectiveness reflects the achievement of goals accurately or the selection of appropriate goals from various alternatives or options available, as well as making choices from the available options. In this context, effectiveness can be interpreted as the evaluation of success in achieving the set goals. For example, if a task can be completed with a predetermined method, then that method is considered correct or effective.

To assess the effectiveness of the blended learning program implemented at MTs DDI Tapandullu,

To better understand the effectiveness of the blended learning program implemented at MTs DDI Tapandullu, the researcher conducted interviews with several respondents who have experienced the

effectiveness of blended learning, and the researcher has outlined several indicators of effectiveness as follows:

a) Students can access subjects

The effectiveness of blended learning at MTs DDI can be seen in students' ability to access subjects more easily. With the presence of online learning platforms such as Zoom and WhatsApp, students can access learning materials anytime and anywhere according to their needs. This opens opportunities for independent learning, allowing students to adjust the pace of learning to their individual abilities and overcome time and space constraints in the learning process.

According to teacher:

"I feel the blended learning program has opened more doors for students to learn. Students can access learning materials anytime and anywhere. This gives them very good wishes. However, I feel we need more training on the use of internet tools to maximize our learning." (**NRF interview, November 4th, 2023**).

"yes, Blended learning programs open the door to more interactive science experiments. Students can access simulations and online resources to support practicum learning. However, we need more hardware and internet access in our labs." (**JMT interview, November 4th 2023**).

The conclusion of the second interview shows that Blended Learning program has opened a wider opportunity for students in the learning process. Students can access learning materials anytime and anywhere, giving them excellent freedom. However, the two resource reveals the need for more training in using the Internet tools to optimize their learning. In addition, in the context of science learning, the second interview highlights the need for more hardware and internet access in the laboratory to support interactive experiments and practicum learning. Thus, although there is a significant advantage of

blended learning, challenges such as training and infrastructure still need to be overcome to maximize the learning potential thoroughly.

b) More flexible learning

Blended learning at MTs DDI provides greater flexibility to students. By integrating face-to-face and online learning, students have the opportunity to choose the time and learning methods that suit their learning styles. This flexibility allows for the adaptation of learning to individual differences, creating an inclusive environment and better supporting student development.

According to students :

"Blended learning makes learning more flexible. I can study at home and interact with the teacher through my phone. However, sometimes I experience problems with internet signals because they are not very stable at home." (**Interview RK, November 4th, 2023**).

According to teacher:

"Blended learning allows me to be more flexible in teaching. I can assign assignments online and communicate with students through online platforms. However, it should be noted that not all students have internet access, so good planning is needed." (**NM interview, November 4th, 2023**).

The conclusion of the second interview reflects that Blended Learning provides satisfaction in the learning process, both from the perspective of students and teachers. From the student's point of view, the ability to study at home and interact with teachers through mobile phones give a significant hunch. However, problems with unstable internet signals at home becomes a challenge that is sometimes faced.

From the teacher's point of view, Blended Learning provides disappointment in delivering online tasks and communicating with students through the Bold platform. But it is worth noting that not all students have internet access, so good planning is needed to ensure equality of access to all students. Therefore, although Blended

Learning brings many benefits, the challenges of the availability and internet stability need to be noticed that the learning remains effective and inclusive for all parties.

c) Students can complete assignments on time

The effectiveness of blended learning is also reflected in students' ability to complete assignments on time. With online platforms, teachers can assign tasks, and students can upload their work electronically. This not only gives students the flexibility to complete assignments more flexibly but also facilitates teachers in providing feedback quickly and efficiently.

According to students :

"Blended learning helps me be more responsible for my learning. I can determine my own time to study and complete assignments. However, sometimes I miss direct interaction with teachers and classmates." **(Interview MRD, November 4th,2023).**

According to teachers:

"The blended learning program has helped us to better connect students' development. We can quickly identify students who need additional assistance and provide specialized guidance. However, we need more technical tools and technological support to make this program run more smoothly." **(NRD interview, November 4th,2023).**

The conclusion of the interview shows that Blended Learning provides greater responsibility for students in setting learning time and completing the task. The ability to determine the time of learning itself provides significant flexibility. However, the student's speaker also states that sometimes he misses directly interacting with teachers and classmates.

From the teacher's perspective, Blended Learning helps improve connections with student development. Quick identification of students who need additional help and provide special guidance to

be more effective. However, it should be noted that it takes more technical tools and technology support to run this program more slowly. The conclusion this reflects the complexity and challenge of the blended learning approach, where the benefits of student independence are balanced with the need for more direct interactions and support.

- d) Students are more actively involved in discussions on the platform.

Students at MTs DDI are observed to be more actively engaged in discussions on online learning platforms. Through features such as discussion rooms or online forums, students can actively participate in discussions, exchange opinions, and interact with each other. This creates a collaborative learning environment and enhances student engagement in the learning process.

According to teacher:

"I have seen a significant improvement in students' understanding of Biology since we started implementing blended learning. They are more active in seeking materials and discussing on the platform. However, we need to ensure that all students have smoother internet access." (**Interview MS, November 4th, 2023**).

From interview with MS on November 4, 2023, it appears significant significant progress in the understanding of students to biology since it is blended learning. More active student activity in searching for material and discussing on the platform showed a positive impact of this approach. However, it should be noted that naparable is in order to make sure all students have more smooth Internet access. This statement emphasizes the importance of availability of internet connections that are useful to maximize the benefits of Blended Learning, and highlight the need to overcome the conceivessal challenge to create more inclusive and effective learning environments.

e) Teachers can adapt online and offline learning

The last advantage is seen in the ability of teachers to adapt online and offline learning. With the right platform selection and adequate training, teachers can integrate learning methods that align with students' needs and the school curriculum. This allows for the adaptation of learning to class conditions and needs, creating an integrated learning experience that supports holistic student development.

According to teacher:

"Blended learning helps me get closer to students in teaching Indonesian language. Students are more confident in expressing themselves in writing. However, as a teacher, I need to be more adaptive in providing good feedback and support." **(Interview AHM, November 4th, 2023).**

"The use of technology in blended learning programs helps students understand the teachings of Islam more. I can combine learning resources with traditional materials to create a more diverse learning experience." **(FJR interview, November 4th, 2023).**

From an interview with AHM on November 4, 2023, it appears that the application of Blended Learning helps closer the relationship between teachers and students in Indonesian teaching. Students are more confident in expressing their opinions in writing. Nevertheless, AHM emphasizes the need for teachers to more adaptive in providing good feedback and provide adequate support.

Meanwhile, interviews with FJR on November 1, 2023, highlighted that the use of technology in the Blended Learning program contributed positively to the students' understanding of Islamic teachings. FJR can combine digital learning resources with traditional material, creating a more diverse learning experience. The conclusion of this second interview shows that Blended Learning not only increases the involvement and understanding of students to the

subject matter, but also emphasizes the need for teacher adaptability in providing effective support and feedback.

B. Discussion

In the context of implementing a blended learning program at MTs DDI, data analysis serves as the primary foundation to systematically understand how this approach is carried out. Data collected through observation and interviews provide a deep qualitative insight into the implementation of the program. The use of qualitative methods offers a deeper understanding of the learning phenomenon, allowing researchers to describe nuances and variations in words and images. Qualitative data analysis plays a crucial role in detailing the success and challenges of implementing the blended learning program at MTs DDI. Through this description of the phenomenon, the research provides a rich understanding of the reality of program implementation.

Descriptive qualitative data becomes a key element in this study. Although not focused on numbers or statistics, qualitative data can provide in-depth context, emphasizing variations and understanding the dynamics of interactions within the classroom. This approach allows readers to feel the atmosphere of blended learning at MTs DDI in a holistic manner. Therefore, the use of in-depth qualitative data depicts more than just numbers, bringing out meanings and significance behind each learning activity. Overall, qualitative data analysis reinforces the relevance and excellence of the blended learning program at MTs DDI from the perspective of practical experiences and interactions between teachers and students.

The discussion on the implementation of the blended learning program at MTs DDI Tapandullu emphasizes the integration of online and offline learning as a holistic learning approach. Data presented in this subsection is rooted in post-teacher learning activity observations, which take place on Fridays. Emphasizing the implementation of blended learning as an online and offline learning-based program provides a clear understanding of the integration of technology into the daily learning

activities at the school. The application of this concept is evident in the use of communication applications such as WhatsApp, Zoom, and Facebook, as well as Hot Potato as a tool for conducting learning. This conclusion is related to Nurhadi's theory, which describes that blended learning combines various tools in learning, showing positive effectiveness in improving learning outcomes through learning motivation, as found in the research by Mustanil et al. (2022).

Relevance of Moore and Jonassen's Theory in Blended Learning Implementation. Michael G. Moore's theory, highlighting the importance of interaction, collaboration, and online learning, along with David Jonassen's concept of cognitive activity theory, provides a strong theoretical foundation for the implementation of the blended learning program at MTs DDI. Teachers at the school can design online learning that combines interactive, and collaborative aspects and builds students' cognitive activities. By applying these theories in instructional design, the blended learning program at MTs DDI creates a more comprehensive learning experience relevant to the demands of contemporary education.

This research is in line with that carried out by Wahyuni et al (2023) who said that the application of blended learning in increasing students' conceptual understanding has been effective, this has been proven in the learning process to have a significant effect on increasing students' conceptual understanding. Learning with blended learning provides a wider space for students to explore abilities and independence which have previously been focused on learning activities in the classroom. The result of the effectiveness test conducted by Marzuki (2023) shows that there is a significant difference from previous learning with learning outcomes experiencing an increase in scores so it was concluded that blended learning material in education evaluation was proven to be effective in improving learning outcomes.

According to Keshta (2013) blended learning provides students with a better learning environment through various multimedia resources that enhance independent learning strategies and are reflected in their learning achievements blended learning is very effective in motivating shy and low-achieving students towards participation and

good interaction in blended learning. Furthermore, this combination provides students with significant enjoyment pleasure, enthusiasm and variety positively influencing student achievement

Contribution of the Blended Learning Program to the Future of MTs DDI Tapandullu. From the research findings in the field, it can be concluded that the implementation of the blended learning program at MTs DDI Tapandullu contributes significantly to student learning and teacher instruction. By incorporating Moore and Jonasen's theoretical concepts into learning practices, the program not only helps students develop critical and applicable skills but also lays the foundation for creating an adaptive and innovative school. Thus, MTs DDI Tapandullu is building a better future through the application of integrated and sustainable educational technology.

The application of educational technology in school is considered very important to improve the quality and creativity of students. So, what needs to be emphasized is building good infrastructure technology for educational success and progress. MTs DDI Tapandullu has good technological infrastructure as seen from the room and the layout of all the computer laboratory equipment is very good. Apart from that, this school also has complete computer equipment such as a computer/notebook, sound systems, projectors, and mouse and is also provided with air conditioning (AC) so that students feel comfortable in the computer laboratory. Not only that, the fast and free internet network increases students' interest in exploring the virtual world. Apart from that, positive things can be taken from frequently using internet media namely foresting student creativity in the teaching and learning process. This is in line with research conducted by Afifah (2021) said the success of educational programs through the learning process is strongly influenced by many factors, one of which is the availability of adequate educational facilities and infrastructure accompanied by optimal utilization and management which is computer laboratories serve as a place to develop skills in the field of information and communication technology. About the blended learning model, infrastructure technology is very related because we can carry out learning via Zoom

with students. The learning model using the Zoom application has been carried out by teachers and students at MTs DDI Tapandullu. This learning model is considered effective for schools that have implemented a blended learning program.

The blended learning model is applied to the teaching and learning process it becomes effective with the transition of students to higher levels in acquiring knowledge and developing skills learning model is flexible, there are many things that we must do so that learning becomes effective and useful. We must make learning more realistic in terms of the time, effort, and resources required for development and implementation. Schools must establish the policies, planning, resources, scheduling systems, and support necessary to ensure that the implementation of Blended learning is successful. The resources needed are not limited solely to purchasing equipment and technology but also refer to how to develop human resources in implementing blended learning. The research of Bogler and Nir (2015) has shown that teachers' perception of their school support is related to their intrinsic and extrinsic job satisfaction. There are also research results showing that teachers perceived organizational support is correlated with their attitudes toward their job and their job performance (Xu and Yang, 2018). Nayir (2012) points out that teachers who feel more supported by their school tend to contribute more to the objectives of their school, so the perception of organizational support is crucial for them to internalize the organizational objectives. In the case of blended learning, the research results of Zhao and Song (2022) indicate that teachers expect organizational support, such as recognition and understanding, guidelines, and incentive policy. In addition, our research found that organizational support for blended learning can be used as a direct predictor of teachers' use of blended learning.

From this research, it was found that schools supporting teachers in implementing blended learning is very important. support from schools in implementing blended learning, namely involving teachers in teacher training programs to support the implementation of blended learning programs in schools. Schools are also expected to provide support to teachers to participate in

organizations that collaborate in implementing blended learning programs. Apart from that, schools can also give rewards at the end of the semester to teachers and students who have implemented blended learning. Teacher support for blended learning includes technical support, pedagogical support, and incentives. This provides a clue to the meaning of teacher support. Additionally, support also means allowing teachers to take time to think about their ideas and providing them with appropriate training and knowledge so they can implement and evaluate their work. With the right support, teachers designing new Blended learning models can welcome feedback. Educational institutions show the public that they value this behavior and are ready to help with curriculum development. This is in line with research by Poon (2013) which states that institutions must provide support in several dimensions, including information technology, sustainable investment, senior administrator support, and teacher training. Porter et al. (2014) summarize the supporting framework that educational institutions must provide for blended learning which consists of three dimensions. The three dimensions are strategy, structure, and support.

In conclusion, the implementation of the blended learning program at MTs DDI Tapandullu has proven successful in enhancing the quality of learning with a comprehensive approach that integrates both online and offline learning. Qualitative data analysis plays a fundamental role in understanding the dynamics of program implementation, enriching the understanding of successes and challenges faced. The program not only provides significant benefits to students but also substantially enriches the role of teachers by utilizing advanced technology. The relevance of Moore and Jonassen's theories is evident in the design of interactive and cognitive learning. The contribution of this blended learning program is not limited to the development of student skills but also establishes a foundation for the future of MTs DDI Tapandullu as an adaptive and innovative school in response to contemporary educational demands. Thus, through its blended learning program, MTs DDI

Tapandullu makes a substantial positive contribution to creating a relevant and sustainable learning environment.



CHAPTER V

CLOSING

A. Conclusion

Based on research conducted at MTs DDI Tapandullu, West Sulawesi, regarding the implementation and effectiveness of the blended learning program, it can be concluded that this program has had a positive impact on the learning process in the school namely :

1. The implementation of blended learning is carried out to provide understanding and ways to operate technological tools in blended learning for teachers who do not understand the operation of blended learning technology.

In the implementation discussion about:

- a. Preparation and initial evaluation
- b. Selection of online learning platforms
- c. Teacher training
- d. Technology infrastructure
- e. Curriculum learning materials support teachers education

This case support the implementation of blended teaching at MTs DDI Tapandullu. Full support is given to teachers who have implemented the blended learning method. This support takes the form of helping teachers in blended learning training and providing

appreciation to teachers such as rewards given at the end of the semester for completing the blended learning program very well. Furthermore, the school in particular has included teachers in organizations that are correlated with the blended learning process

2. The effectiveness of blended learning in the form of student and teacher responses shows variations in experiences and perceptions of blended learning. Teachers see an increase in students understanding and learning motivation in this blended learning lesson. For continuous evaluation and improvement in technology planning and management will be key to improving the effectiveness of blended learning programs at MTs DDI Tapandullu to achieve optimal and inclusive learning.

B. Suggestion

Based on research conducted at MTs DDI Tapandullu, West Sulawesi, regarding the implementation and effectiveness of blended learning programs, it is recommended that schools continue to increase cooperation between teachers and students in planning and implementing blended learning-based learning. The importance of preparing adequate infrastructure and resources, such as training for optimizing the use of internet tools, can be a focus to ensure the sustainability of this program. In this regard, lesson planning needs to be improved by accommodating the

needs of students, as well as ensuring more stable internet access to overcome the challenges that may be faced. Continuous evaluation of program effectiveness, taking into account student and teacher experiences, will be the foundation for further improvement and development to achieve optimal learning objectives.



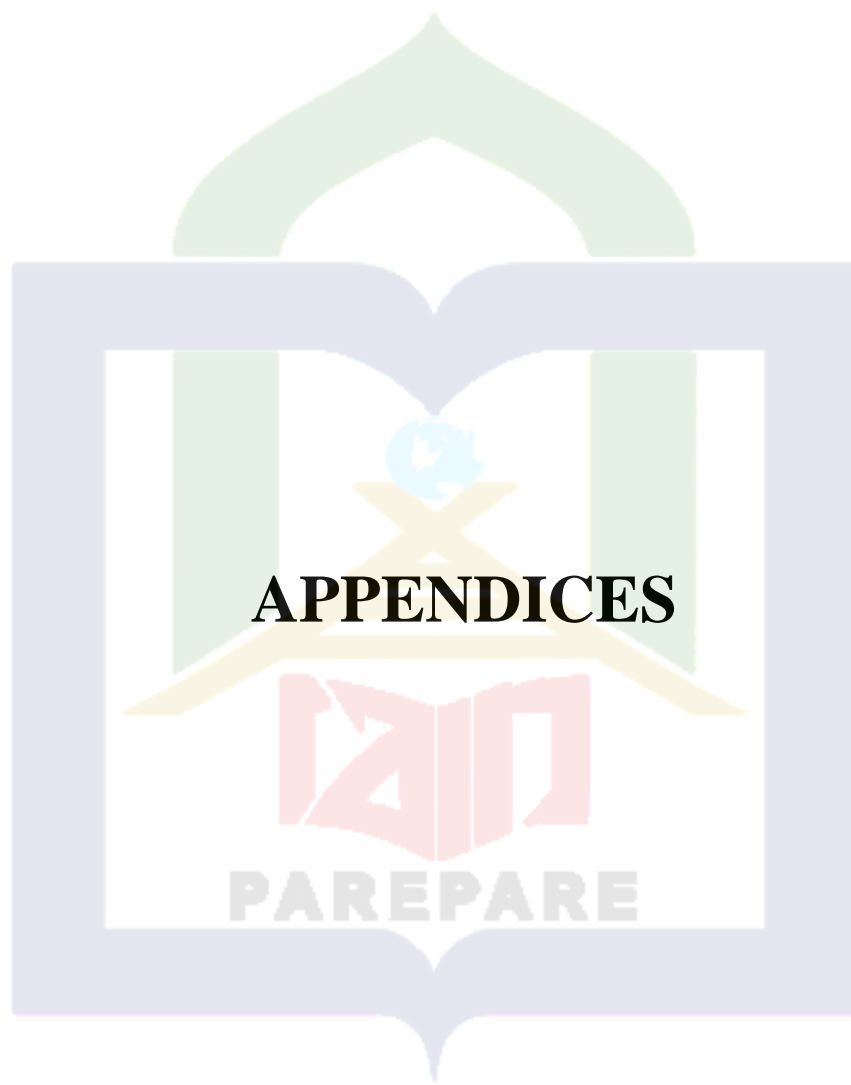
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APPENDICES

Appendix 1: Instruments of The Research

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUT AGAMA ISLAM NEGERI PAREPARE FAKULTAS TARBIYAH Jl.Amal Bakti No. 8 Soreang 91132 Telp. (0421) 21307</p>
<p>VALIDASI INSTRUMENT PENELITIAN PENULISAN SKRIPSI</p>	

NAMA MAHASISWA : NURHAJIA
 NIM : 19.1300.055
 FAKULTAS/PRODI : TARBIYAH / PENDIDIKAN BAHASA INGGRIS
 JUDUL : THE EFFECTIVENESS OF BLENDED LEARNING PROGRAM AT MTS DDI TAPANDULLU WEST SULAWESI

Variabel	Subvariabel/aspect	Indicator
1. The Implementation of Blended Learning Program at MTs DDI Tapandullu West Sulawesi	1. Preparation and Initial Evaluation	1. Presentation of students who have internet access at home.
	2. Selection of Online Learning Platform	2. Average internet connection speed of students.
2. The Effectiveness of Blended Learning	3. Teacher Training	3. The alignment of the curriculum with the needs and challenges of students in the region.
	4. Technology infrastructure is used for blended learning program	4. The utilization of technology to enrich and enhance students' understanding of the learning materials.
	5. Curriculum learning materials of the blended learning programs	5. Presentation of teachers who have
	6. Support of teachers for education of the blended learning program	

<p>Program at MTs DDI Tapandullu West Sulawesi</p>	<ol style="list-style-type: none"> 2. More flexible learning 3. Student can complete assignment on time 4. Student are more actively involved in discussions on the platform 5. Teachers can adapt online and offline learning. 	<p>developed lesson plans that efficiently integrate online and offline elements.</p> <ol style="list-style-type: none"> 6. The level of teacher participation in specialized blended learning training.
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INTERVIEW GUIDELINES

1. How are the preparation for the initial evaluation in implementing the blended learning program at MTs DDI Tapandullu?
2. What applications are used in blended learning at MTs DDI Tapandullu?
3. What do teachers at MTs DDI Tapandullu think about training in implementing blended learning?
4. How do you think the use of a computer laboratory can make it easier for students to operate computers and learn digitally at MTs DDI Tapandullu?
5. Is the equipment in the laboratory complete for using blended learning?
6. What do you think as a student who uses computer equipment in the MTs DDI Tapandullu laboratory?
7. What components should be in the RPP?
8. What is the role of the school principal in providing freedom to teachers?
9. What are the students' experiences with the blended learning curriculum implemented at this school?
10. How does the blended learning curriculum help increase student involvement and explore interests and talents according to individual abilities?
11. As the principal at MTs DDI Tapandullu, how can full support for the blended learning program create a different learning experience for students?
12. As a teacher who supports collaborative learning programs, how can improving personal qualities have a positive impact on the classroom atmosphere during the implementation of the blended learning program?
13. How is support from the school, such as giving awards to teachers or students who successfully implement blended learning?
14. As a student council member who supports the blended learning program,

how can this program increase student independence, learning motivation, and critical thinking skills?

15. What do you think of the blended learning program?
16. Is the blended learning program help teachers and students at MTs DDI Tapandullu?
17. Is the blended learning program flexible?
18. How effective is the blended learning program?
19. Do students like blended learning programs?
20. How do blended learning programs help students?

Parepare, 11th Agustus 2023

Approved by
Consultant Commissions

Consultant

Co-Consultant

Hj.Nurhamdah,S.Ag.,M.Pd.
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PAREPARE

FROM INTEVIW

Respondents	Questions	Answers
<p>NAME : NM ADDRESS : Mamuju GENDER: male INTERVIEW :October31th, 2023</p> <p style="text-align: right;">DATA</p>	<p>How are the preparation for the initial evaluation in implementing the blended learning program at MTs DDI Tapandullu?</p>	<p>“In initial preparations for implementing a blended learning program, there are important needs for us as teachers, namely adequate technological preparation such as computers, LCDs and other technological tools. After all preparations are complete, the next step is to carry out an initial evaluation in trying out Blended Learning. This evaluation is routinely carried out every Friday. The aim is very clear, namely so that we can assess the advantages and disadvantages of the technological tools we use in the Blended Learning process”(Interview NM, October31th, 2023)</p>
<p>NAME: Abd. KDR ADDRESS : Mamuju GENDER : male INTERVIEW :October31th, 2023</p> <p style="text-align: right;">DATA</p>	<p>What applications are used in blended learning at MTs DDI Tapandullu?</p>	<p>“At this school, we have agreed to use learning applications, namely WhatsApp and Zoom. Apart from that, we also utilize an additional application called Hot Potato. The Hot Potato application makes it easy for us to evaluate students' abilities and understand their capacities better”(Interview Abd. KDR, October31th, 2023)</p>
<p>NAME : AHMD ADDRESS : Mamuju GENDER :male INTERVIEW :October31th, 2023</p> <p>NAME: KRTN ADDRESS : Mamuju GENDER : female INTERVIEW :October31th, 2023</p> <p style="text-align: right;">DATA</p>	<p>What do teachers at MTs DDI Tapandullu think about training in implementing blended learning ?</p>	<p>“I feel that this training has given us, as senior teachers, a significant increase in understanding regarding the use of technology tools. Previously, we had no knowledge of how to operate Zoom, but now we have succeeded in mastering it, in doing Blended learning at MTs</p>

<p>:October31th, 2023</p>		<p>DDI Tapandullu”(Interview AHMD, October31th, 2023) “In my opinion, with the implementation of Blended Learning training at MTs DDI Tapandullu, as an English teacher, I feel the need to use additional applications to evaluate students without having to spend a longtime explaining assignments to them. This is because I have the responsibility to manage two schools, including teaching at Binanga Mamuju Elementary School. In this training, I am grateful to have gained knowledge about the Hot Potato application, which allows me to provide students with practical” (Interview KRTN, October31th, 2023)</p>
<p>NAME: NRF ADDRESS: Mamuju GENDER: female INTERVIEW DATA :November 1th, 2023</p>	<p>How do you think the use of a computer laboratory can make it easier for students to operate computers and learn digitally at MTs DDI Tapandullu?</p>	<p>“In my opinion, the use of a computer laboratory for MTs DDI Tapandullu is very important because, with adequate computer equipment, it can facilitate students in operating computers, learning digitally, surfing the internet, etc. Complete facilities can increase student learning creativity” (Interview NRF, November 1th, 2023).</p>
<p>NAME: NM ADDRESS : MamujuKarema GENDER: male INTERVIEW DATA : November 1th, 2023</p>	<p>Is the equipment in the laboratory complete for using blended learning?</p>	<p>“I think the computer facilities in the laboratory are complete with various devices. Why I say that because it can be seen that our school already has 10 computers in the laboratory with various equipment such as mouse, keyboards and other devices. Our School also has a spacious laboratory room with AC</p>

		facilities, a projector, a sound system, a projector screen, and other devices. This facility is provided so that students are comfortable in the computer laboratory” (NM interview, November 1 th , 2023)
<p>NAME : ISWN CLASS : 9 GENDER : male INTERVIEW DATA :November 1th, 2023</p> <p>NAME : MRD CLASS : 9 GENDER : female INTERVIEW DATA :November 1th, 2023</p>	<p>What do you think as a student who uses computer equipment in the MTs DDI Tapandullu laboratory?</p>	<p>“The computer equipment provided at school makes me as a student feel comfortable and enthusiastic in learning to operate a computer, use the internet and other digital related subjects” (ISWN interview, November 1th, 2023)</p> <p>“As a student, I feel helped by the presence of computer equipment in this laboratory because having adequate computer equipment can make us students enthusiastic and easily understand information technology lessons”(MRD interview, November 1th, 2023)</p>
<p>NAME : JM ADDRESS : Mamuju GENDER : female INTERVIEW DATE :November 2th, 2023</p>	<p>What components should be in the RPP?</p>	<p>“If compiling this RPP must be by the 2013 Curriculum, the Learning Implementation Plan (RPP) must be made clearly and systematically. Ideally, an RPP should include core competencies, basic competencies, competency achievement indicators (GPA), learning objectives, learning materials, approaches to learning methods and models, media and materials, learning resources, learning steps and assessments”(Interview JM, November 2th, 2023)</p>
<p>NAME : NRD ADDRESS : Mamuju GENDER : female INTERVIEW DATE</p>	<p>What is the role of the school principal in providing freedom to</p>	<p>“In terms of curriculum, the principal gives the prerogative to the teaching staff or teachers to</p>

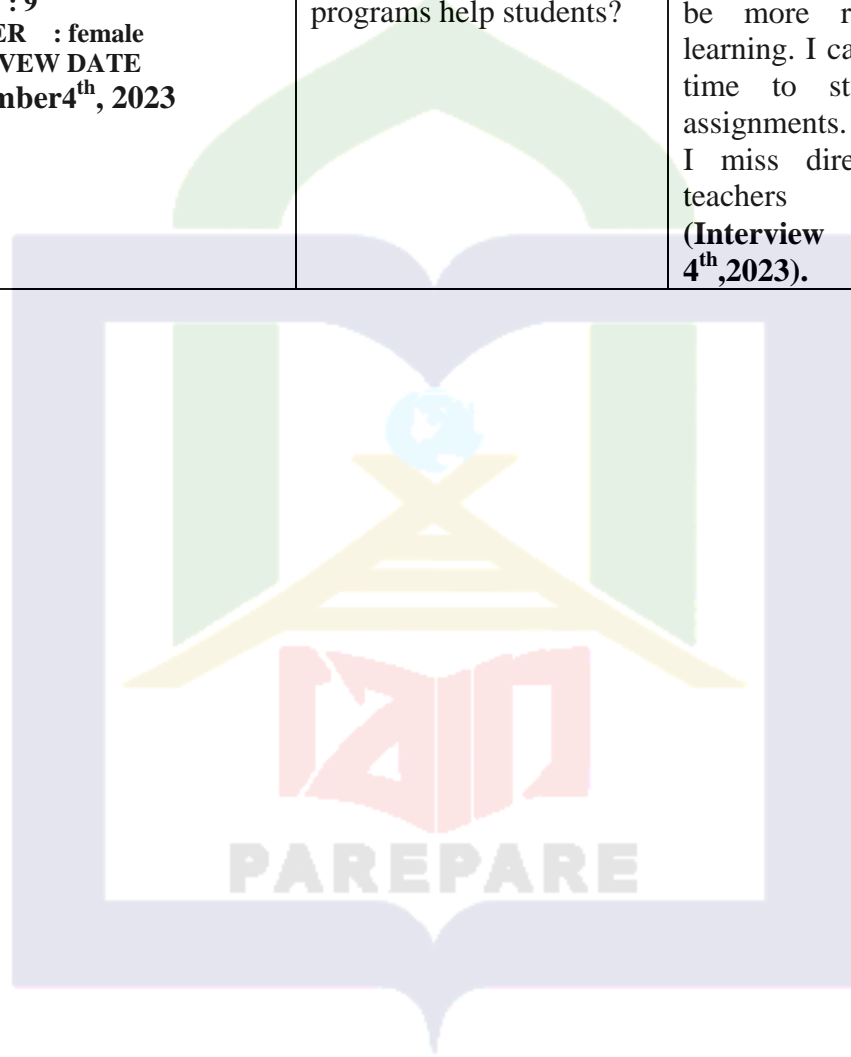
<p>:November2th, 2023</p>	<p>teachers?</p>	<p>determine the learning implementation plan (RPP), but before determining the RPP everything is regulated in the curriculum for example currently we use the independent curriculum, where this independent curriculum gives teachers the freedom to determine the curriculum and learning methods that student need” (Interview NRD, November 2th, 2023).</p>
<p>NAME : ISWN CLASS : 9 GENDER : male INTERVIEW DATE :November2th, 2023</p>	<p>What are the students' experiences with the blended learning curriculum implemented at this school?</p>	<p>“In my opinion, the curriculum blended learning implemented at this school makes us students feel more enjoyable in learning because the teacher’s teaching methods are no longer rigid and monotonous. After learning takes place, we usually have a quiz or games. So, we students don’t feel bored studying.” (ISWN interview, November 2th, 2023)</p>
<p>NAME : RZK CLASS : 9 GENDER : male INTERVIEW DATE :November3th, 2023</p>	<p>How does the blended learning curriculum help increase student involvement and explore interests and talents according to individual abilities?</p>	<p>“I think the curriculum blended learning implemented by the teacher is good because it gives us students the freedom to express opinions and the learning provided by the teacher can also increase our interest and talents according to our respective abilities.” (RZK interview, November 3th, 2023)</p>
<p>NAME : NRD ADDRESS : Mamuju GENDER : female INTERVIEW DATE :November3th, 2023</p>	<p>As the principal at MTs DDI Tapandullu, how can full support for the blended learning program create a different learning experience for students?</p>	<p>“As principal at MTs DDI Tapandullu, support this blended learning program because, with this learning method, students can experience two situations at once, namely online and offline learning. That way, we will not get bored easily and will be</p>

		enthusiastic about undergoing the learning process. In this case, the school provides full support in the blended learning program, such as our teachers taking part in training related to collaborative learning that will be implemented in schools” (Interview NRD , November 3 th , 2023).
<p>NAME : NM ADDRESS : Mumuju Karema GENDER : male INTERVIEW DATE :November3th, 2023</p>	<p>As a teacher who supports collaborative learning programs, how can improving personal qualities have a positive impact on the classroom atmosphere during the implementation of the blended learning program?</p>	<p>“Our support as teachers in this collaborative learning program is to improve our quality in creating a classroom atmosphere when this blended learning program is carried out. Improving personal quality will have a positive impact on our teaching patterns and students who receive learning will also understand and comprehend the blended learning material more quickly” (Interview NM, November 3th, 2023).</p>
<p>NAME : FJR ADDRESS : Mamuju GENDER : female INTERVIEW DATE :November3th, 2023</p>	<p>How is support from the school, such as giving awards to teachers or students who successfully implement blended learning?</p>	<p>“Support from this school is giving awards/rewards to teachers or students who successfully implement blended learning. This reward is intended to make teachers and other students more motivated and enthusiastic in program blended learning” (Interview FJR, November 3th, 2023)</p>
<p>NAME : SCL CLASS : 9 GENDER : female INTERVIEW DATE :November3th, 2023</p>	<p>As a student council member who supports the blended learning program, how can this program increase student independence, learning motivation, and critical thinking skills?</p>	<p>“We as a student council fully support this blended learning program because with this program we especially the students, become more independent, have high motivation to learn, improve critical thinking, and most importantly, learning becomes something fun for us. Support as a</p>


		<p>student council is by involving students in certain organizations related to the management of the blended learning process. Where in this organization students will knowledge regarding this collaborative learning method” (Interview SCI, November 3th, 2023).</p>
<p>NAME : NRF ADDRESS : Mamuju GENDER :female INTERVIEW DATA :November4th, 2023</p>	<p>What do you think of the blended learning program?</p>	<p>"I feel the blended learning program has opened more doors for students to learn. Students can access learning materials anytime and anywhere. This gives them very good wishes. However, I feel we need more training on the use of internet tools to maximize our learning." (NRF interview, November 4th, 2023)</p>
<p>NAME : JMT ADDRESS : Mamuju GENDER :female INTERVIEW DATA :November4th, 2023</p> <p>NAME : AHM ADDRESS : Mamuju GENDER : male INTERVIEW DATA :November4th, 2023</p> <p>NAME : FJR ADDRESS : Mamuju GENDER :female INTERVIEW DATA :November4th, 2023</p>	<p>Is the blended learning program help teachers and students at MTs DDI Tapandullu?</p>	<p>"yes, Blended learning programs open the door to more interactive science experiments. Students can access simulations and online resources to support practicum learning. However, we need more hardware and internet access in our labs." (JMT interview, November 4th 2023).</p> <p>"yes, Blended learning helps me get closer to students in teaching Indonesian language. Students are more confident in expressing themselves in writing. However, as a teacher, I need to be more adaptive in providing good feedback and support." (Interview AHM, November 4th, 2023).</p> <p>"The use of technology in blended learning programs helps students</p>

		understand the teachings of Islam more. I can combine learning resources with traditional materials to create a more diverse learning experience." (FJR interview, November 4 th , 2023).
<p>NAME : NM ADDRESS : Mamuju Karema GENDER : male INTERVIEW DATA : November 4th, 2023</p> <p>NAME : RK CLASS : 9 GENDER : male INTERVIEW DATE : November 4th, 2023</p>	Is the blended learning program flexible?	<p>"yes, Blended learning allows me to be more flexible in teaching. I can assign assignments online and communicate with students through online platforms. However, it should be noted that not all students have internet access, so good planning is needed." (NM interview, November 4th, 2023).</p> <p>"yes, Blended learning makes learning more flexible. I can study at home and interact with the teacher through my phone. However, sometimes I experience problems with internet signals because they are not very stable at home." (Interview RK, November 4th, 2023).</p>
<p>NAME : NRD ADDRESS : Mamuju GENDER : female INTERVIEW DATA : November 4th, 2023</p>	How effective is the blended learning program?	"The blended learning program has helped us to better connect students' development. We can quickly identify students who need additional assistance and provide specialized guidance. However, we need more technical tools and technological support to make this program run more smoothly." (NRD interview, November 4 th , 2023).
<p>NAME : MS ADDRESS : Mamuju GENDER : male INTERVIEW DATA : November 4th, 2023</p>	Do students like blended learning programs?	" yes, I have seen a significant improvement in students' understanding of Biology since we started implementing blended learning. They are more active in

		seeking materials and discussing on the platform. However, we need to ensure that all students have smoother internet access." (Interview MS, November 4th, 2023).
NAME : MRD CLASS : 9 GENDER : female INTERVIEW DATE : November 4th, 2023	How do blended learning programs help students?	"I think, Blended learning helps me be more responsible for my learning. I can determine my own time to study and complete assignments. However, sometimes I miss direct interaction with teachers and classmates." (Interview MRD, November 4th, 2023).



Appendix 2: Research Papers

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 (t: 0421) 21307 Fax: 24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

Nomor : B-4398/In.39/FTAR.01/PP.00.9/10/2023 18 Oktober 2023
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian


Yth. Bupati Mamuju
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,
Kab. Mamuju

Assalamu 'alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :


Nama : Nurhajiah
Tempat/Tgl. Lahir : Tapandullu, 27 Desember 2000
NIM : 19.1300.055
Fakultas / Program Studi : Tarbiyah/Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : Desa Tapandullu, Kec. Simboro Kab. Mamuju
Prov. Sulawesi Barat

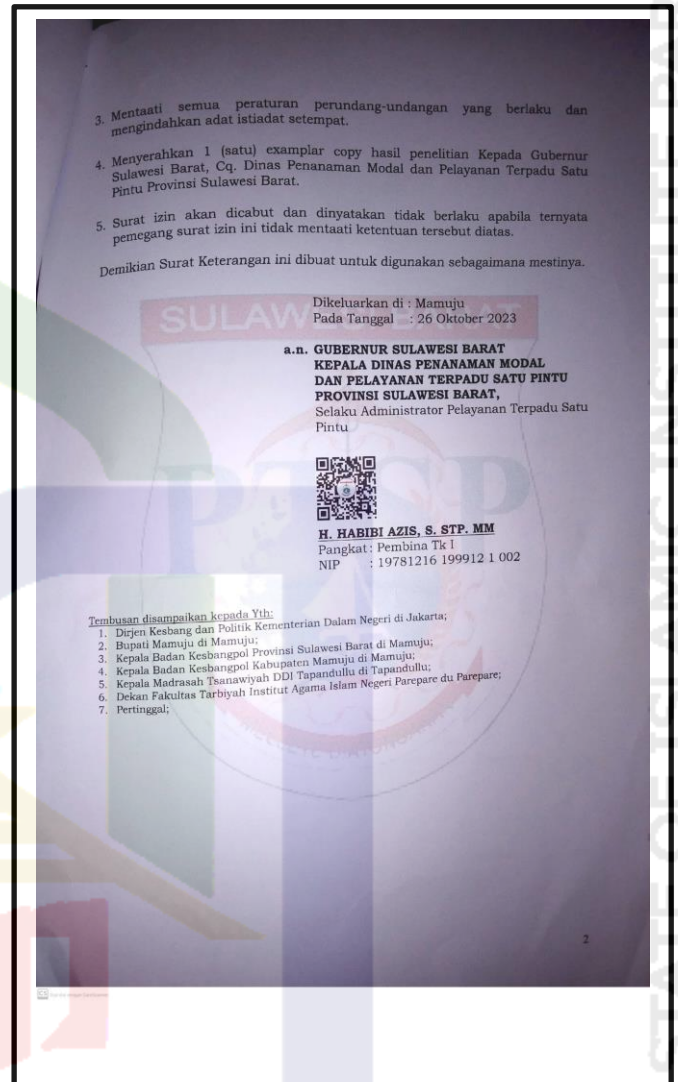
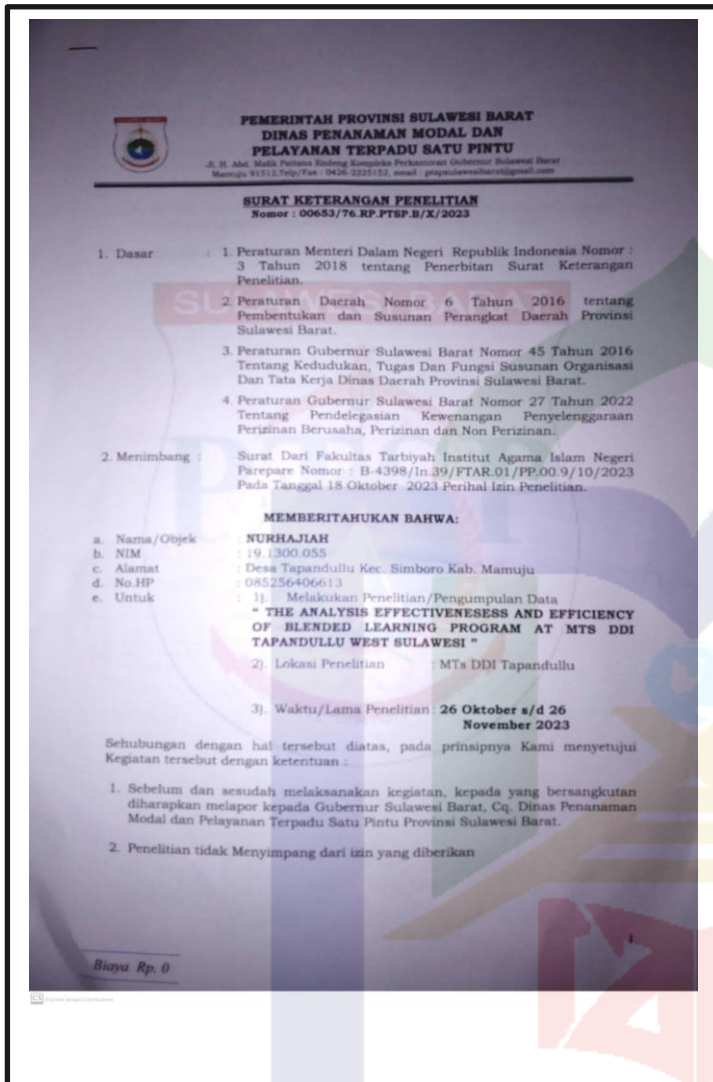
Bermaksud akan mengadakan penelitian di wilayah Kabupaten Mamuju dalam rangka penyusunan skripsi yang berjudul "*The Analysis Effectiveness and Efficiency Of Blended Learning Program At MTs DDI Tapandullu West Sulawesi*". Pelaksanaan penelitian ini direncanakan pada bulan Oktober sampai bulan November Tahun 2023.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu 'alaikum Wr. Wb.


Dekan
Dr. Zulfah, M.Pd.
NIP.19830420 200801 2 010

Tembusan:
1 Rektor IAIN Parepare







DARUL DA'WAH WAL-IRSYAD
MADRASAH TSANAWIAH DDI TAPANDULLU
Alamat : Jl. Pendidikan No.8 Tapandullu Kec. Simboro Kab. Mamuju

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor:125/MTS/DDI/TPDL/26/2023

Yang bertandatangan di bawah ini:

Nama : Abdul Kadir Dulla,S.Pd.I
NIP : 19821212 200901 1015
Jabatan : Wakil Kepala Madrasah MTs DDI Taandullu

Menyatakan dengan sesungguhnya nama dibawah ini:

Nama : Nurhajiah
Nim : 19.1300.055
Program studi : Bahasa Inggris
Pekerjaan : Mahasiswa IAIN Parepare Sulawesi Selatan

Telah selesai melakukan penelitian dan pengambilan data penelitian di sekolah MTs DDI Tapandullu Sulawesi Barat Kecamatan Simboro Kabupaten Mamuju. Terhitung sejak 26 oktober sampai dengan 26 November 2023 untuk memperoleh data penelitian dalam rangka penyusunan skripsi yang berjudul "**The Analysis Effectiveness and Efficiency of Blended Learning Program at MTs DDI Tapandullu West Sulawesi**".

Demikian surat keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sepenuhnya.

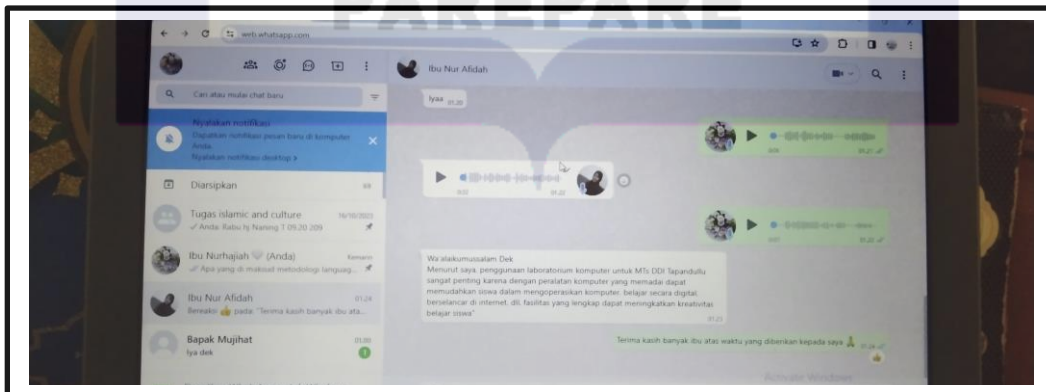
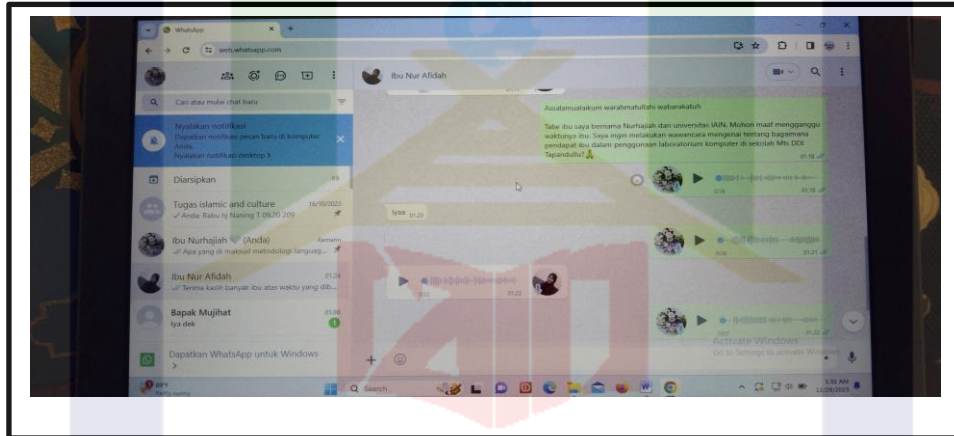
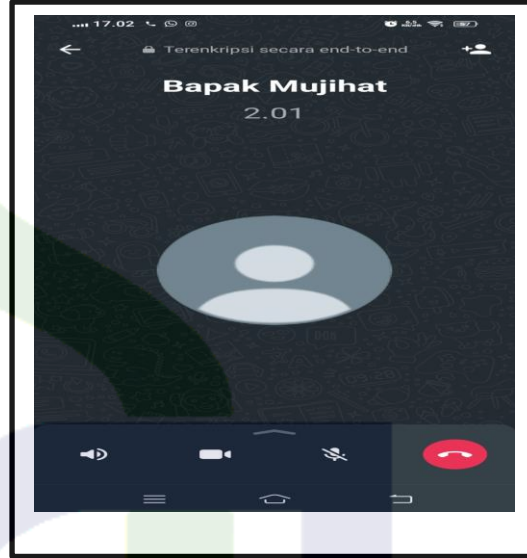
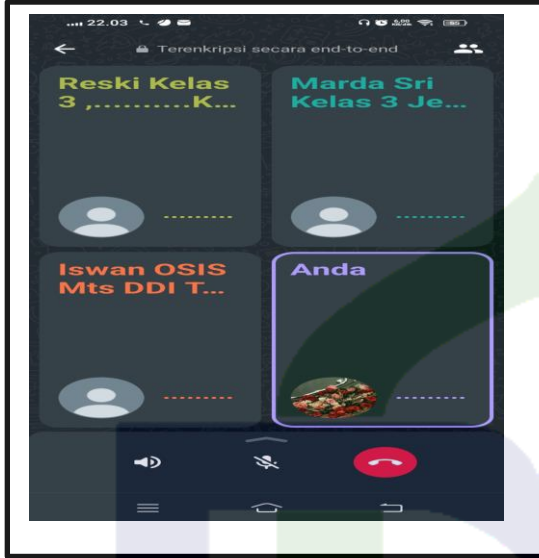
Mamuju, 26 November 2023
Wakil Kepala MTs DDI
Tapandullu

Abdul Kadir D, S.Pd.I
NIP. 19821212 200901 1015

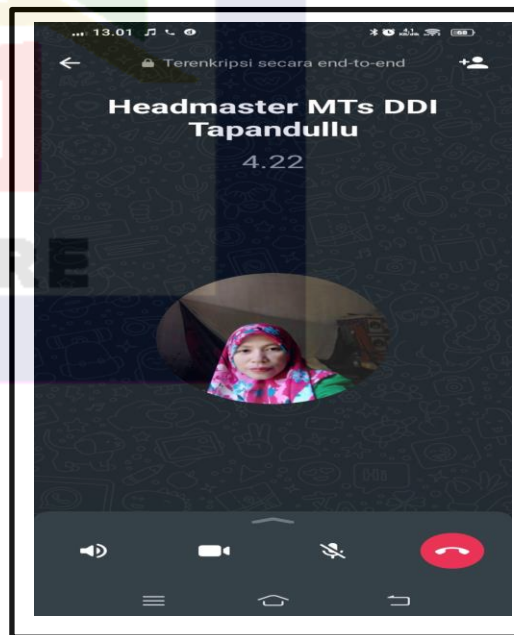
Appendix 3: Interview student at MTs DDI Tapandullu



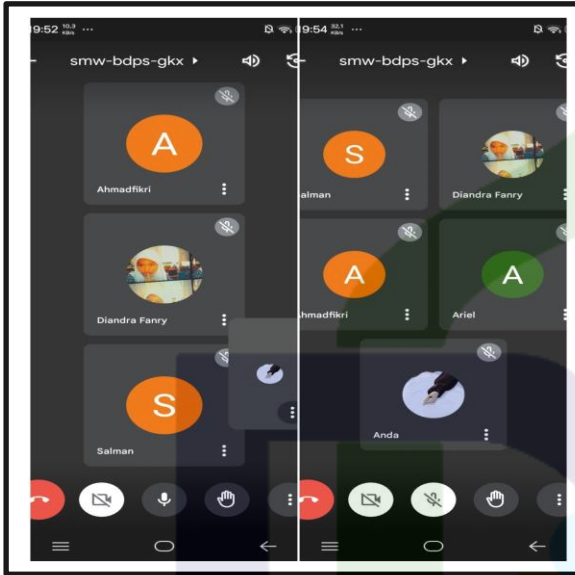
Appendix 4: Interview online blended learning



Appendix 5: Interview teachers at MTs Tapandullu



Appendix 6: Implementation blended learning



CURRICULUM VITAE



Nurhaja. the writer was born December 27th, 2000 in Mamuju. Her father's name is Warman and her mother's name is Darmi. She is the youngest of four children, she has four brothers and three sisters. She began her study in Elementary school at SD Inpres Tapandullu and graduated in 2013. In the same year, she continued her studies at MTs DDI Tapandullu and graduated in 2016. She decided to continue her studies at SMAs Tapandullu and graduated in 2019. However, she continued her studies at the State Islamic Institute of Parepare in 2019. During her studies in IAIN Parepare and took the English department as her major. She stayed in Ma'had Jamiah IAIN Parepare (Dormitory) for 2019-2020. She completed her thesis with the title "The Effectiveness of Blended Learning Program at MTs DDI Tapandullu West Sulawesi"

