

A BLENDED LEARNING AS AN ALTERNATIVE TO IMPROVE THE QUALITY OF EDUCATION IN INDONESIA¹²

Abdul Rohman

Faculty of Education and Teacher Training
State Islamic University (UIN) Walisongo Semarang
e-mail: abdulrohman@walisongo.ac.id

Abstract:

The quality of education in Indonesia remains the worst in comparing with the surrounding countries, like Malaysia, Singapore, China. The Indonesia's educational outcome still yields individuals who have low self-directed learning. The educational system has not yet produced individual who has consciousness, controlledness, independence and activeness in learning. It is partly due to the instruction is more dominated by a paradigm of *how much knowledge have been learned*, in which students are more passively received, rather than on *a matter of how to learn about it*, in which students tend to learn on how to learn. In this extent, blended learning that combines computer-internet components with traditional face-to-face teaching forms and e-learning format is arguable to consider. It provides students to explore anything they need, and provides them the instructors who keep in guiding them when they meet difficulties. Applying this way, a self-directed learning which is characterized by an ownership of learning, a self management, a self monitoring, and an extension of learning, is a pathway to achieve a qualified attainment, and in turn, the quality of education can be realized.

Key Words: *Achievement; Blended Learning; Distance Learning; Quality of Education*

A. Introduction.

The advanced nation is a nation that pays a great attention to the education that addresses to development of human resources. Supriadi (1998: 333) states that Japan, Taiwan and China, three countries in Asia are categorized as developed countries, because they are very concerned with education in its development policy. Even in some cases, education in all three countries transcends an education in the USA (Surya, 2008: 86).

In Indonesia, a reality shows that the quality of education in Indonesia is worse than Malaysia, Singapore, China (Supriadi, 2012). Why does it happen? It is partly due to the learning system in Indonesian is more dominated cognitive (Azra, 2002: 178). Learning is more dominated by the paradigm of "a matter on how much knowledge has been learned". Learning highly delivers as many subjects as possible, where the student is more "passive-receptive". Learning has not been yet touched on the paradigm of "how to learn about it". In Miller & Seller's terminology (1985: 6-8), the orientation of education is a "transmission" model, It has not oriented yet to the paradigm of "transaction", and "transformation" model. Consequently, the individual becomes uncreative, dependent, while the world we live in is a world with a knowledge society, which Chee et al (2011: 5) characterized by rapid, multicultural, multi-racial society, multi-religion.

The most important thing in education is not only studying as many subjects as possible, where the students are more "passive-receptive", but also providing students with the means to learn about something. Education is no longer emphasized on "giving fish to students," but rather "hooking students so they are good at fishing for themselves"; even it does not only give a hook, but also provide fishing techniques with a variety of other techniques.

¹This paper is presented at The Fifth ELITE International Conference in Semarang, Central Java, on September 12th-16th, 2017).

Learning should empower students that lead them to be independent, learn lifelong, have the capacity to learn. Learning is no longer a transfer of knowledge but rather on how to guide to learn. In this context, a blended learning shows its significance. It combines two models: tutorials implemented in a classroom where teachers and students can communicate face to face, and tutorials are implemented by on-line. With this model, students do not explore their ownness which may take a long time and do a "trial and error" condition, but they are guided by the teacher or instructor while they still have the freedom to explore. In this way, individuals who are basically unique, can be accommodated. This is exactly what Chee et al (2011: 5) calls self-directed learning, which is the independence to learn. Learning should direct students to be a broader perspective, develop students' learning skills in learning how to learn, awake a sense of Inquiry, so that they are intrinsically motivated to understand everything around them.

B. The Standard of an Education Quality in Indonesia

A quality is a dynamic state associated with products, services, people, processes, and environments that meet or exceed expectation (Goetsch, D.L. & Davis, S.B., 2006). Usman (2008: 479) defines quality is a product and/or service in accordance with quality standards that have been established and satisfy customers.

Usman (2008: 477) divides a quality into two kinds of quality, namely: absolute and relative quality. Firstly, the absolute quality is a high quality, ideal and it must be met with high prestige product properties, and it is usually expensive, very luxurious. Secondly, quality relies on the view that it is not an end, but it is a tool which is judged to be established standards. Relative quality has two aspects, namely: (1) procedural aspect: the quality of services or products in accordance with the predefined standard specifications, (2) the transformational aspect: quality that leads to improve a quality and organizational change which include: (a) excellent customer service, high social responsibility, customer satisfaction and care; (b) customers are prioritized, heard and satisfied.

Usman (2008: 480-482) further states that something can be judged to be qualified if it has characteristics, namely: (1) excellent performance, (2) timelines, (3) reliability, (4) durability, (5) aesthetics, (6) personal connections, (7) easy to use, (7) special forms (8) conformance to specification, (9) Consistency (uniformity), (11) service ability, (12) accuracy.

In the education, its qualifiedness can be seen from the aspects of input, process, output and outcome. From the point of "input", the education is judged to be qualified if it is ready to proceed; from the point of "process", it is qualified when it is able to create an atmosphere of PAKEMB (Active, Creative, Fun, and Meaningful Learning); from the point of "output", it is qualified if the students' academic and non-academic learning outcomes are high; while from the point of "outcome", it is qualified if the graduates are quickly absorbed in the world of work, they have reasonable salary, all parties recognize the power of graduates and they feel satisfied (Usman, 2008: 479).

In order to maintain the standard, education is necessary to assure quality assurance so that the consumers, producers and others are interested, and all parties always get satisfaction. A quality assurance can be implemented both internally and externally. The Internal quality assurance is performed by the institution itself, while external one is done by other parties, eg: National Accreditation Board.

Speaking on quality in the contexts of education in Indonesia today, it is still in the form of "quality packing", which it looks like qualified; it is not yet "quality culture" which places the quality as the habit of thinking and behaving in human life (Sukmadinata, 2011). For example, the government issued a national standard of education in Government Regulation No. 19/2005 jo 32/2013 which contains eight standards, namely: (1) Education

and Teaching Standards, (2) Standards of Facilities and Infrastructure, (3) Standards, (4) Management Standards, 5) Content or Curriculum Standards, (6) Learning Standards, (7) Assessment Standards, (8) Graduate Standards, these are still formalities, not substantively implemented.

In the perspective of Government Regulation No. 19/2005 on the National Education Standards, the qualified institutions are the institution which address the "eighth standard" in the implementation of its education, both inputs, processes and results, as shown in the table 1.

Input	Process	Output
1. Standard of Educators and Educational Staffs 2. Standard of Facilities and Infrastructure 3. Standard of Finance 4. Standard of Management	5. Standard of Content or Curriculum 6. Standard of Teaching and Learning 7. Standard of Evaluation	1. Standard of Output (SKL)

**Table 1:
National Standard of Education**

In the perspective of organizational management, in order to maximize education, it is necessary to have a quality assurance system, both internally and externally. Quality assurance is done continuously to see the process of quality enforcement within the institution, both input, process, and output. In the process, it is also seen how the academic climate, such as: governance, human resources, management (leadership), finance, information systems, infrastructure, curriculum, research institutions, and others.

In Indonesia, reality shows that the Indonesian nation still tends to "quality packing", everything is still seen formal-materialistic, it is not yet substantial-intrinsic, it is still oriented towards quantity. Most importantly, the formal-administrative meets the demands. The government, as the party who owns and has the policy making also often do this. For example, the implementation of a national standard school. The national standard of a school is the fulfillment of eight standards in PP 19 of 2005. In fact, all schools do not have this standard yet, because many schools are still under the standard, but there has been an International Standard School.

C. What is Bended Learning?

Literally, blended learning consists of two words, namely blended which means mixed, together, to improve the quality; combination (Heinze & Procter, 2006: 236) and learning. Then blended learning is a study that mixes or combines one pattern with another.

Buzzetto & Sweat (2006) states that "blended-learning is a method of learning that combines face-to-face (f2f) teaching with online learning", which is visually described as figure 1:

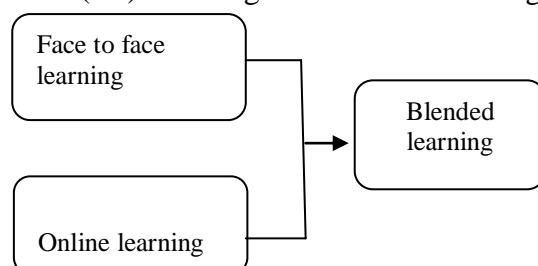


Figure 1: Blended Learning

Mortera-Gutierrez (2006: 314) defines blended learning as "a combination of computer technology and Internet components with traditional face-to-face teaching and e-learning formats." Wu J, Tennyson RD, Hsia T. (2010) state that there is no similar definition among experts, even the terms used are also different. Some use "blended," some use "hybrid," some use the term "mixed-mode". Bhonk and Graham (2006) defines "blended learning is the combination of instruction from two learning and distributed learning systems. It emphasizes the central role of computer-based technologies in blended learning.

Tavangarian D., Leybold M., Nölting K., Röser M. (2004) position e-learning as an integral part of the blended learning model. They state that e-learning is all forms of teaching and learning that are supported by electronic devices, including Edtech. Information systems and technologies, whether in the form of networked learning or not, is a medium that applies blended learning model as well, this can be done in the classroom or outside the classroom through technology. So CBT (Computer-Based Training), IBT (Internet-Based Training) or WBT (Web-Based Training) are forms of e-learning learning.

In accordance with its characteristics, blended learning bases on the cognitivistic learning theory of Bruner, Gagne and Blooms; social learning theory from Vygotsky (collaborative learning); constructivist of Piaget (individual learning). The first, Theory of cognitive learning emphasizes the chart as an organized organizational knowledge (Bruner 1990, Gagne et al., 1993). Bloom (1956), which states that there are six levels of cognitive learning, namely "knowledge, comprehension, application, analysis, synthesis, evaluation." This shows that learning activities are mental activities (Cepi Riyana, 2009: 28). Second, Constructivism social, also called collaborative learning developed by Vygotsky (1978), states that children build knowledge, think, seek reason, and do reflection, it is formed by interaction with other parties. Also, the guidance provided by the more capable side will enable the child to a certain level of activity not to arise when it is self-administered. Third, Constructivist states that the child is able to learn by building their own knowledge based on his experience and applying it directly to the environment they (Paurelle, 2003). Constructivist learning theory rooted in John Dewey's philosophy of pragmatism and Rousseau's romanticism holds that students will learn well when what they learn is related to what they already know, and learning will be productive if students are actively involved in learning process.

D. Blended Learning and Learning Quality

Blended learning, a way of learning that combines two models: tutorials conducted in the classroom where teachers and students can communicate face to face, and tutorials which are done on-line, is an ideal way of learning. This is because learners are individuals who still need guidance. They are not only be let to do on their own, but also are accompanied by a teacher or instructor who will guide them when they need it. They are free to explore anything, but there are instructors who will always guide them any time. In this way, the independence of learning that Chee et al (2011: 13) characterized by "ownership of learning, self management and self monitoring, extension of learning" will be quickly achieved.

When the independence of learning has been formed on each person, then the quality of learning will be achieved, and in turn it will lead to the quality of education. Because the demands of globalization require individuals to become more concious, controlled, independent and active in learning. Because only such person will be able to adapt to the ever-changing situation in his work environment, his personal life, his social life (Chee et al, 2011: 6).

The advantages of blended learning (Cepi Riyana, 2009: 28-29), namely: (1) increasing the level of learning interaction between learners with teachers or instructors, (2) enabling learning interaction from where and at any time, (3) reaching students more broadly,

(4) facilitating the refinement and storage of learning materials. Studies conducted in the United States prove that blended learning is very effective, allowing 30% better, 40% shorter time and 30% cheaper cost.

Lawhear et al (1997) states that blended learning that combines face-to-face and e-learning models guarantees the realization of learning effectiveness, in which effectiveness is characterized by several things (Gagne, 1984), namely: involvement of learners in the learning process, encouraging the emergence skills for independent learning, improving the knowledge and skills of learners, giving motivation to learn more. This is because lecturers or tutors act as motivators, facilitators, mentors, evaluators, developers of learning materials, managers of teaching and learning processes and renewal agents (Darmodiharjo, 1999: 38-39); as informants, organizers, motivators, directors, initiators, transmitters, facilitators, mediators, evaluators (Muhammad Zen, 2000: 69-70).

Rutter (1981: 87) states that school climate factors are a strong factor in influencing student achievement (academic attitudes), the process factors associated with school climate are strongly predictive of student academic attainment. Rutter states that it is related to "What is it that makes good schools good?" Namely: "It is a school that sets good standards, where the teachers provide good models of behavior, where the pupils are praised and given responsibility, where the general conditions are good and where the lessons are well-conducted. "

E. Distance Learning as Implementation of *Blended Learning*

Juridically, distance education (PJJ) gets legitimacy from Law no. 20 of 2003 on National Education System, article 31. Even before that, the National Education Minister has issued Decree No. 107/U/2001 on Distance Learning (PTJJ) which specifically allows the implementation of education in Indonesia to carry out education through distance universities by utilizing information and communication technology (ICT), which is one form of learning that uses e-learning.

Historically, in 2007 the Ministry of National Education through the General Directorate of Higher Education and the Directorate of Quality Improvement of Teachers conducted a quality improvement program of teachers implementing "PJJ System", distance learning system. This program aims to improve the academic quality of teachers, since the data of the Ministry of National Education in 2007 shows that the total number of teachers of 2.667.655 people, only 887.751 people who qualified S1 or D-IV, as demand Law No. 14 of 2005. In addition, there is also a shortage of teachers in most parts of Indonesia at various levels of education.

The PJJ program, which works in collaboration with 10 LPTKs across Indonesia, is organized differently from those developed by the Open University that use the printed material as its main learning material. PJJ based on information technology, communication using the internet as the main media, face-to-face conducted only a few times on the residential program, the rest uses e-learning program (Cepi Riyana, 2009: 39). Students are mostly academic graduates of D-II or D-III, which are teachers who have taught in Elementary School. They are adults who have previously attended academic lectures through tutorials. The advantages of this program, because it is held remotely, they still can carry out their teaching duties in their school in one side, and they can also join the lectures in other side.

The design and procedure of developing PJJ program which uses a blended learning system (Cepi Riyana, 2009: 41), as shown in flow chart (figure 2).

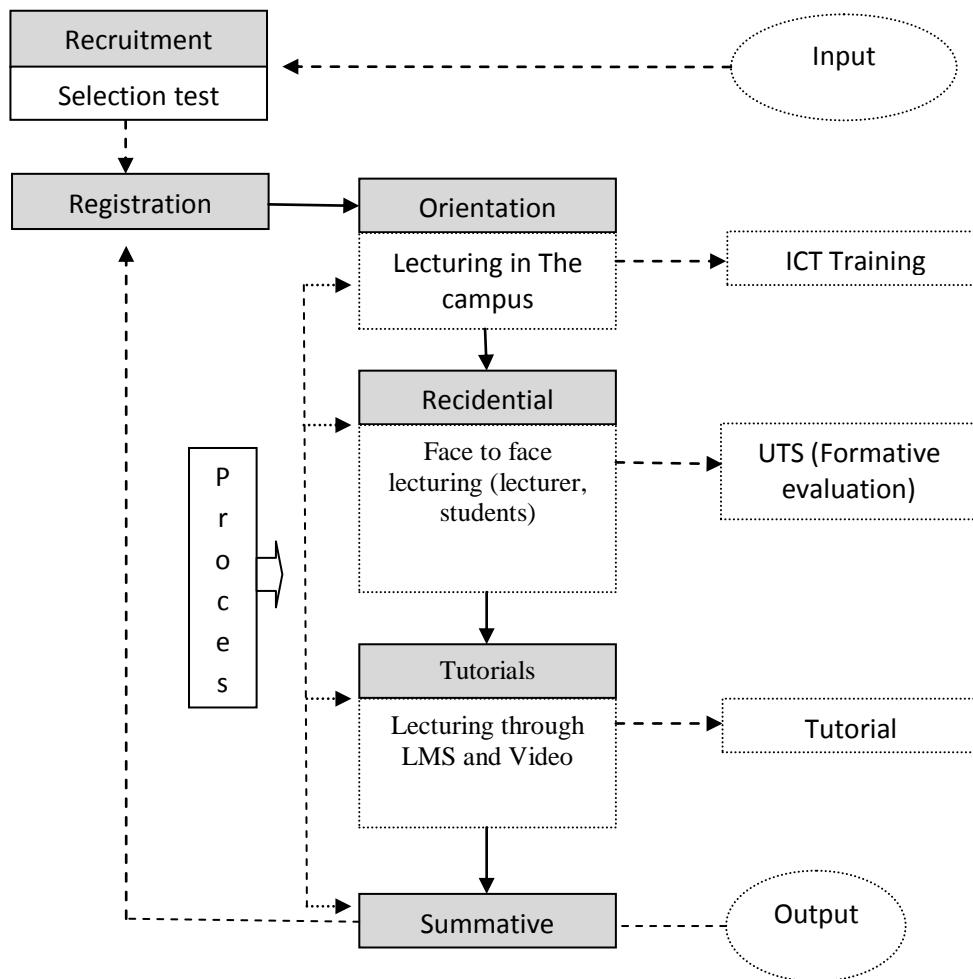


Figure 2: Procedure of Distance Learning

The PJJ program organized in the PGSD S-1 improvement program consists of face-to-face or tutorial (residential) and online tutorials using LMS (learning management System) e-learning and visiting tutorials. This model becomes effective because there is interaction between students and lecturers, students and students in the learning process, so they are more motivated to learn. In this context, Garison (1993) state that individual learning independence will arise when they interact each other.

Tutorials, as a process of providing assistances and guidances of learning from others to individuals and groups, are carried out through two forms: face-to-face tutorials and on-line tutorials. Through this first form, the PJJ of S-1 PGSD program provides tutorials on all residential courses; while through the second form, the tutorial is implemented with the help of computer, where the lecturer provides the material that is difficult to be understood, and give the task in one side, and the othe side the students learn and answer the task, send to the lecturer for review and feedback (Cepi Riyana, 2009: 44). The online tutorial is implemented by using computer network. The material is given in the form of a tutorial script that can be accessed wherever the student is located without having face to face with the tutor. With this model, tutors should prepare a tutorial script that allows interaction between the tutor and the student. Precisely student activity is more important, because they are the subject. They should be motivated to learn independently. This is important because motivation is "a set of forces that originate both within as well as beyond an individual's being, to initiate work-related behavior, and to determine its form, direction, intensity and duration, and as having to do with the conditions responsible for variations in the intensity, quality, and direction of ongoingbehaviour (Seyfarth, 2002: 84-85).

Differences tutorial model with face-to-face learning (PTM), namely: (1) in the tutorial, face-to-face interaction between lecturers and students is limited; at PTM, face-to-face interaction between lecturers as teachers and students more freely, (2) on the tutorial, students are required to work independently and solve material substance problems or learning difficulties; whereas in PTM, the demands of independence are not as high as in the tutorial, (3) in the tutorial, students can follow and utilize the tutorial well when have studied the substance to be ditutorialkan; whereas in PTM, students can follow and utilize the lecture even though not ready with the material to be studied, (4) in the tutorial, only discuss the substance of the essence, strategic and difficult to understand it by self study; whereas in PTM tends to discuss the whole substance of the course, (5) in the tutorial, the activity is student-centered; while at PTM, more centered on lecturers (Cepi Riyana, 2009: 43-44).

F. Conclusion.

The quality of education in Indonesia is relatively low compared with neighboring countries. The low quality of this is caused by individuals who do not have self-directed learning (self-directed learning). The existing learning has not been able to produce a person who is conscious, controlled, independent and active in learning. Learning is dominated by the paradigm of "a matter on how much knowledge has been learned", learning is more likely to deliver as many subjects as possible, where the student is more "passive-receptive"; has not been much touched on the "how to learn about it" paradigm.

Therefore, Blended learning ---as a way of learning that combines two models of tutorials that are held in the classroom where teachers and students can communicate face to face, and tutorials done on-line ---, is a way of learning can be considered. They are no longer merely passive-receptive, but they are also not allowed to move on their own, but also accompanied by teachers or instructors who will guide when they need it. They are free to explore and in times of trouble, there are instructors who always guide them. In this way, the independence of learning that Chee et al (2011: 13) characterized by "ownership of learning, self management and self monitoring, extension of learning" will be quickly achieved.

When learning independence is achieved, then the quality of learning will be achieved as well, and in turn the desired quality of education will also be achieved.

REFERENCES

- Azra, Azyumardi. *Paradigma Baru Pendidikan Nasional: Rekonstruksi dan Demokratisasi*. Jakarta: Kompas, 2002.
- Beauchamp, George A., *Curriculum Theory*. Illinois: The Kagg Press, 1975.
- Buzzetto-More NA and Sweat-Guy R. "Incorporating the Hybrid Learning Model into Minority Education at a Historically Black University". *Journal of Information Technology Education*. 5, 2006, pp. 153-162
- Cepi Riyana, "Blended Learning" dalam Rusman. *Teknologi Informasi dan Komunikasi dalam Pembelajaran*. Bandung: Universitas Pendidikan Indonesia, 2009.
- Chee, Tan Seng; Shanti Divaharan; Lynde Tan; Cheah Horn Mun. *Self-Directed Learning with ICT: Theory, Practice and Assessment*. Singapore: Ministry of Education, 2011.
- Cohen, Louis & Manio, Lawrence. *Perspectives on Classroom and School*. London: Holt Rinehart & Winston, 1981.
- Munir. *Kurikulum Berbasis Teknologi Informasi dan Komunikasi*. Bandung: Alfabeta, 2008.
- Mortera-Gutierrez, Fernando (2006). "Faculty best practices using blended learning in e-learning and face-to-face instruction". *International Journal on E-Learning*, 5(3), 313-337
- Seyfarth, John T. *Human Resources Management for Effective Schools*. Boston: Allyn and Bacon, 1996.
- Surya, Mohammad. "Peran Serta Guru dalam mendukung Pelaksanaan Wajib Belajar Pendidikan Dasar 9 tahun", in Fuad A. Hamid et al (Ed.). *Pendidikan di Indonesia: Masalah dan Solusi*. Jakarta: Kedepatian Bidang Koordinasi Pendidikan, Agama dan Aparatur negara, Meko Kesra, 2008.
- Supriadi, Dedi. *Mengangkat Citra dan Martabat Guru*. Yogyakarta: Adicita Karya Nusa, 1998.
- Tavangarian D., Leypold M., Nölting K., Röser M.,. "Is e-learning the Solution for Individual Learning?" *Journal of E-learning*, 2004.
- Usman, Husaini. *Manajemen: Teori, Praktik & Riset Pendidikan*. Jakarta: Bumi Aksara, 2008.
- Waldopo (Ed.). *Teknologi Pendidikan: Kawasan dan Penerapannya*. Jakarta: Diknas, 2007
- Wu J, Tennyson RD, Hsia T. "A Study of Student Satisfaction in a Blended e-learning System Environment". *Computers & Education*, 55, 2010, pp. 155-164.
- Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan.