

Blended Learning Implementation in “Guru Pembelajar” Program

D Mahdan*, M Kamaludin, H F Wendi, and M V Simanjuntak

Technology and Vocational Education, Universitas Pendidikan Indonesia, Jl. Dr. Setiabudhi 207 Bandung, 40154 Indonesia

*d2mahdan@gmail.com

Abstract. The rapid development of information and communication technology (ICT), especially the internet, computers and communication devices requires the innovation in learning; one of which is Blended Learning. The concept of Blended Learning is the mixing of face-to-face learning models by learning online. Blended learning used in the learner teacher program organized by the Indonesian department of education and culture that a program to improve the competence of teachers, called “Guru Pembelajar” (GP). Blended learning model is perfect for learning for teachers, due to limited distance and time because online learning can be done anywhere and anytime. but the problems that arise from the implementation of this activity are many teachers who do not follow the activities because teachers, especially the elderly do not want to follow the activities because they cannot use computers and the internet, applications that are difficult to understand by participants, unstable internet connection in the area where the teacher lives and facilities and infrastructure are not adequate.

1. Introduction

Implementation of vocational education is currently entering an important stage, the stage where vocational education graduates will be at stake in the workforce in the Asian region. Efforts must be made is to make the arrangements and improvements as much as possible in the vocational education sector, both arrangement in the pattern of recruitment, development of education and training programs, innovation of education and training process, evaluation and certification development.

Today's rapid technological developments, especially in the field of Information and Integration of ICT-based learning model into one of the new learning in learning in the classroom is accessible [1]. The influence of ICT in the world of education is increasingly felt because with the ICT learning patterns slightly different. From a conventional or regular face-to-face pattern to open and medium education. With the technology that can be remotely, learning in the present also exist through distance learning or e-learning by using the Internet network.

What is Blended Learning? Blended Learning comes from Blended and Learning. Blend means mixed and Learning means learning. “The combination of different training “media” (technologies, activities, and types of events) to create an optimum training program for a specific audience. The term “blended” means that traditional instructor-led training is being supplemented with other electronic formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats”[2]. It represents an opportunity to integrate the innovative and technological advances offered by online learning with



the interaction and participation offered in the best of traditional learning [3] From both elements of the word can be seen that Blended Learning is a mixture of learning patterns. According [4] said that the mixed learning patterns are the two main elements of learning in the classroom with online learning. In this online learning there is learning to use internet network in which there is web-based learning.

In this paper will be discussed the implementation of blended learning in the learner teacher program organized by the Indonesian department of education and culture that a program to improve the competence of teachers, called the Guru Pembelajar (GP).

2. Objective

This research aims to see how implementation of blended learning in Guru Pembelajar program and What are the factors that affect implementation of blended learning in Guru Pembelajar program?

3. Research Methodology

This research data is obtained to using observation, interviews and documentation. This research was conducted to evaluate the implementation blended learning in Guru Pembelajar Program. the activity is carried out in SMKN 2 Cimahi as one of the Learning Center for teachers of SMK Cimahi City and West Bandung Regency is followed by teachers from subjects of Mathematics, Entrepreneurship and engineering machinery, from October to December 2017 where teachers do face-to-face with mentors in designated learning centers and then do online learning to work on worksheets, consult with mentors and video calls for online learning. activities are held for 3 months, face-to-face learning 3 times where the first one-day face-to-face mentors provide materials on how to use an application called Learning Teacher Information System (SIGELAR), how to fill out worksheets and present learning materials in the first learning module.

Then the teachers conduct online learning for 30 days to learn modules, work on worksheets, and consult with mentors without being limited by time and place. Face-to-face two mentors evaluate online learning activities and explain the second learning module material, after which it is conducted again online for 30 days to learn modules, work sheet, consult with mentor. Third face-to-face teachers undertake teacher competency exams to assess overall learning, while the implementation as shown in the following figure:

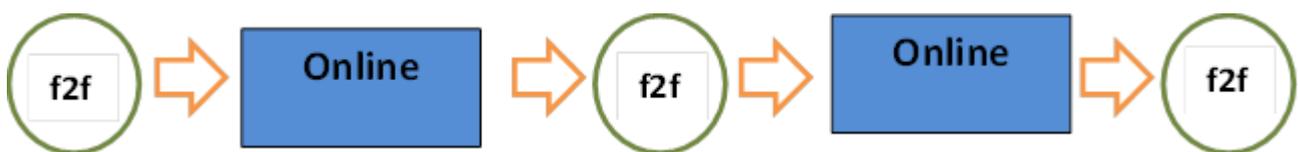


Figure 1. Blended Learning Implementation in Guru Pembelajar Program

4. Results and Discussion

Table 1. Face to face attendance of participants

No	Subject	Participant	f2f 1	%	f2f 2	%	f2f 3	%
1	Kewirausahaan	40	27	68%	17	43%	19	48%
2	Matematika	80	49	61%	54	68%	57	71%
3	Teknik Pemesinan	20	18	90%	11	55%	12	60%

Table 2. Online attendance of participants

No	Subject	Participant	Online 1	%	Online 2	%
1	Kewirausahaan	40	20	50%	25	63%
2	Matematika	80	15	19%	17	21%
3	Teknik Pemesinan	20	10	50%	15	75%

Based on table 1 and table 2, problems in this activity is the presence of participants on face to face and online activeness less than should, from the interview and observation to all participant results difficulties in understanding the application 17%, unstable internet connection application 32% programs that still need improvement 19% and facilities and infrastructure are not adequate 32%.

5. Conclusion

Blended learning concept is one of innovation in learning. This innovation involves mixing conventional learning model and online learning model with internet network. Blended Learning will require learners to play a more active role in their learning. Because Blended Learning is a mixed learning model, the theory used also consists of various learning theories of some experts by adjusting the situation and learning conditions of learners. Blended learning model is perfect for learning for teachers, due to limited distance and time because online learning can be done anywhere and anytime. but the problems that arise from the implementation of this activity are many teachers who do not follow the activities because teachers, especially the elderly do not want to follow the activities because they can not use computers and the internet, applications that are difficult to understand by participants, unstable internet connection in the area where the teacher lives and facilities and infrastructure are not adequate.

References

- [1] R Schibeci, J Maccallum, W C Potvin, C Durrant, B Kissane, and E J Miller 2008 Teachers' journeys towards critical use of ICT *Learn Media Technol* vol **33**, no November 2014, pp 313–327
- [2] Bersin, J 2004 *The blended learning book: best practices, proven methodologies and lessons learned* San Francisco (CA: Pfeiffer Publishing)
- [3] Kaye Thorne 2003 *Blended Learning How to Integrate Online and Traditional Learning* (London: Kogan Page Limited)
- [4] Rusman dkk 2011 *Pembelajar dan Berbasis Teknologi Informasi dan Komunikasi* (Jakarta: PT Raja Grafindo Persada)