The Influence Model Blanded Learning of Social Sciences Subjects Respecting Indonesian Ethnic and Cultural Diversity To Increasing Activity And Learning Outcomes of Grade V Students in Elementary School 1 Purwoharjo Banyuwangi Distric Lesson Year 2015/2016

Ari Susandi

1State University Of Surabaya
Email : pssandi87@gmail.com

ABSTRACT

Education is an attempt to develop knowledge and form a golden generation of Indonesian character. To achieve this, we need educators who are reliable and able to create new innovations that education in Indonesia is growing and quality. By developing the approach here blended Learning students not only see and learn about things around them, but they are required to master all the resources and extensive knowledge, one of them with controlled study with an integrated learning system to capitalize on IT as a learning medium. By applying lessons blended learning in social studies subject of ethnic and cultural respect Indonesia has been an increase of 78,91% students learning activities that initially only 46.57% and improve learning outcomes as much as 78,6% which was initially only 68.35% V class at SDN 1 Purwoharjo Banyuwangi. Many of the benefits gained by teachers and students in the learning process in the classroom and to improve the productivity of teachers in developing information technology more accurate, especially in the field of education.

INTRODUCTION

Indonesia is one of the democratic countries but still needs improvement in the field of educational technology, because now it has entered the era of ASEAN economic society in which the state is required to create advanced technologies to make better changes and is required to compete with all countries in the world of things This means educational experts or the public must think imaginatively and creatively in order
to create and make changes that are universal. In relation to the increasingly sophisticated world of education, community is required to be able to master the world in the context of internet-based, where in the learning system has many who use information technology media is very profitable and bring changes in the scope of education. Mastery of information technology in learning is expected to be able to stimulate individual mindset becomes more advanced in overcoming problems in learning and competition in the world of work globally. Problems in learning generally occur because of many obstacles and factors that restrict such as facilities and infrastructure of inadequate schools and educators who are less expert in selecting media and learning strategies suitable for learners and less able to develop the learning media. Educators must have methods and approaches to the learning process, so that learners feel comfortable and happy while in class. Therefore the need for the development of information technology-based media that is learning model Blanded Learning in the learning process to improve the activity and student learning outcomes to be better in accordance with the standard of completeness values established by the school.

METHODS

This research uses data collection method of descriptive analysis of leather by using data collecting technique of interview, observation, and documentation. This study used two research cycles, with the first cycle conducted on October 6, 2015 and October 20, 2015, which was also pre-cycled on August 24, 2015. The instruments in this study were applied to primary schools as research samples with indicators of the scale of assessment of learning activities (2) Questioning and listening to the teacher's explanation, (2) Questioning and filed opinions (3) Problem solving using IT, and (4) Delivering the results of the discussion and learning outcome indicators (1) Very good (2) Good (3) Enough (4) Less (5) Less Once. This research uses research subjects SDN 1 Purwoharjo Banyuwangi District Lesson Year 2015/2016.

RESULTS AND DISCUSSION

The Nature of Learning and Learning

According to Bogner (in Huda 2013: 37) learning can be defined as a reconstruction or reorganization of experiences that can give more value to the meaning of the experience and improve the ability to direct the model of subsequent experience. Meaningful learning is a learning that is directly experienced by learners based on learning experiences and the surrounding learning environment, so the science they can not easily lost from memory. But in the process of learning in the classroom in addition to learning from experience and build student knowledge based on observations and observations made, teachers should pay attention to the quality of student learning. Quality learning depends on the motivation of the learner and the creativity of the teacher. Quality learning also determines the success rate of the learning. Many other factors contribute to the success of learning. These factors include curriculum which is the basic reference, teaching program, teacher quality, learning materials, learning strategies, learning resources and techniques / forms of assessment and the approaches used in the learning. Learning is different from learning. Learning is an activity where a person who from can not do something becomes, from not knowing something to know, and from not understanding something to understand. Learning activities are very important to
stimulate the student's curiosity to develop into someone who is critical in solving a problem faced. Learning is more than just remembering and memorizing, but learning to solve a problem, finding something, and building concepts and ideas are sharp. Kolb (Rene: 1996) a humanistic scholar divides the learning stages into four stages: (1) the stage of concrete experience, (2) the active and reflective observation stage, (3) the conceptualization stage, and (4) the experimentation stage. (ihat Hatimah, et al: Community-Driven Learning 1.5).

Learning Activity

Activity in the learning process in school is necessary to develop the learner's credibility. In principle learning is doing by doing various activities and activities in learning in school. According Sardiman (2007) learning activities are principles or principles that are very important in the interaction of teaching and learning. As a rationality it also gained recognition from various educational experts. According to Montessori (in Sardiman, 2007: 96) asserted that children have the power to develop themselves, forming themselves.

School is one of the centers of learning activities. Thus, the school is an arena for developing activities. Many types of activities can be done by students at school. Student activity is not enough just to listen and record as it happens in traditional schools. Paul B. Diedrich makes a list of 177 student activities that can be classified as follows

1. Visual activities, which include, for example, reading, watching images of demonstrations, experiments, the work of others.
2. Oral activities, such as: stating, formulating, asking, advising, issuing opinions, conducting interviews, discussions, interruptions.
3. Listening activities, for example listening: a description of a conversation, a discussion, a music, a speech.
4. Writing activities, such as writing stories, essays, reports, questionnaires, copying.
5. Drawing activities, for example: drawing, graphs, maps, diagrams.
6. Motor activities, which include: experimenting, constructing, refit modeling, playing, gardening, raising.
7. Mental activities, for example: responding, remembering, solving problems, analyzing, looking at hunbungan, making decisions.
8. Emotional activities, such as: interest, boredom, joy, excitement, passionate, courage, calm, nervous.

According Mulyasa (2009: 188) things that can be done to develop the activity and creativity of students in a learning is as follows.

1. Develop courage and confidence of learners and reduce unpleasant feelings.
2. Provide an opportunity for all learners to communicate actively and directed.
3. Involving learners in determining the learning objectives and assessment results.
4. Provide supervision that is not too tight and not authoritarian.
5. Engage them actively, creatively, effectively, and fun in the learning process as a whole.

According to D.Dierich (in Hamalik, 2008: 173) learning activities are divided into 8 groups of activities, namely:

1. Visual activities
   Reading, viewing pictures, observing experiments, demonstrations, exhibitions, and watching others work or play.
2. Oral activities (oral)
   Bring out a fact or principle, connect an event, ask a question, give a suggestion.
   Speak opinions, interviews, discussions, and interruptions.

3. Listening activities
   Listen to the presentation of materials, listen to a conversation or group discussion,
   listen to a game, listen to the radio

4. Writing activities
   Write stories, write reports, check essays, coffee ingredients, make summaries, do
   tests, and fill in questionnaires.

5. Drawing activities
   Drawing, graphs, charts, map charts, and patterns

6. Metric activities
   Experimenting, selecting tools, conducting exhibitions, modeling, organizing games,
   dancing, and gardening

7. Mental activities
   Contemplating, remembering, solving problems, analyzing, looking at
   relationships, and making decisions

8. Emotional activities
   Interest, differentiate, brave, calm, and others. Activities in this group are present
   in all types of activities and overlap each other.

Learning outcomes

According to Susanto (2015: 5) learning outcomes are, the changes that occur in
students, both those involving cognitive, affective, and psychomotor aspects as a result
of learning activities. Understanding of learning outcomes as described above is
confirmed again by Nawawi in K. Brahim (2007: 39) which states that the results of
learning can be interpreted as the level of success of students in studying the subject
matter in the school stated in the scores obtained from the test results of a number of
material Certain lessons. According to Suranto (2015: 134) learning outcomes are all
effects that can be used as an indicator of the value of the use of learning methods under
different conditions. Meanwhile, according to Sudjana (2012: 22) learning outcomes are
the abilities that students have after he received his learning experience. Horward
Kingsley (in Sudjana, 2012: 22) divides the three kinds of learning outcomes, namely (a)
skills and habits, (b) knowledge and understanding, (c) attitudes and ideals. Each type of
learning outcomes can be filled with the discussions set out in the curriculum. While
Gagne (in Sudjana, 2011: 22) divides 5 categories of learning outcomes, namely (a) verbal
information, (b) intellectual skills, (c) cognitive strategies, (d) attitudes, and (e) motor
skills.

Blanded Learning Learning Model

Basically there are three basic stages in the blended learning model that refer to ICT-
Based learning, as proposed by Grant Ramsay (in Tao, 2011), namely: (1) seeking of
information, (2) acquisition of information, and (3) synthesizing Of knowledge. The
stages of seeking information, including the search for information from various
information sources available on ICT, choose critically among the sources of information
providers with a view to content of relevant content, content of validity/ reliability, and academic clarity. Teachers act as experts who can provide input and advice to limit learners from the pile of potential information in ICT. At the stage of acquisition of information, individual learners as well as cooperative- collaborative groups seek to discover, understand, and confront it with ideas or ideas already in the minds of learners, then interpret the information/ knowledge from various available sources, until they are able to communicate and interpret the ideas and results of their interpretation using ICT facilities. The last stage of ICT-based learning is the synthesizing of knowledge stage is to construct/ reconstruct knowledge through the process of assimilation and accommodation from the results of the analysis, discussion and formulation of conclusions from the information obtained.

The complete role of teachers in IPS learning in accordance with blended learning model, can be described as in Table 1.

<table>
<thead>
<tr>
<th>Sintax</th>
<th>The role of the teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fase: seeking of information</strong></td>
<td></td>
</tr>
<tr>
<td>Search IPS information from various sources of information available on ICT (online), books, and submission / demonstration of IPS empirical phenomena through face to face in class</td>
<td></td>
</tr>
<tr>
<td>Teachers convey the competence and learning objectives to initiate students' learning readiness as well as prepare students in the process of exploring the concept of IPS is relevant through face to face learning activities in the classroom as well as learning with ICT (online) supplements. Concept exploration activities can be done individually or in groups</td>
<td></td>
</tr>
<tr>
<td>• Teachers facilitate, assist, and supervise students in the process of exploring the concept of science, so that the information obtained remains relevant to the topic of IPS being discussed, as well as its validity / reliability and academic accountability.</td>
<td></td>
</tr>
<tr>
<td><strong>Fase: acquisition of information</strong></td>
<td></td>
</tr>
<tr>
<td>Interpret and elaborate information both personally and communally</td>
<td></td>
</tr>
<tr>
<td>The teacher guides the students to work on the LKS in group discussions to inventory information, interpret and elaborate the concept of social studies into an understanding of the topic of social studies being learned.</td>
<td></td>
</tr>
<tr>
<td>• Teachers confront ideas or ideas that already exist in the minds of students with the results of information / knowledge interpretation from various sources available.</td>
<td></td>
</tr>
</tbody>
</table>
| • Teachers encourage and facilitate students to communicate the outcomes of interpretation and elaboration of face-to-
face science ideas as well as using ICT (online) facilities, both group and personal.
• Teachers scaffolding students in working on IPS issues both personally and in groups
• Teachers assign students to elaborate the mastery of the IPS concept through the provision of open and rich questions of IPS.

**Fase: synthesizing of knowledge**
Reconstruct knowledge through the process of assimilation and accommodation from the results of the analysis, discussion and formulation of conclusions from the information obtained

The teacher justifies the exploration and acquisition results of the academic IPS concept, and together the students conclude the learned IPS concept.
• Teachers help students synthesize knowledge in their cognitive structure
• Teachers assist students in constructing / reconstructing the concept of IPS through the process of accommodation and assimilation based on the results of the analysis, discussion and formulation of conclusions on the information IPS is learned

(in adaption dari Grant, 2001)

<table>
<thead>
<tr>
<th>Graph Results of Student Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>%</td>
</tr>
<tr>
<td>90</td>
</tr>
<tr>
<td>80</td>
</tr>
<tr>
<td>70</td>
</tr>
<tr>
<td>60</td>
</tr>
<tr>
<td>50</td>
</tr>
<tr>
<td>40</td>
</tr>
<tr>
<td>30</td>
</tr>
<tr>
<td>20</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

In learning activity of indicator 1 that is pay attention and listen to teacher explanation result of 45% cycle pre cycle increased 18.25% to 63.25% in cycle 1 and increased 15.71% to 78.96% in cycle 2. In indicator 2 that is asking and submitted an opinion in the results obtained pre cycles 43.50% increased by 18.85% to 62.35% in cycle 1 and increased by 17.70% to 80.05% in cycle 2. In indicator 3 Completed problems using IT
in Earn 40.56% pre cycle results increased by 20.23% to 60.79% in cycle 1 and increased again by 15.98% to 76.77% in cycle 2. In indicator 4 is to convey the results of the discussion on the results obtained in the pre cycle 46.78% increased by 19.18% to 65.96% in cycle 1 and increased 13.90% to 79.86% in cycle 2. From the above data seen an increase in learning activities with 4 indicators that are shown from the pre cycle to cycle 1 and from cycle 1 to cycle 2 to achieve learning activities in accordance with the standard of ability that became the reference.

From the 40 students obtained the results of learning data on cycle 1 as many as 7 students got very good value with a percentage of 17.5% in either category there are 5 students who got good grades with the percentage of 12.5% in the category enough there are 5 students who got enough value With 12.5% percentage in the category of less there are 11 students who scored less or below average with a percentage of 27.5% and in the category of very less there are 12 students who got very less value with the percentage of 30%. From Pre data cycle This is a lot of students who got less value and very less so it needs to improve student learning outcomes in doing on the 1st cycle with the following results: In the category of very good 7 students who get very good value with the percentage of 17.5% for good category there are 7 students who got good value with the percentage of 17.5%, in the category enough there are 8 students who get enough value with the percentage of 20% and in the category less Decreased from 11 to 9 students with 22.5% percentage and in the category very less decreased from 12 to 9 students with the percentage of 22.5% In cycle 2 there is an increase from cycle 1 to cycle 2 significantly with the data obtained as follows: Very good category 10 students who get very good value with the percentage of 25% good category 9 students with 22.5% percentage of enough category there are 9 students with 22.5% percentage for the category less down from 9 to 7 students with the percentage of 17.5% And in the category very less decreased from 9 to 5 students with 12.5% percentage

By applying lessons banded learning in social studies subject of ethnic and cultural respect Indonesia has been an increase of 78.91% students learning activities that initially
only 46.57% and improve learning outcomes as much as 78.6% which was initially only 68.35% V class at SDN 1 Purwoharjo Banyuwangi. Many of the benefits gained by teachers and students in the learning process in the classroom and to improve the productivity of teachers in developing information technology more accurate, especially in the field of education.

CONCLUSION

The Effect of Blanded Learning Approach IPS Subject Subjects Respecting Indonesian Ethnic and Cultural Diversity Can Increase Student Activities and Results of Grade V SDN 1 Purwoharjo Banyuwangi District Lesson Year 2015/2016 with learning activity indicators (1) pay attention and listen to teacher explanation, (2) ) Ask and propose opinions, (3) solve problems using IT, and (4) deliver the results of the discussion. Then on the results of study there are 5 categories with the following information: (1) Very good, (2) Good, (3) Enough, (4) Less, and (5) Very Less.

By applying lessons banded learning in social studies subject of ethnic and cultural respect Indonesia has been an increase of 78.91% students learning activities that initially only 46.57% and improve learning outcomes as much as 78.6% which was initially only 68.35% V class at SDN 1 Purwoharjo Banyuwangi. Many of the benefits gained by teachers and students in the learning process in the classroom and to improve the productivity of teachers in developing information technology more accurate, especially in the field of education.

REFERENCES


