

## IMPLEMENTATION OF BLENDED LEARNING BASED PROFESSIONAL LEARNING COMMUNITIES BETWEEN TEACHERS AND STUDENTS

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### ABSTRAK

Professional development is one of the fundamental core aspects of the teaching profession and involves collaboration in professional learning communities. Several studies show a paradigm shift from traditional professional learning community practices to integrated technology. Blended learning is an alternative solution for implementing professional learning communities that combines online and face-to-face instruction. This paper explores the conceptual analysis related to teacher professional development, professional learning communities including collaboration, blended learning in this context, and professional learning communities based on blended learning models.

**Keywords: professional learning community, blended learning.**

### INTRODUCTION

Education is one of the most important aspects for the progress of the Indonesian nation. A country is considered advanced if it has quality human resources (HR) that can compete in the era of globalization. With the help of guidance and education, people can develop and explore the potential that lies within them from an early age. The first step in the quest for knowledge that can be applied is reading. (Darmawan, 2021)

Blended learning is a form of learning that combines traditional classroom learning with online learning using information technology. The basic concept of the blended learning model is to optimally combine oral communication in face-to-face teaching with written communication in online learning.

Blended learning is flexible learning, and the use of e-learning or online learning is an example of flexible learning within the blended learning method. Until the application of this model is able to improve the quality and quality of learning. This learning can show better differences in student motivation, interest, and learning outcomes than other methods, especially face-to-face learning (Syarif, 2012; Sjukur, 2012; Hermawanto, Kusairi, & Wartono, 2013). so that the blended learning method has successfully become a trend and is widely used in leading universities in the world. (Usman, 2019)

This learning model is blended learning (PBBL) by developing a learning model that takes into account the combination of people and technology to learn how to deal with different technological developments. PBBL is a blend of learning benefits through three main learning resources: 1) face-to-face, 2) offline and 3) online. Blended learning is also known as a hybrid learning concept, combining face-to-face, online and offline learning, but has recently been renamed blended learning. Blended means mixture or combination, while learning is learning. Graham also explained that blended learning is a mixture or combination of different forms of learning, namely the combination of face-to-face

learning with traditional learning concepts often carried out by educational practitioners by providing material directly to students, with online and offline learning that emphasizes the use of technology.

Web-based learning and other online learning can make use of the Internet network. Blended learning is the integration of online and in-person learning with multimedia technologies such as CD-ROM, video streaming, email, voicemail, and more. In-person instruction gives students the chance to raise questions and work through issues pertaining to the content that the teacher is teaching (Kharisma Afanda Puspita et al., 2020).

The seven principles that have been developed for the design of teacher professional development in online formats are (1) designing learning that is appropriate to teachers' professional practice, (2) providing easy access designed to provide flexibility, (3) providing activities related to pedagogical theory and practice, (4) providing support for learners with varying levels of experience, (5) providing authentic opportunities for the development of networking skills, (6) supporting the sharing of experiences between learners that provide opportunities for collaboration, and (7) supporting learning connections with the wider community network (Ostashewski, Moisey, & Reid, 2011: 149-150). These seven components provide opportunities for teacher professional development through online learning by providing ideas for new ways for teachers to implement activities in professional learning communities.

Salazar (2010: 2) mentions more specific ideas in the implementation of the online mode, in particular, integrating blended learning within the professional learning community initiative, in terms of flexibility and diverse learning resources, among others. The use of blended learning allows teachers to expand the content of the program and provide a variety of access points, whether due to location, environment, or varying levels of technological mastery. Salazar (2010:2) also describes an example of the application of blended learning in the practice of developing professional learning communities, where one group of employees can conduct the learning face-to-face, while the other group of employees can view the live presentation via interactive video conferencing (iVC) media. The face-to-face implementation can be customized to the needs of the community to provide variety and a platform for components that cannot be conducted in online mode.

Learning is dynamic and ever-changing. The modern digital era has an impact on many facets of human existence, including education. In order to facilitate more efficient and pertinent learning, information and communication technology, or ICT, is playing a bigger role in education. Blended learning is one approach to education that looks into the advantages of ICT. Blended learning is a type of learning that blends technology-based, in-person instruction with online and offline learning using a variety of digital resources. Since it is thought that this model may make the best use of the benefits of each learning approach, it is critical to examine blended learning in order to assess the model's application and identify any issues.

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## RESEARCH METHODES

This study is a literature review. The method used, namely Systematic Review (SR) or commonly called Systematic Literature Review (SLR), is a systematic technique for collecting, critically examining, integrating and synthesizing the results of various research studies on research questions or topics under investigation. The search begins with a search for articles that relate to the topic under investigation.

A systematic review is a method of reviewing a particular problem by identifying, evaluating and selecting specific problems and asking questions that are clearly clarified based on predetermined criteria. It is guided by previous research that is of good quality and relevant to the research question.

This research uses the systematic literature review (SLR) method, a systematic, explicit and reproducible method of identifying, evaluating and synthesizing research and thinking conducted by researchers and practitioners with the aim of identifying, reviewing and evaluating all research.

## RESSULT AND DISCUSSION

### Result

Blended learning is a combination of traditional learning features and an electronic learning environment that combines aspects of blended learning (electronic format) with traditional "face-to-face" learning (Sjukur, 2012). The commonly used blended composition is 50/50, which means that of the time provided, 50% is allocated to face-to-face learning activities and 50% to online learning. Or there are also those who use a 75/25 composition, i.e. 75% face-to-face teaching and 25% online learning. Or 25/75, i.e. 25% face-to-face teaching and 75% online learning. The considerations for determining the composition depend on the analysis of the skills to be taught, the subject objectives, the characteristics of the learners, the face-to-face interaction, the strategy or combination of online learning activities, the characteristics, the location, the characteristics and skills of the teachers and theresources available.

Based on the cross-analysis of these different considerations, the instructor can determine the most appropriate learning composition (percentage). This is in line with the opinion of Zainudin (2020) that the implementation of e-learning depends on the organizer of an activity, its purpose and its use. Nevertheless, the most important consideration in designing the learning composition is to provide appropriate learning resources for different student characteristics in order to learn more effectively, efficiently and interestingly. In the next learning scenario, of course, it must be decided for what purpose the face-to-face learning will take place and which parts will be offline and online.

**Table. 1 Research Results on the Implementation of Blended Learning-Based Learning Communities.**

No	Title/content	Note
1.	Implementation of Blended Learning During the Covid-19 Pandemic to Foster Student Independence	The results of the study suggest that the benefits achieved through the implementation of blended learning strategies were supported by Rumah Belajar, among others:

	<p>in Mathematics Subjects at SDYP Nasional Surabaya(Utami Novita Lestari, Rohana Sufia)</p>	<p>1. For students: Improvement in students' learning outcomes and processes, especially in learning mathematics. To motivate students to learn mathematics in 4th grade SD YP Nasional Surabaya using learning house media. To enable students to work on mathematical problems, especially in the area of recognizing angles.</p> <p>2. For teachers: to improve the teaching skills of teachers by using the media to recognize angles so that the mathematical learning outcomes of the 4th grade students of SD YP Nasional Surabaya in solving mathematical problems will increase, and to assess the learning process of students, especially in mathematics lessons.</p>
2.	<p>Blended Learning-Based PPPK Competency Development: A Strategy for Realizing Massive and Integrated Competency Development and Increasing Employee Digital Competency. (Ladiatno Samsara, 2023)</p>	<p>The results explain that blended learning introduces technological advances into the learning process. If traditional learning is only fixated on physical learning such as assignments on paper or physically, then blended learning can use email, internet and telephone as means to support learning. As a combination of methods, blended learning offers different approaches to learning. Not only is learning done through a pedagogical approach, but there is also a combination with task-based learning.</p>
3.	<p>Blended Learning-Based Educational Communication in Shaping Learning Independence (Usman)</p>	<p>The study's findings clarify how learning using the mixed learning paradigm is able to dynamically shift the learning principle from the center of the teacher to the center of the student. The blended learning model is a supplement to the missing models of face-to-face learning and e-learning. One of the weaknesses of e-learning is that students and teachers are physically separated, which reduces personal interaction. In addition, e-learning is more of a training than an education, which leads to cognitive and psychomotor skills and pays less attention to affective aspects.</p>
4.	<p>Implementation of Blended Learning as an Alternative for Islamic Education Learning on the Material of Jenazah Prayer(Yayang Purnama Sari, Asep Dudi Suhardini)</p>	<p>Considering the study's outcomes, it is explained that online and offline learning with the method of bundled learning has undergone many changes, especially in learning that needs to be practiced with online and offline learning, pupils have a deeper understanding of the content that the teacher has taught.</p>
5.	<p>CRITICAL THINKING SKILLS THROUGH THE IMPLEMENTATION OF BLENDED LEARNING ON LINEAR PROGRAM MATERIAL (Rizka Syifa,</p>	<p>The indicator of critical thinking ability that occurs most frequently in the implementation of blended learning is the provision of a simple explanation. This is demonstrated by the learners' ability to identify the problems in the task, analyze the arguments contained in the task and explain the meaning of the terms contained in the task in their own language. The indicator of critical thinking ability, which is also quite common, is the development of basic knowledge. Learners are able to make observations about the information contained in the task and analyze the results of the observations made.</p>

	Hapizah, 2022)	
6.	<p><b>BLENDED LEARNING IS IMPLEMENTED IN LEARNING PROCESS 4.0 TO IMPROVE DIGITAL LITERATION FOR SDN 5 CAKRANEGARA STUDENTS IN CLASS 5.</b> (Hudian Yusfil Hazmi, dkk)</p>	<p>The introduction of blended learning can improve learners' digital skills, e.g. knowing how to create and send learning videos using the application. The benefits for teachers are a better understanding of the use of social networks in learning and the educational sites used. The obstacles are the quality of the internet network and the limited contingent.</p>
7.	<p><b>Implementation of Blended Learning in Early Childhood Character Education during the Covid-19 Pandemic.</b> (Santi Karlina, Aden Sudarman, 2021)</p>	<p>Blended learning in early childhood character education is implemented by combining conventional learning (in person) as well as virtual learning. The application of blended learning in early childhood character education follows the virtual enrichment model. This model integrates online and in-person instruction. Offline learning activities are conducted to teach behavioral models, while online learning is used to reinforce the material that was taught face-to-face. Thus, the results show that blended learning can be used as an alternative strategy for early childhood character education during the pandemic. It is implemented by mixing in-person and virtual instruction according to the virtually enriched model.</p>
8.	<p><b>Advanced Education Programs Use Of Blended Learning The vocational secondary education program offers distance education.</b> (Tri Mughni Indriani ,dkk, 2018)</p>	<p>SMK Negeri 3 Bandung uses blended learning in its distance learning program. Although distance learning with e-learning has been practiced in developed countries for a long time, face-to-face feedback between students and teachers is still necessary to achieve better learning outcomes. The concept of blended learning, also known as hybrid learning, combines distance and face-to-face learning through the use of different learning resources. In West Java, the distance learning program has been implemented since 2016, but there are still many schools that do not know enough about it. Therefore, Bandung Junior High School No. 3 developed a blended learning approach to improve the process of distance learning programs.</p>
9.	<p><b>Blended learning is being implemented in English language instruction at SD Kebon Dalem 2 Semarang for the academic year 2021–2022.</b> (Tarcisia Sri Suwarti, dkk, 2022)</p>	<p>The findings of the study on blended learning's application to English instruction in SD Kebon Dalem 2 Semarang showed that teachers implemented blended learning by providing instructions on the topic through Google Classroom the previous day. In addition, learning is also conducted face-to-face in the classroom and online via Gmeet, with the number of participating students listed in order. Students respond positively to this integrated English learning. This is evident in the enthusiasm and activity in the classroom. During a power outage, internet connectivity is disrupted and the learning process is disrupted. However, using data quotas can solve this problem.</p>
10.	<p><b>Blended Learning Applications For Improved Character Education</b>The study of character education in civic education. (Dayu</p>	<p>This article provides a conceptual analysis of various ways in which blended learning can enhance character education in citizenship education. Analysis believes that character education is an important part of students' personality development and can be strengthened during the learning process. It is believed that blended learning methods can increase student motivation through the effective use of technology. It is believed that students' participation in blended learning indirectly enhances their sense of responsibility, independence and discipline. Furthermore, it is believed that</p>

	Rika Perdana, dkk, 2020)	technology can contribute to better blended learning in citizenship education. However, this article only explains how blended learning conceptually enhances character education, and does not propose empirical research to prove that the implementation character education is positively impacted by blended learning.
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One kind of learning that makes use of several technology-based learning methods is blended learning. resources to integrate in-person instruction with online and offline study. This strategy is thought to provide benefits since it makes the best possible use of each learning method's advantages.

Among the models utilized in blended learning are web-based learning, audiovisual media, and electronic module-based learning. It is anticipated that the learning process will become more dynamic, interactive, and pertinent with the introduction of these models. The distinction between in-person instruction and technology-based instruction is also tailored to the goals and individual traits of the pupils.

The findings demonstrate that specific components of blended learning, like homework, in-person meetings, and presentations, enhance learning. Nevertheless, a number of obstacles still need to be overcome before it can be put into practice, such as limited funding, instructor and student capacity, and technology infrastructure.

Blended learning is, all things considered, a good learning paradigm for the digital age. However, in order to more effectively meet learning objectives, it must keep raising the caliber of its execution. Moving forward, it will be necessary to make an effort to optimize blended learning's advantages.

**Discussion**

Learning is dynamic and ever-changing. The modern digital era has an impact on many facets of human existence, including education. In order to facilitate more efficient and pertinent learning, information and communication technology, or ICT, is playing a bigger role in education. Blended learning is one approach to education that looks into the advantages of ICT. Blended learning is a type of learning that blends technology-based, in-person instruction with online and offline learning using a variety of digital resources. Since it is thought that this model may make the best use of the benefits of each learning approach, it is critical to examine blended learning in order to assess the model's application and identify any issues.

Blended learning must be used in Civic Education courses in order to enhance character education. Lecturer design should mix online and in-person learning to meet the purpose of character education. They are supposed to encourage and monitor students' active engagement, which makes their function as facilitators extremely important. When learning online, students who are less self-reliant require a lot of help and direction. It is necessary to continuously assess how character education affects changes in students' attitudes and behaviors. Comments from students are also beneficial for development.

An suitable infrastructure of information and communication technology is needed to facilitate blended learning. An adequate internet connection is necessary. This learning approach

needs input and assessment from a variety of sources in order to succeed. Two crucial factors that must be taken into account when implementing blended learning are the requirement to support students who are less independent and the assessment of the effectiveness of character education.

The discussion that has been provided leads one to the conclusion that students' character can be strengthened through blended learning in civic education. Aiming to impart civic ideals in pupils through the application of sound civic knowledge, skills, and attitudes, character education is a learning process. Character traits including independence, accountability, honesty, teamwork, and polite communication are strengthened via blended learning. With the use of information and communication technology, it also enables students to participate in conversations more actively, independently, and responsibly. As a result, the blended learning approach is a useful substitute for raising students' civic education character education levels.

## CONCLUSSION

Using a variety of digital media to connect classroom instruction with learning resources, blended learning is a teaching approach that blends traditional classroom instruction with online and offline learning. Since this model can adapt to both tatap muka and daring learning styles, it is hoped that it can profit from the distinctive qualities of each teaching approach. Blended learning is a learning environment that is more dynamic, interactive, and relevant by merging multiple models, including web-based learning, audiovisual media, and electronic module-based learning. The distinctions between technology-based instruction and tatap muka are also customized to the needs and preferences of each unique student.

Character education, a crucial element in the formation of students' personalities, must be included in civic education classes. Through the use of technology and online forums, blended learning promotes students' responsible and active participation in online conversations, thereby boosting character education. But many who struggle to learn online on their own require a lot of help. In order to accomplish the aims of character education, it is imperative that teachers play the role of facilitator, encouraging and supervising students' engagement.

Finding out how much character education used in blended learning influences changes in students' attitudes and behaviors requires ongoing assessment. In order to strengthen the learning model's future deployment and pinpoint its flaws, student input is also helpful. Maintaining ICT infrastructure is also crucial. The presence of a sufficient internet network affects how well the learning process goes.

To sum up, blended learning is a useful substitute for raising students' character awareness in civic education classes. Therefore, depending on the circumstances and desires of the students, this approach is anticipated to combine the benefits of both in-person and virtual learning. But careful preparation, execution, and assessment are needed to meet the course's improvement of character education goal. Contributions from a range of sources will be necessary in the future to enhance blended learning implementation.

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