

Indonesian Language Teachers' Strategy in Applying Blended Learning

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Abstract- This study discusses strategies by teachers in schools regarding blended learning at junior high school 4 Merangin. The purpose of this study was to determine the strategy of Indonesian language teachers in blended learning at junior high school 4 Merangin. This research method is a case study. The research approach used is qualitative. Data collection techniques are in-depth interviews and documentation. The results of the research on blended learning strategies are a combination of two or more strategies and learning methods to get the learning outcomes expected by the teacher. The strategies used by Indonesian language teachers in blended learning are as follows: youtube, videos, recordings, learning materials and, whatsapp. What has been found in indicators or in a theoretical concept.

Index Terms- Indonesian Language, Strategy, Blended Learning

I. INTRODUCTION

Education is the main vehicle and as the main key for the development of human resources, namely to improve the quality of oneself as an individual who has the ability, personality and skills in accordance with the demands of the times. Juhji (2016) the role of teachers as educators are roles related to tasks that provide assistance and encouragement (supporters), supervisory and coaching tasks (supervisor) and tasks related to disciplining children so that children it becomes obedient to school rules and norms of life in the family and society.

In teaching and learning activities that take place there is a purposeful interaction. Teachers and students are the ones who move it. This purposeful interaction is caused by the teacher who interprets it by creating an educational value environment for the benefit of students in learning. Djamarah & Zain (2010) teaching and learning activities are a process and teachers must sincerely behave and act, and understand their students with all the consequences. So the importance of correcting wrong views and assessing children in educating in learning.

Furthermore, based on a brief interview about the process of learning activities during the COVID-19 pandemic, researchers conducted with teachers at SMPN 4 Merangin that Indonesian language teachers have two ways to teach and learn, namely by taking turns offline and online. Meanwhile, in normal situations, Indonesian language learning hours are 6 hours per week. Therefore, teachers must be able to use platforms related to learning, so that teachers continue to pay attention to the development of students in order to carry out learning effectively. Thus, blended learning has been carried out by the Indonesian language teacher at junior high school 4 Merangin. Therefore, it is necessary for teachers to improve online learning methods so that they do not have an impact on students in effective learning.

One of the learning models that can be applied through technology-based media users is the blended learning model. Blended learning is learning that combines or combines various web-based technologies. Like, Meet, Zoom, Google Classroom, Edmodo, and so on to achieve educational goals. A blend of conventional learning where educators and students meet face-to-face with online learning. This strategy can be developed into a learning model that can make the learning atmosphere fun.

According to Utari, et al (2020) the blended learning strategy is an alternative learning in the new normal era and education must master technology and communication media in learning, educators also conduct online learning, but face-to-face learning is eliminated. Blended learning itself can combine learning technology with actual work assignments to create a good influence on learning and assignments given by educators. Through blended learning can create a positive learning environment for interaction even though space and time are limited.

Educators must master information and communication technology in learning in the new normal. Because blended learning is all approaches that teachers have. Therefore, blended learning is very directing teachers to be able to see the skills and preferences of

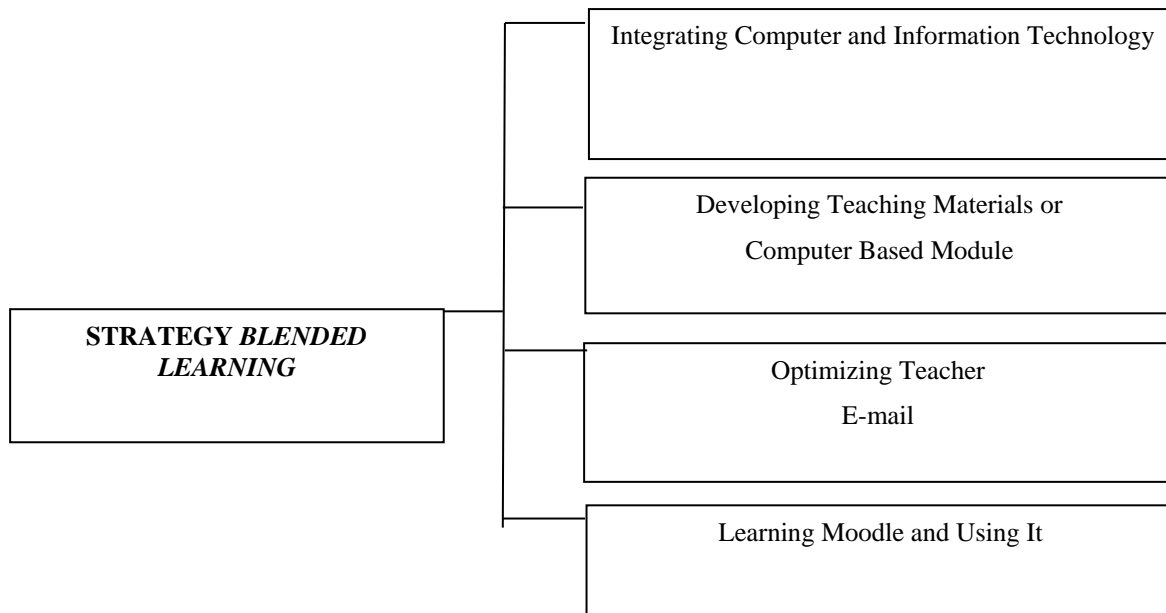
students until a desired goal is achieved. Based on the background described above, the authors are interested in discussing the research entitled Strategies of Indonesian Language Teachers in Implementing Blended Learning in Junior High School 4 in Merangin. In this research, I want to identify whether the application of blended learning can improve the learning process in the COVID-19 Pandemic Era, and what are the strategic findings obtained in this study for the application of blended learning. To find out the findings of the strategy in the application of blended learning, the following are the questions in this study.

1. What is the strategy of Indonesian language teachers in implementing blended learning at Junior High School 4 Merangin ?
2. How to implement a blended learning strategy in the era of the COVID-19 pandemic at State Junior High School 4 Merangin ?

II. RESEARCH METHODOLOGY

The method used in this research is to use the case study method which aims to determine the form, causes and impacts given by the teacher by the students. The approach used in this research is qualitative. The time used in this study was approximately four months carried out from February 28, 2022 - June for data collection. The place where this research was carried out was at Middle School 4 Merangin, Bangko District, Jambi Province. Data analysis in this study based on the theory of Stake (Wahyuningsih, 2013) reveals four forms of data analysis and their interpretation in case study research, namely: (1) Category collection, researchers look for a collection of data examples and hope to find meaning. Relevant to the issues that will arise; (2) Direct interpretation; (3) The researcher forms a pattern and looks for equivalence between two or more categories and the researcher develops it through data analysis.

Table 1. Blended learning strategy thinking framework



III. RESULTS AND DISCUSSION

Results

This section presents and analyzes the research results according to the research questions mentioned in the introduction. The purpose of this study was to determine the strategies used by Indonesian language teachers in implementing blended learning. The findings were analyzed qualitatively. The data that I collected was based on interviews with Indonesian language teachers at Middle School 4 Merangin, the following are the results of the interviews:

Table 2. Description of the overall Indonesian teacher interview data

NO	QUESTION	INTERVIEW DATA	KET
1.	How do teachers use videos in blended learning?	At Middle School 4 Merangin, during online learning during the COVID-19 period, some teachers used learning videos on YouTube to distribute learning materials to students at home. The videos that we take are in accordance with the theme and subject matter of each subject. Taken on youtube then edited and sent to students in their respective class groups.	GBI

2.	How do teachers use animation in blended learning?	In general, Indonesian language teachers at Middle School 4 Merangin use or take advantage of animations on YouTube.
3.	How do teachers use simulations in real situations in blended learning?	Simulations in online blended learning, the teacher records or teaches giving microteaching lessons in the form of recordings, then distributes them to students in Indonesian language learning and sends them to their respective groups. Simulations generally convey only the core learning, the important parts. The material presented, material that is considered important KD which is important is made a learning simulation and then distributed to students in the form of recordings or videos.
4.	How do teachers develop materials to help students who have problems in learning?	In delivering material during the covid-19 period, 4 Merangin Junior High School has 2 modes. The first mode is really online using students' smartphones. The material presented can be in the form of a summary and then shared in the WA group. While the second mode is for students who do not have cellphones, students pick up assignments and materials on a predetermined day for class 7 on Monday, for class 8 on Tuesday, and for class 9 on Wednesday. Materials and assignments for students to work on at home the following week, students collect assignments that have been determined by the teacher concerned with the time division system, each class is given 60 minutes.
5.	How do teachers optimize e-mail groups in learning as a place for discussion between teachers and students?	In Middle School 4 Merangin using e-mail to students, by means of the teacher distributing assignments and materials via e-mail and students giving answers, then students responding or providing answers via the e-mail that the teacher has given. Can be called a google form, which is via e-mail each student.
6.	How do teachers optimize e-mail groups in learning as a tool for collecting assignments/files?	Student assignments sent in e-mail later by the teacher in question will be formed or will be collected in a specific file. For example, using Google Drive, so that students can collect all the assignments given by the teacher concerned. So that it is easier for students to collect assignments in 1 file or 1 drive.
7.	How do teachers take advantage of available applications such as WA Group, Google Classroom, and others to improve the quality of learning?	At present, in a limited learning system, students are asked to meet face-to-face but in different times and shifts. So, some of the material that is not delivered in face-to-face meetings is through Whatsapp groups, the way is that every Indonesian teacher has a Whatsapp group with students. The material delivered in limited face-to-face meetings is continued through the Whatsapp group, both assignments and deepening of material. Indonesian teachers also use the Google Classroom and Google Form applications.

Information
GBI: Indonesian Teacher

Discussion

Category Collection

Data collection or category is a method used to collect information and facts that researchers have done in the field. These categories will later be useful as supporting facts in describing a research conducted. The following are the results of the category collection conducted for Indonesian language teachers at Middle School 4 Merangin. Based on the results of the interview description, they are as follows: (1) Youtube; (2) Videos; (3) Records; (4) Learning Materials and; (5) Whatsapp.

Live Interpretation

Based on the results of the categories that have been described, this has become one of the focuses of the research, namely the categories that have been interviewed with Indonesian language teachers at Middle School 4 Merangin. Furthermore, the categories that have been described will be interpreted directly to find a meaning to be conveyed, namely, as follows.

1. Youtube

Youtube is one of the social media developments that has the most opportunities in the world of education. Indonesian language teachers at Middle School 4 Merangin use YouTube as a teaching medium. Teachers can use YouTube as a teaching medium that is preferred by students in learning. Through learning media using YouTube, students can understand a material faster than studying a textbook, and the media does not bore students so that it is alleged to increase students' interest and motivation in learning in learning.

In the learning process, teachers and students are one component that of course cannot be separated. There must be interaction between teachers and students, so that learning outcomes can be achieved properly. With this YouTube, they will look for an explanation sent by the teacher to students and provide the tutorial needed to support a lesson to replace face-to-face learning. From YouTube, the teacher will get a video that is in accordance with the material that will be taught by educators to students. The Indonesian language teacher will send a link or direct video that has been downloaded or that has been downloaded on YouTube.

2. Video

The next category is video or animation. The way the Indonesian language teacher in Middle School 4 Merangin is by downloading one of the videos from youtube which will be sent to students, so that there is an animation in the video. The animation is an additional motion picture so that the video is more interesting to be seen or watched by students. The video is combined with animation in the form of a set of moving objects to improve a subject matter so that the student can turn on a learning material sent by the educator. So, it can be concluded that the video or animation video that gives motion to the image has a series of plots and displays a message from the part of an image to achieve a learning goal that has been given a material for the video or animation.

3. Recording

It can't be separated from youtube, videos, next is the recording of the learning process at school. We know that in online learning Indonesian language teachers use a learning simulation. The simulation itself is the Indonesian language teacher at Middle School 4 Merangin using voice or video recordings that the teacher has given to the students. We know that simulation is one method that provides a presentation in the form of lessons using a real situation or process.

With the recording, the learning process is the creation of a learning simulation on the material presented by an educator to his students so that it provides an convenience and to educators and students. Educators are an important part in supporting an order to realize the ideals of students and the nation. So that educators should be as much as possible so that students can receive lessons easily.

4. Learning Media

The teaching and learning process has a broader meaning and understanding than the notion of teaching. In the teaching and learning process, there is a single unit of activity that cannot be separated between students and educators who teach, namely learning materials. There is a mutually supportive interaction between these two activities. Educators can develop teaching materials well.

Educators can develop materials to help students who have difficulty during learning. From the categories described above, it can be seen that Indonesian language teachers have different ways to help students in the teaching and learning process for students who have difficulties in learning. Because every Indonesian teacher has a different character in teaching students to learn.

5. WhatsApp

Whatsapp is widely used among people. The use of whatsapp that helps learning to make it easier to create a group for learning. Whatsapp is an online messenger application that is currently widely used for chat, personal, online seminars, and others. Whatsapp is a platform that can be used for learning used by educators and students. To get this whatsapp application, one must download or download so that this whatsapp application is on a smart phone or cellphone.

Table 3. Category Equivalence

CATEGORY	DESCRIPTION
1. Youtube	a. The relationship between the two categories can be seen in

2. Video	<p>the description above. That youtube and video are very closely related in a social media. On YouTube there are videos that are considered to contain content. For example, content that has Indonesian language learning materials.</p> <p>b. The teachers will download the video on YouTube. Youtube is a form of video-based social media that uses new media in the form of the internet in delivering information or learning materials. On YouTube there is the word video blog. This vlog is called a video that contains opinions, stories, or other activities.</p> <p>c. Youtube is an online video whose site as a video on YouTube can be viewed as an online video whose site is a medium for searching. The video on youtube can be seen from the device, namely the cellphone, that is the relationship between the two categories.</p>
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IV. CONCLUSION

The results of research conducted by the writer of the Indonesian language teacher strategy in blended learning at Middle School 4 Merangin using a qualitative approach, case study method, based on data collection techniques and documentation that can be obtained as follows, (1) The results of the study found several strategies of Indonesian language teachers in implementing blended learning at Merangin 4 Junior High School, namely, Youtube, Video, Recording, Learning Materials, and Whatsapp. (2) Advances in technology provide a role in creating development as a step to improve learning. In integrating there are videos, animations, and simulations in learning. Here, the teacher is able to provide creativity in teaching the students. (3) In blended learning, teachers and students learn remotely or virtually. Teachers and students will discuss and send assignments/files through the group. (4) With this feature, teachers and students don't have to worry about learning. Teachers at Middle School 4 Merangin use the Whatsapp and google form features or applications as learning infrastructure. The whatsapp group feature can build an informative learning for teachers and students, and can be interactive related to various information, materials, discussions about the learning to be studied.

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