

Constructivism Based Blended Learning for Online Learning Madrasah Ibtidaiyah Students

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Abstract. During this pandemic we were faced with online learning carried out by all levels of education through the use of information technology. Learning is done online. For all educators they are faced with conditions that are completely limited in carrying out learning and are far different from teaching classically as usual, namely face to face in class. There have been significant changes in all aspects of learning, all of which require teachers to be creative and innovative in teaching. We cannot just rely on applications, we need attractive and real learning strategies, not only the delivery of theory through applications, but there must be an integration between material and student activities as a form of learning experience that students must still obtain. Constructivism-based blended learning is very appropriate to be applied to online learning today, because it makes learning more meaningful. The learning material will be accompanied by student activities in the form of practical activities from the implementation of the material being studied. Learning will be presented in the form of student activities that must be carried out by students at home independently with instructions and teacher directions via online and forms of assessment of the results of activities in the form of written reports and videos made directly by students while carrying out activities.

Keywords: Blended Learning, Constructivism, Online Learning

1 Introduction

Education is the key to the future development of the Indonesian nation[1]. Education in this case provides provisions for each individual to improve the quality of their existence and participation in the development movement, one of the main components to support development in these various fields can be done through the use of ICT (Information and Communication Technology)[1]. In other words, the future development of the Indonesian nation will be very balanced if the provision of education with the use of ICT[2] can be combined into a potion that can increase maturity in students so that they realize the purpose of learning (independent learning).

Education is an important means of supporting the success of running a nation. A good education process is the hope of producing a quality generation of the nation. Continuously learning anytime and anywhere will make significant changes to the more practical and flexible learning methods that we are familiar with in the digital age.

The digital era in this century has an impact that cannot be underestimated by the world of education, especially in Indonesia. The implications of globalization have an impact on the form

of educational services provided by teachers to students. improvement of educational arrangements can be improved in quality and quality through active, creative, effective and enjoyable learning activities for students.

During this pandemic we were faced with online learning carried out by all levels of education through the use of information technology. Learning is carried out online through various applications such as WhatsApp, zoom, google meet, and classrooms, all of which have advantages and disadvantages. For all educators they are faced with conditions that are completely limited in carrying out learning and are far different from teaching classically as usual, namely face to face in class.

There have been significant changes in all aspects of learning, all of which require teachers to be creative and innovative in teaching. We cannot just rely on applications, we need attractive and real learning strategies, not only the delivery of theory through applications, but there must be an integration between material and student activities as a form of learning experience that students must still obtain.

The use of information technology during online or online learning is mandatory for a teacher during the teaching and learning process both in delivering material, assigning assignments and submitting assignments. Based on field observations when learning takes place online, most students are only tasked with listening to material and doing assignments from the teacher according to the time given, there are no structured student activities. It is as if the teacher only focuses on meeting the target of delivering the material without paying attention to the student's condition when learning even though the learning experience must still exist even though learning online.

This is what underlies the need for a more conceptual learning strategy, namely through blended learning with an integrated constructivism approach which aims to provide learning to be more meaningful and students gain learning experiences as they should be in accordance with the true nature of learning.

2 Methods

The research method uses descriptive methods by describing and describing a situation in as much detail as possible based on existing facts. Descriptive research is research that seeks to tell solutions to existing problems based on data, by presenting, analyzing and interpreting them.[3]. So, here we describe solutions to problems that arise during online learning.

3 Result and Discussion

Blended learning (learning) is a formal education program that allows students to learn (at least in part) through content and instructions that are delivered online (online) with independent control over time, place, sequence, and speed of learning.[4]. Furthermore, John Merrow (2012) stated "Blended learning is some mix of traditional classroom instruction (which in itself varies considerably) and instruction mediated by technology". In other words, blended learning is a combination of traditional classroom learning with technology-based learning (modern). Similar opinion was also expressed by Annisa[5] which states that blended learning is a learning system that combines face-to-face learning with online learning (through the use of internet facilities / media). Based on the explanations of the experts above, it can be defined that blended learning is a teaching and learning strategy that aims to achieve learning objectives by combining class-based / face-to-face learning with information and technology-based

learning that is carried out online (online).

Blended learning developed around 2000 and is now widely used in North America, England, Australia, universities and the training world[6]. As a learning strategy that combines face-to-face learning with online learning (through the use of internet facilities / media), blended learning designs and implements learning both in terms of content and delivery done online. In this case, students do not only rely on the material provided by the teacher, but can search for material in various ways, including searching the library, asking classmates or friends online, opening websites, looking for learning materials through search engines, portals, or blogs, or it could be with other media in the form of learning software and learning tutorials. Various innovations in the use of learning technology can very easily be found and used.

Some of the results of research on Blended Learning in the research journal by Annisa Ratna Sari[7] mentioning another impact of using classical learning concepts with the lecture method will cause students' critical thinking skills to be less honed because students are not accustomed to thinking outside the context conveyed by the lecturer and become passive in choosing additional learning sources outside of the learning resources provided by the lecturer. Therefore, the blended learning strategy is an alternative in improving student learning outcomes.

The combination of classical learning added with the use of the internet be a supplement in increasing student achievement. This is due to better pedagogy, increased access and flexibility, and increased cost-benefit[7] The addition of learning innovations will arouse the independence and confidence of students who have tried to find and explore learning resources not only from the teacher. Student independence plays an important role in learning success. Sandi (2012) states, students who have high independence excel in blended learning that is more student-centered[8]. Hence, increase Student independence is critical in improving learning outcomes that need to be of concern to teachers and other educational researchers. Especially during this pandemic, online learning is one of the right ways to keep learning activities going.

Technology in learning conceptually it has been proven to contribute to learning activities in the form of knowledge on solving learning problems, the provision of professional personnel who can arouse learners to learn, various learning resources, and the need for the latest information that can be accessed quickly[1, p. 4]. Amali further stated[1] The ICT growing so rapidly has provided convenience to various problems faced by society and especially students. Information technology-based learning such as e-learning by the government is also hoped for its development. Boediono (2013) when giving the inaugural lecture at Surya University in Jakarta stated, "E-learning, if designed properly, will be able to answer most of the obstacles. And with that, we can accelerate the distribution of education". In other words, online-based learning has a positive effect in overcoming Indonesia's educational challenges. Starting from this thought, the presence of blended learning is an essential solution to the needs of the nation today.

Seeing the importance of blended learning learning strategies in today's digital era, some experts also argue why blended learning is the strategic choice for learners today. Graham explain three important reasons why a Teachers prefer to implement blended learning compared to online and classical learning, namely: better pedagogy, increased access and flexibility.

Blended learning[9] is a Teaching and learning strategies that aim to achieve learning objectives by combining class-based / face-to-face learning with information and technology-based learning conducted online. So far, online learning strategies have only been limited to providing material and assigning assignments, so it is still necessary to add appropriate learning innovations, be able to generate independence and explore learning resources not only from teachers. So there needs to be additional integration in blended learning to make it better, so that

students can get learning experiences that make learning more meaningful.

Constructivism based learning[10] is the right choice to be integrated with blended learning, because constructivism can make learning more real because there are student activities that must be carried out through structured learning practices.

According to constructivist understanding, knowledge is a construction (formation) of people who know something (schemata). Knowledge cannot be transferred from teacher to other people, because everyone has their own scheme of what they know. The formation of knowledge is a cognitive process in which a process of assimilation and accommodation occurs to achieve a balance so that a new scheme (plural: schemata) is formed. Someone who learns means to form understanding or knowledge actively and continuously[11].

For constructivism, learning activities are active activities, where students build their own knowledge, skills and behavior. Learners find their own meaning from what they learn. Students themselves are responsible for their learning outcomes. They themselves make reasoning with what they learn, by looking for meaning, comparing what they already know with new experiences and situation.

Constructivism is one of the most important principles of educational psychology is that teachers do not merely impart knowledge to students. Students must build knowledge in their own minds. Teachers can assist in this process by providing opportunities for students to find and apply their ideas for learning[12]. The constructivism paradigm views students as individuals who already have initial abilities before learning something. This initial ability will become the basis for constructing new knowledge[13].

The constructivism approach requires students to build knowledge in their own minds. Teachers can assist this process by teaching that makes information more meaningful by giving students the opportunity to discover or apply their own ideas. The teacher can provide students with ladders that can help students reach a higher level of understanding, but it must be done so that the students themselves climb the ladder. Therefore, so that learning is more meaningful for students and educators, the constructivism approach is a good solution to be applied.

Another reason for the need for a constructivist approach in learning is the knowledge that students will have starting from the activeness of students to seek and find. Knowledge will not be obtained from passive students. To build a new knowledge, students will adjust a new knowledge with the old knowledge they already have through social interaction with other students. This is different from behavioristic[14] which emphasizes behavior patterns that are repeated become automatic. A person's behavior can be strengthened or stopped through reward or punishment. So it is with cognitivist[15] which states that the knowledge will be represented by the scheme, if the information in accordance with the scheme will be received, if it will not be adjusted or the scheme will be adjusted. So cognitivist emphasizes the rearrangement of cognitive structures in which a person stores information.

The process of acquiring knowledge will occur if the teacher can create ideal learning conditions, what is meant here is a teaching and learning process that is in accordance with the characteristics of learning and takes into account the perspectives of elementary school students. The learning referred to above is learning that prioritizes student activeness, explaining minds-on and hands-on abilities as well as interactions and recognizing the existence of initial conceptions that students have through previous experiences.

Based on the explanation above, constructivism-based blended learning is very appropriate to be applied to online learning today, because it makes learning more meaningful. The learning material will be accompanied by student activities in the form of practical activities from the implementation of the material being studied. Learning will be presented in the form of student activities that must be carried out by students at home independently with instructions and

teacher directions via online and forms of assessment of the results of activities in the form of written reports and videos made directly by students while carrying out activities.

Learning like this is expected to make online learning more effective and successful in increasing student competence in accordance with the expected learning objectives. Students will continue to be active and get new experiences even through online learning.

4 Conclusion

Constructivism-based blended learning is online learning accompanied by student activities in the form of practical activities in accordance with the subject matter. Students can independently carry out activities through instructions that have been made by the teacher. So online learning will not be monotonous and boring because it is accompanied by student activities so as to make learning more meaningful for students. Constructivism-based blended learning is expected to be transformed into teaching materials or student modules that must be adapted to the material in the curriculum and student abilities.

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