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Research paper



Introduction Blended Learning Designs on Introduction to Linguistics at West Indonesian

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Abstract

Learning methods that used to be done only face-to-face in the classroom and make the educator as a center of information (conventional) gradually begin to change towards learning that is also on-line based on the internet as an information center (E-Learning internet based). In STKIP PGRI Sumatera Barat E-Learning internet based learning method itself has been introduced and implemented since 2014, but has not been maximally optimized. This is because the method does not have a standard in its implementation, and also conventional face-to-face learning method cannot be abandoned completely, hence there is overlap between the two. Accordingly, this study developed a model of learning that combines the concept of conventional learning with the concept of E-Learning internet based called Blended Learning. Blended Learning model is expected to be a solution to the above problems, so that the learning process can be implemented effectively. This research outcome is a product that is learning model design.

Keywords: *Conventional Method, E-Learning Internet Based, Blended Learning, Linguistics*

1. Introduction

In understanding the concept of conventional education, education is defined as a process of communication and information from educators to learners containing educational information [1]. In this case, the main information is the educator itself (teachers/ lecturers/ instructors) assisted by supporting media as a means of presenting ideas and educational materials, and the teaching and learning is done through face to face in the classroom. Its means that conventional concept source of especial information is educator [2].

On the other sides, as the development of technology, particularly information technology (Internet), the paradigm of educators as an information center gradually began to change, because the Internet provides a variety of information widely and unlimited. Its mean that internet provided more information. Therefore, the scenario in the learning process also gradually evolved and changed. Then it is resulting the term Internet based learning that is also called E-learning.

E-learning is an internet based learning that is both online and can be assessed anytime-anywhere: not limited by space and time (anytime, anyplace, anywhere); by using informational and technologies (ICTs) like multimedia, virtual reality, and the internet in order to create more situated and authentic context [3]. In this case, the learning process can be done without having face to face between educator and learners so as to the learning process will be easier and flexible because they (educator) will update teaching material on an ongoing basis. On the other hand, learners can freely access information about the subject matter quickly, and then the independent learner may also uses such information as a material for learning (self-learning).

In response to the development E-Learning, since 2014, STKIP PGRI Sumatera Barat has launched and facilitated associated with E-Learning; ranging from adequate Internet access, up to the program / web as a medium of E-Learning. STKIP implemented an integrated online learning using a Learning Management System (LMS) that is known as Moodle; and also equipped the educators through training and workshops related to the E-Learning. Nevertheless, because of the development of the concept of E-Learning is still relatively new and there is no standard procedure of implementation, and senior lecturer still cannot abandoning the conventional learning (face to face) in full, the implementation of E-Learning at STKIP PGRI Sumatera Barat still has not been maximally implemented. The impression of E-Learning is just as the teaching materials on the web as a medium of learning support.

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Related to the previous statement, this research is designed as the development of learning model which can be a solution to the problems mentioned above, so that the learning process can be done effectively. In this case, the development model that has been designed in this research is to integrate the concept of face to face learning in the classroom (conventional approach) with online learning concept-based (E-Learning) which is known as Blended Learning; is also known as 'hybrid learning' [4]. Blended learning is a model that combines the effectiveness and socialization opportunities of the classroom, with the technology-enhanced active learning possibilities of the online environment [5]. Blended learning also has been described as a mode of teaching that eliminates time, place, and situational barriers, whilst enabling high quality interactions between teachers and students [6]. The balance between face-to-face elements and online activities varies depending on the purpose and outcomes to be achieved, and is guided by pedagogical design principles [7].

The combination of these two learning concepts as Blended Learning is expected to improve the effectiveness of learning in STKIP PGRI Sumatera Barat. So, in this research; the development of Blended learning model that has been done is the development of learning models for Introduction to Linguistics course at English Education Study Program of STKIP PGRI Sumatra Barat; in order to increase access and flexibility for learners, increase level of active learning, and achieve better student experiences and outcomes. For teaching staff, Blended learning can improve teaching and class management practices.

2. Methodology

This research is a research and development which in common parlance is known as Research and Development (RnD). The reason to use this design is for RnD covers all matters relating to the development to produce a design of learning model (Blended Learning), which became the main outcomes of this research.

In connection with that, Sugiyono, stating that; RnD is a kind of research methodology to earn products [8]. Furthermore, RnD's research procedure according to Sugiyono is as follows: (1) Problem potential formulation, (2) Collecting the data, (3) Designing a product, (4) Validating the design, (5) Revise the design, (6) Trial, (7) Product revision I, (8) Trial revised product (9) Product revision II , and (10) Mass production.

3. Results and Discussion

3.1. Formulating Potential Problem

The course of Introduction to Linguistics is one of the compulsory subjects in English Education Study Program at STKIP PGRI Sumatera Barat with code / weight subjects ING40023 / 3 Semester Credit Units (SKS). This course is the course of the Scientific and Skills (MKK) which contains the main points of discussion that provides the knowledge and understanding of the basic concepts of the science of language concerning sound system (Phonology), shape and change the word (Morphology), construction of sentences(syntax), good language literal meaning (Semantics) as well as nonliteral (Pragmatics), the application of language in language learning (Applied Linguistics) and function(function) and value (value) language in use to communicate in a social group.

Practically some learning methods commonly used by educators in STKIP PGRI Sumatera Barat namely; (A) Lectures, (b) methods of group work, and (c) methods of discussion. As for the description of the methods are as follows:

Lecture; what is meant by the lecture method here is a form of interaction through lighting and verbal narration by a lecturer to learners in the classroom. In the course of lectures to explain the description, educators can use auxiliary tools, such as pictures, slides in power points and so on . But the main tool for connecting with learners is the spoken language. The role of the students in the lecture method is to listen carefully and take note of the important subjects raised by the educator.

Group Work Methods; the term group work is used to summarize the notion that learners in a group are viewed as a single entity, to look for a particular learning objective by working together. As a method of group work can be used to teach to achieve various purposes in the classroom. In practice there are many types of group work that can be implemented which all depend on several factors, for example on the specific goals to be achieved, the age and ability of learners, as well as the facilities of the lessons in the classroom.

Discussion Methods; which is a scientific conversation that contains the exchange of opinion, the emergence of ideas and test opinions conducted by several people who joined the group to seek the truth [9]. Many of the problems that occur in the environment of learners that require discussion by more than one course, namely especially issues that require cooperation and deliberation in solving it. Discussion method means a method to solve the problem by expressing opinion in deliberation to reach consensus. In other words the method of discussion is meeting of minds.

However, the three methods described above (lectures, group work, and discussion) do not provide the expected learning outcomes of Introduction to Linguistics course itself. This is due to the limited time (face-to-face) available which only 2 credits (2x50 minutes) in a single meeting. While the material contained in the Program Lecture Plan (RPS) is very large, so the results achieved are not as expected.

3.2. E-Learning in STKIP PGRI Sumatera Barat

Since 2014 High School Teacher Training and Education (STKIP) PGRI Sumatera Barat has launched and hold all the facilities associated with the Internet-based E-Learning them; ranging from adequate internet access, up to the program/web as a medium of E-Learning STKIP by clicking - implement an integrated online learning using a Learning Management System (LMS) that Moodle; and also equip the educators through training and workshops related to the E-Learning.



Figure 1: E-Learning STKIP PGRI Sumatera Barat

Nevertheless, because of the development of the concept of E-Learning is still relatively new and there is no standard procedure of implementation, and still cannot abandoning the conventional learning (face to face) in full, then the E-Learning Internet based at STKIP PGRI Sumatera Barat still Has not been implemented maximally. E-Learning impressed just put the teaching materials on the web as a medium of learning support and also only help as one of the media ratings. See figure 2.



Figure 2: Moodle quiz module testing

In addition to using the Moodle application, online learning applications that support E-learning internet base used by lecturers STKIP PGRI Sumatera Barat is Edmodo; namely Learning Management System (LMS) or social networking-based learning platform that is intended for educators (teachers, professors, etc.). In this case Edmodo can serve as an online medium that facilitates communication and discussion between teachers and students are not stuck in the classroom. And even Edmodo also be used as a test medium based Traffic learners online. Moreover, Edmodo is used in the learning activities so that students can learn independently without relying on the teacher and other students. See figure 3 and figure 4.

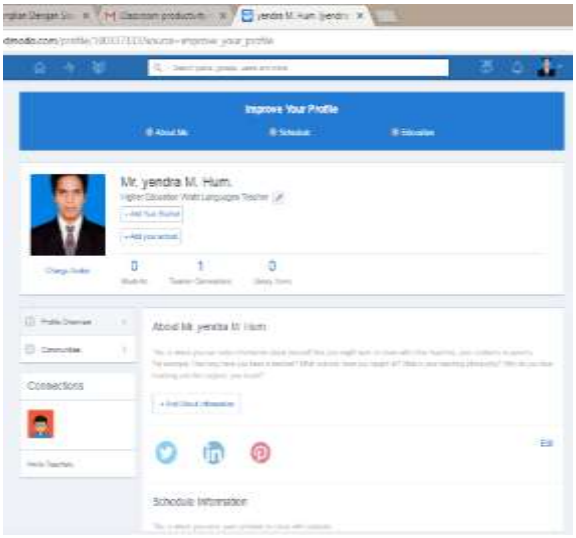


Figure 3: Edmodo home in the online

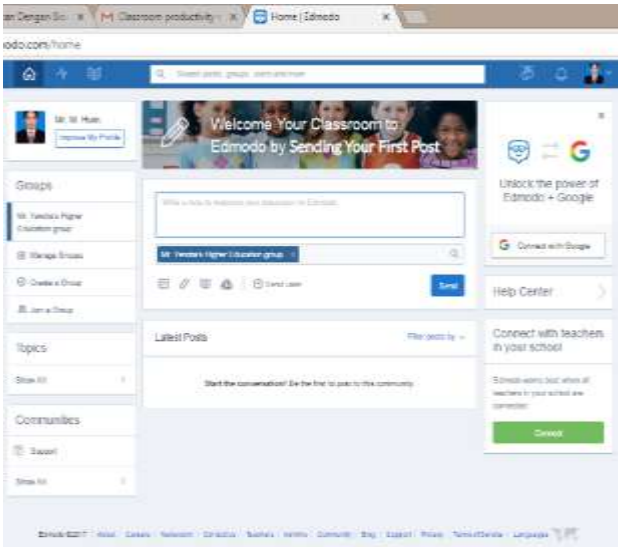


Figure 4: Edmodo lecture discussion forum

3.3. Blended Learning Model Design

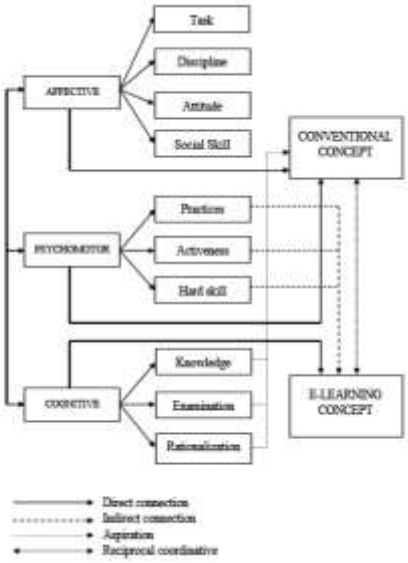


Figure 5: Blended Learning Design

Figure 5 implies that Blended learning illustrates an opportunity to integrate innovation and technology advantages in online learning with interaction and participation of profit-face learning. The keys of this blending model are the conventional concept of learning with face to face approach and E-learning concept with online internet base learning. Just like Garrison & Vaughan stated that, the basic principle is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose [10].

The conventional concept of learning nevertheless needed human touch in learning process, to construct personality of the students; because face to face interactions fulfill affective goals along with cognitive and psychomotor as main learning outcomes [11]. Face to face in conventional concept of learning also helps in developing strong value system especially social skills, such as: sharing discussion, small group project, and collaborative learning. This is necessary for a proper personality development both hard and soft skill for students, because they can learn from instructor inside classroom also learn from their fellow students while playing together; so as to make they learn many skill in their social interaction. Bath & Bourke argued that student interaction working together develops students' ability to test their ideas, synthesize the ideas of others, and build a deeper understanding of what they are learning [12]. It also facilitates perspective taking, analysis of ideas, reasoning and critical thinking.

E-learning with online internet base approach provide more easily developed in online mode of teaching. For students, they not only learn from the teachers, but also learn from many sources unlimitedly. So they can increase their knowledge beyond what just teachers had given. Online activities also can be used to either reinforce learning undertaken in the classroom, or they can serve as a basic introduction to topics before they are covered in more depth in class. For Teachers, advances in technology provide new opportunities for them to design and deliver their courses in ways that support and enhance the teachers' role, the students' individual cognitive experiences, as well as the social environment; as key elements in successful learning and teaching.

Moreover, aspects which are incorporated in blended learning not only combine face-to-face and online learning, but also can be anything, such as: methods, media, resources, and environment or learning strategies. Based on the proportion of content delivered online, Allen, gives a clear categorization of the blended learning, traditional learning, web-facilitated, and online learning [13] it can

be said that to be using blended learning models when the portion of the use of e-learning in the range of 30-79% with combined into face to face (face to face learning). Moreover, are illustrated in the following Table 1.

Table 1: Blended Learning Categorization

Proportion of Content Delivered online	Type of Course Typical Description	Typical Description
0%		Course with no online technological used content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus assignments, for example.
30 to 79%	Blended /Hybrid	Course that blends online and face to face. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has some face-to-face meetings.
80 +%	On line	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

3.4. Primary key to implementing Blended Learning Model Design Courses Introduction to Linguistics

In created learning process effectively and efficiently in accordance with learning outcomes. At least four primary keys that can be used to implementing Blended Learning Model Design Courses Introduction to Linguistics, those are:

a. **Live event learning**
The instructors still have to provide knowledge by doing direct learning (face to face) synchronously in the same time and place, or the same time but different places (online). This learning pattern needs to be designed in such a way as to achieve the learning objectives in accordance with the needs of students.

b. Self-Learning
Allow the students to study anytime and anywhere intensively, offline or online. In this part the learning contents needs to be specifically designed both text and multimedia, such as: video, animation, picture, simulation, audio, e-book, etc. All those contents also can be packed as audio or video streaming.

c. Collaboration Learning
Create a situation that requires students to communicate and interacted with instructors or with their fellow students intensively; by design some case or some topics in online forum, such as: chat room, mailing list, website, BlogSpot, etc.
This collaboration can be used to improve performance of the students both hard skill and social skill, because they are get used to their cognition to solve problem and discussion.

d. Assessment
Assessment is an important step in the implementation Blended Learning Model Design Courses Introduction to Linguistics; because it is carried out in order to find out how far the mastery of competencies that have been mastered by students, beside also aims to follow up the implementation of learning process by instructors. In this part, assessment has to comply both face to face learning and online learning.

4. Conclusion

Then the specific purpose of this study is to design a learning model that is a model that can facilitate the collaboration of two learning concepts; Conventional learning concepts (face to face) with on-line learning concept-based (E-Learning) called Blended Learning models. It is associated with efforts to improve the effectiveness of Introduction to Linguistics course at English Education Study Program of STKIP PGRI Sumatera Barat.
Blended learning can increase access and flexibility for learners, increase level of active learning, and achieve better student experiences and outcomes. For teaching staff, blended learning can improve teaching and class management practices.
Design of models were produced from this study are expected to become a reference and also a pilot model in the search for solutions and ideas learning model development certainly Blended Learning on various subjects in Higher Education in general and in STKIP PGRI Sumatera Barat specifically.

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