Chapter V

Conclusion and Suggestion

5.1   Conclusion

Based on the analyse the data by using QDA miner, the researcher found 7 themes in the transcript of interview about implementing blended learning in a senior high school in Jambi city. the seven themes are Online learning, Role of teacher in blended learning, Content in blended learning, Technology in blended learning, Student in blended learning, and lesson plan in blended learning.

The researcher can be concluded that there were some problems that teachers met at the beginning of teaching process during pandemic the COVID-19 such as : the teachers feel frustration at the first time the did the learning process in pandemic the COVID-19 because they were really shocked by using a new system in teaching that is online learning. the teacher felt confused to use online learning in his class because he was used to teaching face to face with students but suddenly switched to another method, namely online, while he had never received online teaching training before.

At the beginning of pandemic the COVID-19, online class was really drained the teacher's energy and mind because they had to really be forced to understand how to teach online while they had never been trained or given any kind of short education about teaching online. The teacher also felt chaotic when the used online learning at the beginning of pandemic the-COVID 19. They

had not fully mastered online supporting technologies such as teaching with Google Classroom, Google Meet and Zoom. even teaching using social media did not even occur to them at all.

In the new normal phase, the researcher found that the teacher felt frustrated and heavy burden in teaching because she had to be forced to work twice in one learning process that is face to face and online learning. It was really made the teacher stressed at the first time when government policy required schools to alternate the teaching system, face-to-face and online. Even though the situation was new normal, but the teacher said it was better than online learning at the first pandemic the COVID-19 happened.

In this study, the researcher found that all the teacher used blended learning in their class during new normal pandemic the COVID-19. The teacher felt confused to combine the learning system in one class because she should made two forms of lesson plan which was different methods.

Based on the forum group discussion and individual interview in the initial new normal phase, all teachers felt stressed and frustrated in teaching because they were worried about COVID-19 and were also still confused about how to teach, which took turns face-to-face and online but they received instructions from the education office that they teach in two ways, face-to-face and online. They realized that they were using a blended learning model that could combine two ways of learning, namely face-to-face and online.

However, there are interesting things from the results of interviews with teachers about their experiences using the blended learning model during the new normal during the COVID-19 pandemic, namely when their role as facilitators, mentors and moderators was not enough to make students want to learn because of the stress that occurred. as a result of learning with two systems, namely face-to-face and online but also teachers must have a high sense of empathy in order to

increase student interest in learning, namely to become a motivator for students. The teachers share their experiences in taking a personal approach to students who have learning difficulties by establishing good communication with parents and students. then the teacher will position himself as a storyteller for students so that students are motivated to return to learning and be active in class both face to face and online.

This study also can be concluded the teachers experiences with students who at the beginning of learning with a very passive blended learning system, it is difficult for teachers to get students to be active. However, as previously mentioned about the teacher's role, in the end a personal approach was taken to the students so that students who were previously passive became active.

The experience of MS ,MR1 and MR2 in using technology explains that in order to access the material that will be provided, they prepare all kinds of sources that are adequate for students in utilizing access to information and materials. They state that the use of technology to produce learning materials plays a very large role. For example, to produce the required files such as video, audio, and discussion facilities, it is necessary to have teacher capacity in the use of adequate technology to manage the content of the learning material. The teachers said that the delivery of learning materials was well received after they collaborated on technology with the learning materials they taught.

The results of forum group discussions and individual interviews with teachers about their experience using teaching content in the last new normal phase showed that teachers created, used and implemented teaching content based on the lesson plans they had previously made.

The teachers agreed that in the past blended learning lessons they used interactive content such as videos and audio which they used from the YouTube link or which they made themselves.

Teachers prefer to give assignments individually not in groups because in the new normal phase students are not yet allowed to gather to maintain health protocols.

Based on the interviews, the researcher can be concluded that the challenges of blended learning have identified several problems faced by the teachers, such as a lack of Internet connectivity, students motivation, content in teaching, and confusing instructions. The researchers looked at the effectiveness of a blended learning environment through an analysis of the relationship between individual student characteristics and background, learning outcomes, and design features. The flexibility of education is also vital to settings which offer this type of approach, particularly concerning the time and, or distance learners.

This study identified three keys factor in implementing blended learning in this school: human factors, institutional variables and learning variables. Human factors included the teacher and the students, teachers should be creative in creating their class to be effective and students should have motivation in learning. The teachers perceived institutional variables such as resources, student, and teacher support along with effectiveness as the most important factors of blended learning adoption. Learning variables, which measured by student and teacher motivations, student-peer-faculty interactions, and learning outcomes

This study found that school must give full support such facilities for teachers and students in the classroom offline and providing internet connection in online class. The teacher should support the students by giving motivation, creating various content in teaching. The parents should support the teaching and learning process in giving nice environment for the students. The staff must help the teachers to provide resources support such book from library and tools in the classroom.

5.2   Implication and Recommendation for the future research

This study was focus on the cases faced by the teachers because teachers are still a key part of blended learning. Teachers who have subject-matter expertise and basic technology skills, along with the new pedagogies that go with technology, such as constructivism and collaboration. Blended learning expertise provides both. The pandemic COVID-19 forced teachers to change the way they used and relied on technology to deliver instruction.

This study is important because leaders and teachers can learn from how teachers engaged in a mandatory change that greatly affected the use of technology in their instructional design. The researcher will disclose the experiences of teachers with different levels of technology integration experience, professional development opportunities, and system expectations. These experiences will provide insight into the challenges and successes of teachers as they lived through this radical shift in teaching. This study details the experiences in a way that can provide leaders and teachers insight into teachers' needs when presented with the task of changing their instructional design (Zhao, 2021).

Most of the traditional class room teaching-learning process fails to engage the young learners actively to construct the knowledge. The knowledge is transferred monotonously and their needs, interests and attitudes have never been taken into account. Hence, a face-to-face combination of classroom element with the online instruction, popularly referred top as blended learning has become the alternative that has gained popularity among educators. So far several studies reported that the provision of blended learning courses is highly appreciated and positively

rated by the students. This study will show that blended learning was not only an acceptable methodology but also a transformative one for secondary high school.

The words of the teachers who participated in this research demonstrate the dynamic and challenging nature of teaching in their flex blended settings. Creative educators with an affinity for student-centered, differentiated learning and the skill to develop standards-based instructional experiences both online and offline might be drawn to such blended settings. Teachers entering the blended realm for the first time must understand that this setting requires the ability to multitask and think on your feet in order to actively respond to a student-driven learning environment. Future blended educators must also acknowledge the necessary tolerance for ambiguity and be willing to grow and change as technology and student needs demand. Training inclusive of the online learning and other related technology as well as the pedagogy of the blended setting is highly encouraged, and support from others working in similar models may ease the transition.

This case study contributes to the literature on senior high school teachers' transition from a traditional way to a blended learning model. Because the study focused on senior high school teachers in one school of Jambi City, further research may target other educational levels such as the elementary or high school in other geographic regions or districts. The transition process to a blended learning model may vary depending on the teacher's content, level, or style of teaching; therefore, teachers in elementary or high school may have different experiences. An additional suggestion is that future researchers study student perceptions of a blended learning model on varying levels including but not limited to elementary, junior high school, and college students concentrating on student achievement and satisfaction.

Further findings of this study indicated that teachers preferred asynchronous independent and collaborative as a means to implement a blended learning model more consistently and more

efficiently, rather than synchronous. Consequently, future research could seek to address how collaborative or professional learning communities meet the needs of teachers transitioning teaching styles and the impact on teacher practices. These communities may vary from the geographical region or district to district. Each member of a learning community may bring a different skill set or resource to contribute to the overall success of a blended learning model.

Finally, educational department across the country responsible for training all teachers of educators may benefit from research on Blended learning model. A study focusing on how the lived experiences teachers using blended learning model may provide information to inform new teachers of reasonable expectations, challenges, and potential strategies needed to make the adjustment.

Not every teacher is well suited for a blended role. As suggested by the findings of this study, the demands are unique and often unpredictable, requiring flexibility and creativity to fully and successfully effect the flex blended model. Teachers placed in blended roles without content preparation in a face-to-face setting may be reluctant or unable to provide the supplemental solutions and actively adjust to students' needs. Training for both the setting and selected online courseware technology is also recommended so that teachers coming into the model understand and are able to grow in their new roles. Toward this end, ongoing professional development in blended learning and tools of technology can augment educators' skills as both technology and practice rapidly continue to change. Opportunities to share with and learn from other blended educators can likewise enhance what blended educators bring to the classroom and positively impact student learning. Also, while not required at this point, training or certification in online learning may also benefit blended educators, again adding to their skill set and ultimately expanding opportunities for students.

5.3 Suggestion

At the end of this exploration, several findings come to the attention of the researcher. The first is that with the existence of the new normal, the term blended learning has begun to be recognized by teachers, students and policy makers. Furthermore, in its implementation it should still make students the center of teaching and learning activities or better known as student-centred. Next is to achieve the learning objectives of blended learning there are many factors that must be met including the resources (teachers), technology, content, support for students and also support from institutions or schools.

The use of technological aspects should be the concern of all parties. Before implementing blended learning, teachers should be given training first by the school or the education office so that teachers are ready to teach using the technology they have learned. Then students should also be provided with prior debriefing on how to use technological equipment in the learning process in a blended learning way.

In terms of content, teachers should be able to create creative content so that it is not boring for students who are learning. teachers can also take advantage of content sources from various educational platforms that they can download to use when they teach.

Furthermore, in terms of academic and technical support from schools, full guidance and motivation from schools and teachers should be given to students when learning to use blended learning because not all students have the same level of understanding of the use of technological tools and schools should help provide facilities. What is needed by the teacher is a laptop, computer and adequate internet connection so that the teaching and learning process runs well.

Beside that, It is also important to monitor teachers' mental health and well-being and provide support and changing strategies when needed. School headmaster is also responsible for

contingency planning when strategies do not work. Furthermore, they need to be aware of the additional risks faced by girls, and the gender digital divide, so that they can effectively address this.

Schools should communicate the importance of continuity of learning needs to parents and caregivers, along with guidance on online learning modalities (e.g. what time, which platform). Schools can develop learning projects, which require family-school collaboration, such as parent-child reading programs and seminars for parents, to facilitate communication among students, parents, and teachers.

Despite the recent findings on teachers' perceptions of the use of blended learning in the new normal, this research is limited to English teachers at the secondary school level. It is hoped that future research can find out teachers' perceptions at a higher school level.