Students' Perception of SMAN 1 Grogol Kediri on the Application of Blended Learning In Teaching Reading

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Abstract

This study aims to (1) to find out how the application of Blended Learning at SMAN 1 Grogol in learning to read. (2) Describe the obstacles faced by students in the application of blended learning in learning to read at SMAN 1 Grogol Kediri. (3) To find out students' perceptions about the application of blended learning in learning to read at SMA Negeri 1 Grogol. The research method used is descriptive qualitative type. Qualitative research by using the approach of observation, interviews, questionnaires and documentation. The results showed that the application of Blended Learning at SMAN 1 Grogol Kediri was carried out using Rotation model. The application of Blended Learning in teaching reading at SMAN 1 Grogol Kediri uses the face-to-face lecture method. The platforms used by the English teacher at SMAN 1 Grogol Kediri during online learning are Google Classroom, WhatsApp Groups and Zoom. Students' Perceptions about the Application of Blended Learning in teaching reading at SMAN 1 Grogol Kediri most students have negative perceptions in online session.

Keywords: Blended Learning, Teaching Reading, Student Perception.

1. INTRODUCTION

Education is the most important key for a nation to progress and develop for the better. In this era of globalization, education plays an important role in producing human resources who have superior personalities. National education aims to develop the potential of students to become human beings who are pious and have faith in God Almighty, and develop proper character and national civilization in relation to the formation of the nation's life. Good character, healthy and knowledgeable, citizens who are competent, creative, independent, democratic, and responsible (UU *Sisdiknas* No. 20 of 2003). Education is a preventive alternative, education builds a new generation of a better nation, and education is able to minimize and mitigate the causes of various cultural problems and national character in various ways. Educational activities ensure that the quality of graduates is in line with expectations, namely the appropriate competencies listed in the education plan, both cognitively, psychometrically and attitudinally.

Schools are institutions that are expected to be a place where learning takes place and where the younger generation can shape their personality. School education guides students' thinking, values, and norms of social life. But suddenly we witness an outbreak of a disease caused by a virus called Covid-19 or Corona. And the spread of the virus throughout the world occurs in a very fast process and WHO has brought this situation under control and declared a global pandemic outbreak on March 11, 2020. Due to the rapid spread of the

Corona virus, the learning system has changed significantly in early 2020. According to The Circular of the Ministry of Education and Culture Number 4 of 2020 concerning the Implementation of Educational Policies in Emergencies of the Virus Outbreak (2020), stipulates that the teaching and learning process must be carried out online. This sudden shift in the learning system inevitably has to be applied at all levels of education.

The end of the uncertain pandemic forced the government to take steps to ensure the continuity of education in Indonesia. The government finally had to adopt an online or face-to-face learning policy in the midst of a worsening pandemic situation. He also referred to online learning as an alternative to traditional face-to-face learning to ensure that all Indonesians in the education process continue to accept it. Education from this corona era has a big impact on the student learning system. The teaching and learning phase during the corona pandemic is called the Implementation of Learning at Home, which is stated in Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies during the Emergencies of the Spread of Covid-19. This is done so that students' rights to receive education services are still fulfilled during the Corona pandemic.

Over time, the learning system carried out during the COVID-19 pandemic was applied online, turning into a distance learning system and a limited face-to-face learning system due to a decrease in the number of cases affected by the COVID-19 virus in Indonesia. As explained based on the Revised Joint Decree of the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs of the Republic of Indonesia Number 03 of 2021, that the implementation of learning during the Corona Virus Disease 2019 (Covid-19) pandemic is carried out using a face-to-face learning system. Limited by continuing to apply health protocols, and distance learning systems. In this case, learning carried out during the covid-19 pandemic must meet several requirements that have been set in the revision of the joint decree of the Minister of Education and Culture Number 03 of 2021. As for the parents or guardians of students, they can choose the learning system during the COVID-19 pandemic, whether it is a distance learning system or a face-to-face learning system is limited for children. Limited face-to-face learning is learning that uses little time to study at school, which is carried out using shift rules for students, and still adheres to health protocol standards. In this case, students who have a large number of classes are divided into 2 parts, into shift 1 and shift 2.

In this era of the corona pandemic, the school is trying as much as possible to continue to carry out teaching and learning activities. The efforts made by the school are to follow the policies made by the school. The government implements an online and offline learning system or what is commonly referred to as blended learning. Although sometimes the learning objectives that should be given cannot be conveyed to students as they should. From this process, it is expected that students can receive lessons well in online and offline learning systems. All educational institutions or schools in Indonesia have been affected

by the corona pandemic, from kindergarten to university level. High school one level of education also felt the impact, including one high school in Kediri, namely SMAN 1 Grogol.

One of the most important subjects in the teaching and learning stage at the high school level is English. English is one of the most important subjects at the secondary school level because it is material that will be very useful for students' language skills and is closely related to everyday life. In this modern world full of challenges and intense competition, everyone is advised not only to have a high level of education but also to need special skills which we usually call skills. One of the most needed skills today is English. In accordance with the explanation above, English is a global language, so those who want to be one step ahead of people in general, even have to master English (Pattymahu, 2012). However, when blended learning is carried out, the learning materials provided by the teacher to students are in the form of power points, reading materials and short demonstration videos, so that some materials that require practice make students less understanding of the material. Learning to read English at SMAN 1 Grogol of course also uses the blended learning method.

Learning that combines the delivery of learning using face-to-face activities, and computer-based learning both offline and in a computer network (online) is called blended learning (Dwiyogo, 2018). That is, blended learning is a face-to-face learning method that is supported by electronic-based learning (offline and online) so that the learning process will run optimally because the advantages of the two methods will be able to complement each other from the shortcomings of the two learning methods. Blended learning refers to combining different learning environments. Blended learning provides teachers and students with a potential environment to carry out learning effectively. Blended learning is used to support traditional classes that rely on face-to-face meetings, small groups, and large groups, independent learning, communication between teachers and students, between students and other students (Yaumi, 2018). Comparing with the previous research before, this research covers the rotation model as the type of blended learning. It helps the teacher teach more flexible.

One of the schools that uses a blended learning system or method is SMAN 1 Grogol Kediri. In its application at SMA Negeri 1 Grogol Kediri, there were several changes related to the learning process. The learning process is carried out using the blended learning method using the Google Classroom application to collect assignments and WhatsApp to send messages and chat rooms between students and teachers. In addition, SMA Negeri 1 Grogol Kediri applies a fifty-five system in teaching, by means of 50% of students carrying out face-to-face learning and the remaining 50% carrying out online learning at home. With the application of the blended learning model, students certainly have perceived constraints. According to Hariman (2010) there are several obstacles in the implementation of blended learning including: a) the media required is very diverse, so it is difficult to implement if the facilities and infrastructure are not supported. b) uneven distribution of facilities owned by

students, such as computers and internet access. Whereas Blended Learning requires adequate internet access and if the network is not adequate, it will certainly make it difficult for students to participate in independent learning via online. c) Lack of knowledge of learning resources (teachers, students and parents) about the use of technology.

On these obstacles, of course, will cause perceptions for students. Walgito (2002) states that perception is a process that takes place within the individual starting with the receipt of a stimulus until it is realized and understood by the individual, so that the individual can recognize himself and his environment. Perception is the process of identifying something using the senses. Perception is a very important role for successful communication (Masluha, 2023). That is, accuracy in perceiving sensory stimuli leads to successful communication. On the other hand, failure to understand stimuli leads to miscommunication (Suranto, 2011). A person's perception can change along with his cultural background, understanding of a problem, and his learning experience, besides that the quality of one's thinking will also affect his perception of the incident so that it will broaden his horizons (Isman & Aksal, 2004). Based on the previous research before, it means that perception not only the way how to understand something but also it can help the people successful in communication.

From those problems, it can be seen that the obstacles that arise due to the application of blended learning can cause students to share different perceptions. Perception is a process of organizing, interpreting the stimulus received by the organism or individual so that it becomes something meaningful, and is an integrated activity within the individual (Walgito, 2004). So as the teacher, we must provide the best teaching method which suitable with the condition of the students. It is not only help the teacher itself but also make the students feel more comfortable follow the lesson.

From the results of the exposure to the background above, the researcher is interested in conducting research with the title "Students' Perceptions of SMAN 1 Grogol Kediri on the Application of Blended Learning in Teaching Reading during New Normal Era" in order to determine students' perceptions in learning the application of blended learning in the new normal era.

2. RESEARCH METHODOLOGY

The approach used in this research is descriptive qualitative. Qualitative research was chosen because researchers want to explore phenomena that cannot be quantified that is descriptive such as the process of a steps of work, the formula of a recipe, the notions of a various concepts, characteristics of a product and service, pictures, styles, procedures of a culture, physical model of an artifact and so on (Satori, 2011).

In addition, qualitative research is a research method based on the philosophy of post positivism, used to examine the condition of natural objects, where researchers is as a key instrument (Sugiyono, 2011). The purpose of this

study was to find out how to apply Blended Learning at SMAN 1 Grogol in teaching reading, to describe the obstacles faced by students in the application of blended learning in teaching reading at SMAN 1 Grogol Kediri, to determine student perceptions about the application of blended learning in teaching reading at SMA Negeri 1 Grogol during new normal era.

This research was conducted at SMAN 1 Grogol Kediri. The data used in this study are primary data and secondary data. Primary data is data obtained by researchers from interviews and questionnaires, while secondary data obtained by researchers from observation and documentation. Observations were only made to English teachers who were carrying out reading lessons in grades X and XI. Interviews were conducted directly with 3 English teachers at SMAN 1 Grogol, and a questionnaire was conducted via Google Form which was addressed to students in grades X and XI as a whole at SMAN 1 Grogol Kediri. For documentation, researchers took documents in the form of sound recordings, photos and videos, and lesson plans.

The technique used in this study is a purposive sampling technique aimed at the English teacher and all students of class X and XI of SMAN 1 Grogol Kediri. The triangulation used is source triangulation, the data is done by comparing the data from interviews, questionnaires with observations, and comparing the results of interviews with evidence related to documentation. Data analysis techniques carried out are data reduction, data presentation and conclusion drawing. The research procedure begins with the pre-field stage, the fieldwork stage and ends with the data analysis stage.

3. RESULT AND DISCUSSION

The background and formulation of the problem indicate that there is problem to be studied in this research. As for this chapter will describes various findings from researchers related to student perceptions on the application of blended learning through data obtained from observations, interviews and documentation in the field.

SMA Negeri 1 Grogol is a high school located at Jalan Raya Gringging No. 16 Sonorejo Grogol, Kediri Regency. SMA Negeri 1 Grogol is the only public secondary level educational institution with a state status in the Grogol sub-district. SMA Negeri 1 Grogol was established in 1984, which used to be borrowed from the location at SMP Negeri 1 Grogol. It was only in January 1986 that he occupied his own new building, precisely on Jalan Raya Gringging 16 Sonorejo, Grogol District, Kediri Regency.

SMA Negeri 1 Grogol has vision. Realizing a superior school in Faith and Taqwa, personality, achievement, and striving for environmental protection and management. Mission, (1) Increase Faith and Taqwa towards God Almighty and harmonious relationships between school personnel (2) Cultivate an orderly life, behave in the 4 S (*Senyum, Sapa, Salam dan Salaman*) (3) Improving achievement in academic fields (graduation, National Examination Scores and number of

students accepted at State Universities), sports and arts. (4) Realizing school residents understand the meaning and importance of environmental benefits for humans. (5) Creating school residents who are able to preserve and improve the quality of the environment. (6) Realizing that school residents are able to prevent pollution and environmental damage. (7) Increasing students' motivation for entrepreneurship and skilled in developing environmental-based entrepreneurship.

The Application of Blended Learning at SMAN 1 Grogol in Teaching Reading

Based on the description of the results of interviews with 3 English teachers at SMAN 1 Grogol Kediri about how to apply blended learning in teaching reading, the researchers obtained from 4 questions to get the following results. In the first question that the researcher asked about what the teacher knew about Blended learning, teacher 1 answered blended learning, namely learning or teaching methods that combine traditional learning, namely face-to-face with computer-based or online learning. Teacher 2 answered Blended learning as far as I know uses more than one teaching method and teacher 3 answered Blended learning, namely mixed teaching methods. From these results, researchers can conclude that Blended Learning is learning that combines face-to-face learning with online learning. This is in accordance with the statement of Blended Learning is a combination of face-to-face learning class activities and learning activities supported by online technology (Wahyudi et al., 2018).

The second question about how to apply blended learning at SMAN 1 Grogol Kediri, the researchers got the following results: Teacher 1 said that the application of blended learning at SMAN 1 Grogol used the 50% 50% method, namely each class was divided into 2 sessions, the first session the students were absent from 1 -15 logins online and the second session of students with 16-34 absences logs in offline. It will continue to alternate every day, so students enter alternately. Teacher 2 said that the system was divided into two classes, namely online session 1 and session 2 entering school. While teacher 3 answered that one class is divided by 50%, half is online, the rest is face-to-face.

There are 6 types of Blended Learning Models, namely: Face-to-face driver model, Rotation Model, Flex Model, Online lab Model, Self-blend Model and Online model drivers (Humaira & Asbah, 2019). At SMAN 1 Grogol Kediri the application of blended learning uses a rotation model. This type of blended learning allows students to do both learning modes, namely face-to-face learning and online learning alternately according to a predetermined schedule. In question number 3, the researcher asked what method the English teacher of SMAN 1 Grogol Kediri used when learning teaching reading in a blended way. The result showed that the three English teachers used the lecture method. There are 4 learning methods, including: Lecture method, Question and answer method, Discussion method, and Demonstration method (Husamah, 2014).

Question number 4 about what platform the teacher uses during the online session, got the following results: Teacher 1 answered that during online

teaching reading he used Google Classroom for collecting assignments and WhatsApp Group to control the class. Teacher 2 answered the platforms used, namely Google Classroom and WhatsApp Group, while Teacher 3 answered using Zoom during online learning sessions. The platforms used during online learning include: Zoom, Google Classroom, WhatsApp and Youtube was suitable with the theory from (Yuliani et al., 2020).

There are many researchers doing similar research and related to this research in which they might use the same theory or concept as this research. A study on the technology can be one of the best solutions in facilitate communication between teachers and students in blended learning (Zamzami & K, 2018). This research also shows us about helping communication between teachers and students in blended learning, technology can be used alternative way. Other researchers also stated that in learning English, technology is very important useful along with the development of science and technology (Sari & Wahyudin, 2019).

In the context of teaching reading, blended learning is reported to have a positive impact to students. The use of blended learning can be useful for students. The students reportedly participated actively during learning process, while they can answer and engage in question and answer. In addition, the use of blended learning was also found to be useful because students more open to the use of technology (Alnuari, 2018). This is not in line with the research that the researcher did, where students felt less comfortable learning to read using the blended method. Many students stated that teaching reading using the blended method made them unable to practice reading directly in front of the teacher. In addition, students also said that when teaching reading lessons were carried out online, the pronunciation of each wrong word could not be corrected directly by the teacher. This makes students have the perception that teaching reading with the blended learning method is less effective.

This study aims to find out how to apply blended learning in teaching reading. The results show that only one blended learning model can be implemented by the teacher, namely the Rotation Model, it is adapted to the conditions and learning situations as well as the needs of students. The results also show that the application of blended learning in face-to-face sessions provides there is a lot of convenience for students to get to practice reading, because students can be corrected directly from the teacher when spelling each word is wrong. However, during the online session, students find it difficult because they cannot practice reading directly.

The Obstacles Students Related to the Application of Blended Learning in Teaching Reading at SMAN 1 Grogol Kediri

From the presentation of research data regarding the obstacles faced by students when implementing blended learning in reading learning, the researchers got the following results: Student 4 said that the obstacles faced during blended learning were difficulties during online sessions because there

was no direct explanation. Because of these obstacles, students have negative perceptions of teaching reading in online sessions because student's feel teaching reading during online sessions is not effective because there is no direct explanation from the teacher. Student 5 also said that in the online session it was difficult to understand the material, he felt offline learning was easier and more fun. From these constraints, it can be seen that students' perceptions tend to be negative during online sessions and positive in face-to-face sessions. Student 6 said that the obstacles encountered during the online session were a bad signal and an exhausted internet quota. Student 7 also said that signal problems are often experienced during blended learning. From these obstacles, students' perceptions of teaching reading in online sessions tend to be negative, because it is felt that the signals are difficult to make them unable to understand the pronunciation of sentences well. Meanwhile, Student 15 said that during the online teaching reading session, he could not understand well how to pronounce each word.

The obstacles faced by students are in line with the obstacles experienced by Teacher 3 who said that the obstacles experienced were the difficulty of signals and poor student responses. The obstacles faced by students in the online learning process are fundamental obstacles that must be faced, including obstacles in the field of internet networks (Hutauruk, 2020).

Student Perceptions on the Application of Blended Learning in Teaching Reading at SMAN 1 Grogol Kediri

From the results of research on students' opinions about the application of blended learning in teaching, it is explained that most of the students' opinions about the application of blended learning in online reading learning are boring, because students feel online learning is less effective so that the delivery of material is not clear. During offline learning, students are happier and understand the material being taught clearly because they can practice reading directly.

The students feel the learning process becomes inefficient because it requires them to have a data plan (Efriana, 2021). Therefore, the role of the government is considered very important, one of which is in terms of procurement of facilities and infrastructure to support the Blended learning process to make it easier for students to stay connected to the internet online free.

From the results of research on student understanding regarding the application of blended learning in teaching reading, it shows that many students have difficulties when learning online, it is explained that when online learning students feel less effective and do not get an explanation from the teacher directly. When learning offline, students almost have no difficulty because when they don't understand the material they can directly ask the teacher.

This is the disadvantages of using blended learning; 1. the media needed is very diverse, so it is difficult to implement if the facilities and infrastructure do not support it. 2. Uneven distribution of facilities owned by students, such as

computers and internet access. Whereas Blended Learning requires adequate internet access and if the network is not adequate, it will certainly make it difficult for students to participate in independent learning via online. 3. Lack of knowledge of learning resources (teachers, students and parents) about the use of technology (Kumar Basak et al., 2018).

From the results of research on students' feelings when applying blended learning in reading learning, it can be concluded that students' feelings when applying blended learning in learning to read tend to be difficult during online sessions, they are more happy when face to face. This results show that the students tend to prefer face-to-face learning (offline) compared to online (online) (Hasanah, 2022).

From the results of the exposure of students' opinions, students' understanding, and students' feelings about the application of blended learning in learning to read, it was stated that students' perceptions of the application of blended learning in learning to read at SMAN 1 Grogol tended to be negative. This is in accordance with the opinion of Nugroho (2008) which states that perception is divided into 2, namely: Positive perception, is a perception that describes all knowledge (knowing or not, knowing or not) in responses that are continuously utilized. And negative perceptions are perceptions that describe all knowledge (know or not, know or not) and responses that are not in harmony with the perceived object. The results showed that at SMAN 1 Grogol Kediri, there were negative perceptions on the application of blended learning in teaching reading. Negative perceptions arise during online learning sessions, when offline learning students have positive perceptions.

4. CONCLUSION

Based on the results of research on Students' Perception of SMAN 1 Grogol Kediri on the Application of Blended Learning in the Teaching Reading during New Normal Era, the following conclusions can be drawn: [1] The application of Blended Learning at SMAN 1 Grogol Kediri is carried out with Rotation Model. The application of Blended Learning in teaching reading at SMAN 1 Grogol Kediri uses the lecture method when face to face and the platforms used by the English teacher at SMAN 1 Grogol Kediri during online learning are Google Classroom, WhatsApp Groups and Zoom. [2] The obstacles that students face when application blended learning in teaching reading tend to be online sessions, including poor signals, exhausted quota packages and unclear vocabulary making it difficult to understand. During offline learning sessions, students did not encounter any significant obstacles. [3] Students' Perceptions about the Application of Blended Learning in Teaching Reading at SMAN 1 Grogol Kediri most students have negative perceptions in online sessions. This is because poor signal, exhausted quota, most students feel bored because the online session is less effective so that the delivery of the material is not clear. During offline learning, students are happier and understand the material being

taught clearly because they can practice reading directly. Students also experience difficulties when learning online, because they do not get an explanation from the teacher directly, Students also explain that learning to read becomes difficult during online sessions, they are happier when face to face.

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RD as the main author, LS as the second author and first advisor, IS as the third author as the second advisor from RD.

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