

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion. The findings are designed to answer the research question about kind model of blended learning that teachers use during pandemic period and teachers' attitudes toward blended learning during pandemic period.

A. Findings

In findings, the researcher presents the data that have been collected from interview and questionnaire. For the data will be presented in the table and for interview will be presented in descriptive form to explain the kind model of blended learning that teacher used and teachers' attitude toward using blended learning during pandemic period.

1. Kind Of Blended Learning used by Teachers In SMPIT Ukhuwah Banjarmasin During Pandemic Period

In this part, the researcher will presented about findings from interview to know information about the kind of blended learning that teachers use, the researcher interviewed three English teachers of SMPIT Ukhuwah Banjarmasin from different class by audio recorded. After analyzing the result of data, the

researcher found that the teachers mostly used different kind model of blended learning during pandemic period. This some kind model of blended learning that teachers use during pandemic period were:

Table 4.1.: 1. Kind of blended learning used by teachers In SMPIT Ukhuwah Banjarmasin during pandemic period

Types	Statements
Live Synchronous	Teachers of SMPIT Ukhuwah Banjarmasin allowed the students to do interact and participate directly in the learning process at classroom
	Teachers of SMPIT Ukhuwah Banjarmasin allowed the students use technology as a media for practice and discussion activity in the classroom with using school facilities.
	Teachers of SMPIT Ukhuwah Banjarmasin not allowed the students access internet to get more information related the material in the classroom. The students can access the internet only when PJJ (Pembelajaran Jarak Jauh).
Virtual Synchronous	Teachers of SMPIT Ukhuwah Banjarmasin have held teaching learning process in virtual form.
	Teachers of SMPIT Ukhuwah Banjarmasin always explain the topic of material that relate to the topic we had discuss before in offline class.
	Teachers of SMPIT Ukhuwah Banjarmasin always allowed the students to asking question if still don't understand about the material.
Self-Paced Asynchronous	Teachers of SMPIT Ukhuwah Banjarmasin always allowed the students to learn the material independently.
	Teachers of SMPIT Ukhuwah Banjarmasin always allowed the students to communication in personal even outside of school with teacher that related to the material.
	Teachers of SMPIT Ukhuwah Banjarmasin facilitated the students with material subjects in form softcopy file or link website so that they can learn at home.

Collaborative Asynchronous	Teachers of SMPIT Ukhuwah Banjarmasin allowed the students to study the material anytime and anywhere with other.
	Teachers of SMPIT Ukhuwah Banjarmasin give the students opportunity to make discussion forum and then to share their ideas in form online or offline.
	Teachers of SMPIT Ukhuwah Banjarmasin always will explain the material that had discuss in online forum or learn by the students before class start.

a. Synchronous Online Learning

In this result of data showed that Teachers' SMPIT Ukhuwah Banjarmasin allowed the students to access the internet by used technology facility from school. So that, teachers and students can interact and participation directly in the teaching learning process. Furthermore, teachers and students can held virtual classroom so that they can share information that related to the topic material. Unfortunately, during pandemic period for online activity only focused to students joined in PTM (Pembelajaran Jarak Jauh). Meanwhile for students in offline learning have struggle in online activity because the limit facility from school that make spends a lot of time in teaching learning process.

1) Live Synchronous

The result of data showed that teachers of SMPIT Ukhuwah Banjarmasin allowed their students to participate directly in the classroom and use technology as media for practice and discussion activity in the classroom. For example one of them said “iya, biasanya untuk dikelas kita pakai quizees dimana saya menampilkan gambar lalu menyuruh mereka mendiskusikannya untuk menebak gambar yang ditampilkan”. Furthermore, the other of teacher in similar answer said “saya pernah menerapkan pembelajaran diwaktu yang sama ketika murid belajar offline diklas”.

In additional, for teachers of SMPIT Ukhuwah Banjarmasin allowed the students use technology as media for students joined PTM (Pembelajaran Tatap Muka) only used school facilities said that “biasanya untuk penggunaan teknologi lebih berfokus ke kegiatan PPJ (Pembelajaran Jarak Jauh) tapi, untuk pembelajaran dikelas biasanya kami hanya mengandalkan fasilitas sekolah saja”.

Meanwhile, there were teachers of SMPIT Ukhuwah Banjarmasin not allowed their students access internet to get more information. One of them said “Untuk SMP siswa-siswi PTM masih belum diperbolehkan karena dilarang membawa gadget kesekolah walaupun bisa biasanya menggunakan fasilitas yang ada disekolah dan itupun terbatas”. “sering tapi biasanya mereka hanya bisa mengakses internet untuk yang

pembelajaran jarak jauh saja”. And the other teacher said “untuk yang belajar online dirumah sangat diperbolehkan tapi untuk yang belajar dikelas, mereka belajar masih mengandalkan buku dan informasi dari guru”.

2) Virtual Synchronous

The result of data showed that teachers of SMPIT Ukhuwah Banjarmasin have held virtual class, the teacher said that “Saya pernah menerapkan live zoom untuk murid online ketika PTM (Pembelajaran Tatap Muka)”. The other teacher said “kami selalu menggunakan virtual kelas selama masa pandemi ini lewat zoom”. In additional, teacher said “saya sering menggunakan zoom untuk murid yang online dan bahkan hampir semua mata pelajaran ada kegiatan zoomnya”.

The teachers also always explained the topic material that relate to the topic had discussed before in offline class. The teacher said “biasanya untuk virtual zoom ini untuk kegiatan pemantapan materi sebelumnya berupa review pembelajaran”. The other teacher said that “pernah tapi tergantung dari pertemuan. Biasanya dalam satu minggu kelas offline harus sudah selesai materinya jadi nanti pas kelas online sudah masuk materi baru”. Meanwhile, the teachers who answered seldom said “untuk ketika virtual saya biasanya masuk ke materi yang baru kecuali ada muris yang belum paham akan saya jelaskan lagi ketika offline”.

And the last, in SMPIT Ukhuwah Banjarmasin all teachers answered always allowed the students to asking if they still do not understand about the topic of material.

b. Asynchronous Online Learning

In this result of data showed that Teachers' SMPIT Ukhuwah Banjarmasin allowed the students to study their material independently and will give facilities from teachers such as soft copy file, video, audio, or link website that related to the topic material. Teachers also allowed the students to ask some questions if they don't understand about the topic material. Furthermore, students are allowed to study anytime and anywhere even with other. And also, according to teachers that teachers will give facility such as forum discussion in online or offline.

1) Self-paced Asynchronous

The result of data showed that teachers of SMPIT Ukhuwah Banjarmasin always allowed the students to learning independently said that "sangat diperbolehkan belajar mandiri dirumah". The other teachers said that "Ketika murid belajar mandiri mereka akan menemukan ketertarikan mereka dalam belajar". Meanwhile the teachers said that "sebenarnya sangat diperbolehkan tapi terkadang banyak orang tua yang

mengeluh sulitnya anak belajar mandiri selama COVID-19 dirumah karena kurangnya motivasi”

Teachers who always allowed the students to communication in personal in outside of school with teachers related about the topic of material. The teacher said “kami selalu membolehkan murid menghubungi kami apabila mereka tidak paham tentang materi”.

Meanwhile the other teacher said that “sebenarnya kami perbolehkan mereka untuk menghubungi kami tapi kebanyakan dari mereka malu untuk bertanya”.

For facilitate like softcopy file link website teachers said that “Selain buku, murid juga dapat fasilitas buku dalam bentuk PDF dan PPT yang dibagikan melalui google classroom”. The other teachers said that “biasanya selain belajar dari buku, saya juga membagikan PPT, video dan audio untuk listening“. In additional, teacher said “untuk pelajaran Bahasa Inggris saya lebih cenderung membagikan audio file untuk pelajaran listening atau kasih video dari youtube”.

2) Collaborative Asynchronous

The result of data showed that teachers of SMPIT Ukhuwah Banjarmasin always allowed the students to study anytime and anywhere said that “murid sangat diperbolehkan belajar dimanapun dan kapanpun untuk mengeksplor pengetahuan mereka”. The other teachers

said that “kami sering melakukan kelas kolaborasi dimana murid bisa mendapat pengalaman belajar diluar sekolah secara virtual dengan menghadirkan narasumber dari berbagai negara”.

And also the researcher found that teachers give students’ opportunity to make online forum to discussion and share their ideas said that “semua guru wajib mempunya group WA sebagai tempat diskusi murid”. The other teacher said that “saya juga menyediakan forum online chat WA”.

For the teachers answered always or often explained the topic of material that had discussed in online forum before class start said that “saya sangat memperbolehkan murid saya untuk bertanya ataupun berbagi pengalaman mereka ketika belajar diluar”. In additional also the other teacher said “saya terkadang menjelaskan kembali materi yang sudah dibahas di grup WA apabila ada murid yang masih tidak mengerti”.

2. Teachers’ Attitudes Toward Using Blended Learning During Pandemic Period

Based on the result of interview, to know information about the teachers’ attitudes toward using blended learning during pandemic period, the researcher interviewed three English teachers from different class by audio recorded. After analyzing the result of data, the researcher found that the teachers have positive attitudes toward using blended learning in zoom application during pandemic

period. This some teachers' attitudes toward using blended learning in zoom application during pandemic period were:

Table 4.2.: Teachers' attitudes toward using blended learning in zoom application during pandemic period.

Section	Questions	Answer	
		Negative	Positive
Online Learning	1. Does online learning activities provide teachers a lot of time to interact with the students?	The teachers felt they used a lot of time for prepared the technology that teaching learning activity.	
	2. Do the students more interested in online activity than offline activity?	The teachers felt that the students no interested in online learning activity during pandemic period.	
	3. Does online activity very helpful to get a lot of information about the topic material?		The teachers believed online learning activity is very helpful to get a lot of information about the topic material.
	4. Do the teachers feel that the students find it easy to use online learning?	The teachers felt that the students have difficult when online learning	
Classroom Activity	1. Is there good interaction between me and my students in classroom activity?		The teachers felt that they have good interaction with the

			students in classroom activity.
	2. Do the teachers have the opportunity to explain the material directly in offline learning?		The teachers felt have opportunity to explain more about the topic material directly in classroom.
	3. Do the teachers believe the students more interested in offline activity than online activity?		The teachers believed that the students more interested in offline activity than online activity.
	4. Do the students learn better when the teachers guides them personally in a face-to-face setting?		The teachers felt the students understand about the topic material when the teacher's guide them directly.
Computer Literacy	1. Does technology very helpful in teaching learning process?		The teachers believed technology is very helpful in teaching learning process during pandemic period.
	2. Is there any struggle when using technology in the classroom?	The teachers felt that they have a lot of struggle when use technology in teaching learning process.	
	3. Should the teachers use technology in		The teachers believed that technology is very

	teaching learning process?		important in teaching learning process during pandemic period.
Motivation	1. Do the teachers believe using online learning activities in the classroom is very motivating?	The teacher felt their students less motivated because when online learning sometimes have struggle with internet connection.	
	2. Do the teachers feel my students are more active, motivated, and interested in online activity?	The teacher found that students less motivated because unsupportive students learning environment.	
Learning Flexibility	1. Does blended learning give unlimited access to the teachers' materials?		The teachers believed blended learning give the students' unlimited access to get a lot of information related to the topic material.
	2. Does blended learning give unlimited where my students want to study?		The teachers believed that blended learning give opportunity to the students to study anywhere.
	3. Does blended learning give unlimited when my students want to study?		The teachers believed that blended learning give opportunity to the

			students to study anytime.
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a. Online Learning

The result of data interview showed that the teachers of SMPIT Ukhuwah Banjarmasin answered disagree that online learning give teachers and students more time to interaction, the teacher said “pembelajaran online waktunya lebih banyak dihabiskan mempersiapkan device jadi waktu pembelajaran jadi terbatas” and other teacher said “saya tidak bisa memantau kegiatan murid setiap waktu karena focus mengajar terbagi dua”.

Furthermore, the teachers felt that the students did not interested in online activity than offline activity during pandemic period. According the teacher said “sebenarnya kalau murid saya banyak mengeluh pembelajaran online selama COVID-19 ini”.

For the teachers answered agree about online activity is very helpful to get more information about the topic material, the teacher said “sangat membantu dalam menemukan informasi baru”.

For the teachers felt that the students have difficult when study online, the teacher said that “beberapa murid bilang pembelajaran online online sulit dipahami yang akhirnya mereka mengalami kesulitan ketika belajar online”.

b. Classroom Activity

The result of data interview showed that the teachers of SMPIT Ukhuwah Banjarmasin felt that there is good interaction between teachers and students in classroom activity, according the teacher said that “saya merasa kegiatan offline memberikan kemistri bagus kepada murid sehingga kami lebih nyaman berinteraksi ketika kegiatan offline dikelas dan lebih menyenangkan”. And the other teacher said “saya merasa adanya hubungan interaksi yang baik dengan murid saya karena adanya interaksi social secara langsung”.

For teachers answered agree that teachers have opportunity to explain the topic material directly in offline learning, the teacher said that “jujur saya lebih nyaman berinteraksi dengan murid dikelas karena saya betul-betul menjelaskan dan memastikan apakah murid paham atau tidak”. And the other teacher said “saya merasa lebih mudah menjelaskan materi dikelas secara langsung ketimbang online dimana murid lebih aktif berkegiatan dikelas”.

For teachers answered agree that the students more interested in offline activity than online activity, the teacher said that “murid saya lebih senang ketika belajar offline karena mereka bisa bertemu dengan teman-teman mereka dan lebih aktif berkegiatan”.

For teachers answered agree that the students learn better when teachers guides them personal in face to face setting, the teacher said that

“entah kenapa saya lebih nyaman menjelaskan dan murid saya lebih paham ketika saya menjelaskan langsung dikelas”.

c. Computer Literacy

The result of data interview showed that the teachers of SMPIT Ukhuwah Banjarmasin felt agree about technology is very helpful in teaching learning process, according the teacher said that “teknologi sangat membantu saya dalam proses pembelajaran terutama saat covid ini”.

Furthermore, the teachers don't have any struggle when using technology in the classroom, the teacher said that “untuk saya pribadi tidak ada bedanya dari sebelumna karena sudah terbiasa menggunakan teknologi”.

In additional, the teachers answered agree that the teachers should use technology in teaching learning process, according the teacher said that “teknologi sangat membantu dan meningkatkan skill saya dalam penggunaan teknologi”.

d. Motivation

The result of data interview showed that the teachers of SMPIT Ukhuwah Banjarmasin disagree about the teachers believe using online activities in the classroom is very motivating, according the teacher said that “saya merasa kurang termotivasi karena sering mengalami masalah device dan jaringan internet

dimana itu menghambat proses pembelajaran”. In addition teacher said “saya juga merasa kesulitan memfokuskan murid saya antara yang online maupun offline”.

Furthermore, the teachers who was answered disagree about the teachers feel that the students are more active, motivated, and interested in online activity in the classroom said that “saya menemukan beberapa murid kurang aktif ketika proses pembelajaran online karena biasanya mereka malu atau suasana lingkungan rumah mereka kurang mendukung”.

e. Learning Flexibility

The result of data interview showed that the teachers of SMPIT Ukhuwah Banjarmasin believed about blended learning gives unlimited access to the teachers’ materials said that “flexible dari segi materi pembelajaran dimana tidak hanya saya saja yang dapat mengakses materi dimana saja tapi murid pun juga bisa. Jadi kami bisa bertukar informasi satu sama lain”. And the other teacher said “pembelajaran metode blended learning ini memberikan kami kebebasan belajar tidak hanya dari buku atau modul saja tapi kami bebas mengakses informasi melalui internet”.

For the teachers who was believed about blended learning gives unlimited where the students want to study said that “untuk

blended learning murid juga lebih flexible mau belajar dimana saja dan kapan saja sesuai mood mereka”.

For the teachers who was believed about blended learning gives unlimited when the students want to study said that “blended learning ini memberikan ‘merdeka belajar’ untuk murid dimana murid dibebaskan belajar dimana dan kapan saja”. Meanwhile, the teachers who was answere disagree said that “mereka boleh belajar kapan saja saat belajar mandiri tapi untuk kegiatan pembelajaran disekolah tetap sesuai dengan jadwal yang sudah diberikan”.

Discussion

Based on the findings, the researcher will discuss the kind model of blended learning that teachers use in SMPIT Ukhuwah Banjarmasin and teachers’ attitudes toward using blended learning during pandemic period. Here are the discussion:

1. Kinds Of Blended Learning Used By Teachers In SMPIT Ukhuwah Banjarmasin During Pandemic Period

a. Synchronous Online Learning

In this part, the researcher will be discuss about the Synchronous Online Learning that has divided into two kind of blende learning are Live Synchronous and Virtual Synchronous;

1) Live Synchronous

Live Synchronous allows teacher and students can implement teaching learning process at the same time and place together (Chaeurman and Mudiarti, 2018). The researcher found that the teachers SMPIT Ukhuwah Banjarmasin allow to interact directly in the learning process, the teachers and students use technology as media for practice and discussion activity in the classroom, and also allow the students to access internet to get more information but for this activity just for students doing PJJ (Pembelajaran Jarak Jauh). As according to Fadde and Phu Vu (2014) stated that the benefits of this model who is teachers have personal interaction with the students directly. In additional, technology also help the teachers in teaching learning process and help teachers interaction with other students that have online schedule at the same time.

However, some teacher seldom and even never used technology as teaching media and allows the students to access internet because according the data of interview, this is because SMPIT Ukhuwah Banjarmasin, the students not allow to bring the personal device such as smartphone or laptop to the school. Therefore, the teacher still using books as teaching learning media. However, the teachers and students can still using technology with using facilities provided by school even is limited.

2) Virtual Synchronous

Virtual Synchronous is such as virtual meeting that teachers and students can communication and give instruction by live video or audio (Chaeurman and Mudiarti, 2018). According the findings of questionnaire, the researcher found that the teachers and students often held virtual class. According the data of interview, this is because mostly teachers doing virtual class two times per week for evaluation which is the students allow to ask the question that they still don't understand about the material that relate to the topic they had discuss before in offline class. In additional, the teacher also said that sometimes the school also held virtual seminar using zoom application who is the speaker from abroad that called 'Kelas Kolaborasi'. According to Kaur, M (2013) stated that this activity

sharing about the topic material that relate in a live synchronous. Even teachers and students can make a small group for discussion for review the topic materials.

b. Asynchronous Online Learning

In this part, the researcher will be discuss about the Asynchronous Online Learning that has divided into two kind of blende learning are Self-pace Asynchronous and Collaborative Asynchronous;

1) Self-paced Asynchronous

According the findings data, mostly the teachers always allow students to learning material independently. In additional, the teachers provided facilitate such as softcopy file or link website that students can study at home and also teachers allow students to communication in personal through chat room or group discussion if students have difficult when study. As according Chaeruman and Maudiarti (2018) stated that self-paced Asynchronous learning allow the students can study anytime and anywhere that can increase critical thinking students. In additional, this model of blended learning gives facilitate of teaching learning material such as reading text, video, audio, test or quiz activity based online activity, and writing on blog that can make students easily to study the material.

In contrast, the data of interview said that some students still don't want to ask teacher when students have difficult study about the material because the students feel shy. According to Chaeruman and Mudiart (2018) self-paces asynchronous learning have lack in interaction between teachers and students. According to Bonk and Graham (2012) many students more just focuses in one aspect of communication (face to face or online) that makes the elements of blended learning not equivalent.

2) Collaborative Asynchronous

Collaborative Asynchronous is a learning experience that students can study more flexible with others (Chaeruman and Mudiarti, 2018). In this research, the researcher found that teachers allowed the students to study more flexible anytime and anywhere even with other. Teachers also give a forum for discussion to share information that students get outside of school. Not only that, according the data of interview, the teachers facilitate students with 'Kelas Kolaborasi' that the students can have new experience in learning and sharing information with other. As according to Chaeruman and Mudiarti (2018) stated that collaborative Asynchronous combines synchronous and asynchronous activities that adding virtual activity as media for interaction.

According Staker and Heather (2012) stated that this activity usually can divided population of students attend school every weekday into two or more group. When one group of students study in classroom and other doing study as online. This is will help students to learn independent and increase their critical thinking. This kind of blended learning it was done by teachers of SMPIT Ukhuwah Banjarmasin when the system teaching learning this school during pandemic, divided students in classroom into two group. The students have to attend to class alternately every week. However, the students still can learn together as offline learning and online learning in different place but in the same time. This purpose to reduce the population of students and avoid and prevent the spread COVID-19 during pandemic period. Collaboratively synchronous can help teachers and students to have experience learning in various components such as offline learning and online learning (Staker and Heather, 2012).

2. Teachers' Attitudes Toward Using Blended Learning During Pandemic Period
 - a. Online Learning

According Li and Lee (2016) the success of failure of learning process is depends on the students' attitude. Most students in some research have positive attitudes to online learning. In contrast, the researcher found

that in SMPIT Ukhuwah Banjarmasin who is the students have negative attitude about online learning because according to the teachers that students not really interested in online activity during pandemic period. This is could be happen because the students feel bored and difficult when study at home. As according to Su and Ju cited in Li and Lee (2016) state if the students learning material is too difficult for them, then they will be have struggle in online activities and online learning also have obstacle in develop self-confidence and built good communication. Communication on individual feedback in teaching learning process that can influence students as determine positive or negative teachers' attitudes (Li, Kay, Markovich, 2018).

b. Classroom Activity

In this data of research, the researcher found that the teachers agree felt that classroom activity give them good interaction between teachers and students. In addition, teachers also more easy to teaching in classroom directly because teachers be able to explain the topic of material and students study better when the teachers guides them as face to face. As according to Tang and Chang (2013) teachers and students have good communication each other because classroom learning provides an educational environment which is teaching learning process more easy. Classroom activity also can support teachers' method to explain the difficult teaching material (Ikhwan and Widodo, 2019).

c. Computer Literacy

For Computer literacy, the teachers of SMPIT Ukhuwah Banjarmasin have a good attitude toward using technology. According the teachers, using technology during this situation is very helpful and needed for them in teaching learning process. As according to Zenchuk (2019) found in his research that using technology can help teachers and student in teaching learning process and also it is can influence teaching performance.

However, using technology for teachers of SMPIT Ukhuwah Banjarmasin did not feel anxious when using technology in classroom because teachers already used technology as media in classroom before pandemic situation. According to Li and Lee (2016) teachers who are have a lot of experience in using technology can help students' need in teaching learning process as a teaching media. Meanwhile, sometimes some teachers have struggle used technology because limit facilities in school, device error or bad connection. According to Bingimlas (2009) some lack of technical support that can influence teaching learning process there are fail to connect to the internet and malfunction device. In addition, technology support from school also very important to help teachers to do teaching learning process more effective.

d. Motivation

According to Albiladi (2019) one of the benefits from blended learning is motivation. However, the researcher found that the result of the data showed that most of teacher answered disagree about use online activity in the classroom are motivating because sometimes the teachers have a trouble at connection or device. According to Bingimlas (2009) technical support can effect to teaching learning process. Teachers need more time to prepare internet advice, prepare lessons, and using technology if there is not any problem in it. Not only that, teacher have struggle to focus teaching learning process between online and offline. According to Bonk and Graham (2012) state human interaction is very important in blended learning process. However, sometimes he found that when students and teachers communication as online and offline were combined. They are more inclined only one aspect and it is make blended learning not equivalent.

e. Learning Flexibility

According to Tang and chaw (2013) sated that blended learning provides students' time and convenience place for study. Students can access the topic material as anytime and anywhere. As the result of data this research showed that mostly teachers agree that blended learning give them unlimited to access the topic material and teachers and students can free study anytime and anywhere. In addition, students can study with

others in outside school and the students can learn anything that will help them to have new experiences in study. In SMPIT Ukhuwah Banjarmasin, the teachers provides “kelas kolaborasi” which is the students can study or sharing some information with other from abroad.