

**IMPLEMENTATION OF THE BLENDED LEARNING MODEL
IN IMPROVING LEARNING OUTCOMES
IN THE COGNITIVE DOMAIN**

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Abstract

This research aims to improve student learning outcomes in Islamic Religious Education subjects at SMA Negeri 1 Rejang Lebong through the application of the blended learning model. The type of research used in this research is classroom action research (PTK). The subjects of this research were 32 students in class XI A of SMA Negeri 1 Rejang Lebong. The data collection techniques used in this research are: tests, observation and documentation. The research data obtained was analyzed descriptively using simple descriptive statistics. Based on the findings that learning Islamic Religious Education using the blended learning model can improve student learning outcomes in the cognitive domain from cycle 1 before the blended learning model is implemented by 77.97% and in cycle II after the blended learning model is implemented it increases to 92.5%.

Keywords: *Blended Learning Model, Learning Outcomes, Cognitive Domain.*

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A. Introduction

The connection with learning is never separated (Firmansyah, 2019). Learning is something activity Study teach, Where Which teach called with Teacher Which give something material form knowledge, attitudes and skills, while learning is the student's receive the material (Festiawan, 2020). Learning is a human activity will continue to be carried out as long as the human being still alive. So it can be concluded that student interactions with teachers or sources Study Which other in environment Study called learning.

Process Learning can be done anywhere and anytime, not just inside only in class, but outside of class, even at home, learning activities can be done continues (Firmadani, 2020). In this case, teachers should utilize information technology and communication which is increasingly developing nowadays by creating media and a more interesting learning model with a touch of information technology And

communication (ICT) (Widianto, 2021). Especially moment This, student SENIOR HIGH SCHOOL who entered in generation millennial used to with matter Which simple And practical so that in field education, with advances in technology, more and more various types are emerging based learning Internet. Learning media is one factors that influence educational success (Geasela et al., 2018). Media use The right one will also determine the level of success of the learning process Application learning Which combined media learning with utilise technology in outside O'clock lesson in a way on line However No regardless from learning stare face or more known with term *face to face* (Moto, 2019).

In the current era of technological progress, media can be used very Lots like media print, media electronics, nor media education Which of course prepared For makes it easier learning. Media learning with touch technology information And communication A concept emerged which is known as the E-Learning concept. (Ilyas, 2018) E-Learning Also is a draft or concept education Which utilise technology information in process Study teach. E-Learning is a learning model that has characteristics can used by anyone (everyone), Where just (everywhere), and anytime (everytime) just (Hartanto, 2016).

E- Learning focuses on the efficiency of a teaching and learning process (Chusna, 2019). E- Learning is a learning process that is created in digital format through equipment electronic with objective expand access to public education, so that learning modules can be accessed easily without space and time restricted, interactive And effective (Amri et al., 2021). Use model learning E- Learning make it easier participant educate For access material lesson, discuss with friends, and ask each other questions or exchange opinions with teacher (Teacher) Where And When even just (Haryadi et al., 2021). Besides That, teacher Also can prepare references via the internet that can be accessed by participants themselves students so that they can broaden their knowledge, and make it easier for teachers to supervise participants' mastery of subject matter educate.

Combine model learning like on often called with term Blended Learning Where model his learning that is combine between learning in a way stare advance with combination online/online combination (Kholifah et al., 2020). Blended learning is designed to combine face-to-face learning and e-learning models or online models. Blended learning presents an opportunity to combine the innovation and technological advances offered by online learning with the interaction and participation found in traditional learning (Puspitarini, 2022). So, blended learning is learning that combines face-to-face meetings in class with integrated activities that are facilitated by computers, the internet and various other learning media. Blended learning has advantages in accessibility learning so that later impact on

convenience student in access learning materials so that students can improve their results learn it (Rachmah, 2019).

SMA Negeri 1 Rejang Lebong is one of the schools in Regency Rejang Lebong own means And infrastructure Which can said is good enough to be able to apply learning concepts such as Blended Learning that requires internet access. But in reality, teachers often do not utilize school facilities in the form of the internet to support them outlook participant educate Which is Generation Z Which familiar with the biggest changes in this century with the web, internet, smartphones, and laptops. From various kind Which offered blended learning, can increase results Study student Because student can do process learning freely, with easy access to material online and easy to communicate and discuss both with teachers and Friend Which done anywhere with media Internet.

Based on observation beginning and interview with Teacher before Carrying out this research, it was found that the main problems faced were: the learning process is only carried out in class without any follow-up interaction continuously when students study outside of school. Furthermore, based on interview beginning with student, Lots Which complained that The learning method or model applied by the teacher is monotonous And often cause participant educate become bored in follow learning activities teaching. Students also feel a lack of time For interact as well as each other exchange opinion outside from O'clock stare advance Which determined by the school. Lack of practice with teacher direction like this which currently causes many students' learning outcomes to not be optimal. Therefore, this problem needs to be overcome by utilizing useful technology support learning. Hence the research This endeavor For use model learning Blended Learning as a solution to improve the learning outcomes of Class XI students at SMA Negeri 1 Rejang Lebong.

B. Methods

This research is a type of Classroom Action Research. This research focuses on efforts to see and understand the gap between the real situation and the expected situation and then solve the learning problems found (Agung Prihantoro, 2019). This research was carried out in two cycles. Each cycle consists of planning, action and reflection stages. This research was carried out in Rejang Lebong 1 Public High School. The subjects of this research were all students in class (Firdaus et al., 2023) Document studies were carried out by collecting data in the form of learning tools (Syllabus, RPP, and Teaching Materials) and student learning outcomes on basic competencies before research was carried out which was useful for preparing learning materials, practice questions and tests on learning outcomes

in Cycle I. Next, based on the results of the reflection on the implementation of Cycle I, improvement planning is carried out for the implementation of Cycle II.

Data obtained from observation sheets and also learning test results are quantitative data that shows an assessment of student learning outcomes in terms of the cognitive domain (education). Quantitative data processing techniques use simple descriptive statistics in the form of numbers such as average scores and calculations of completeness from the three domains. Meanwhile, qualitative data analysis is used to describe data originating from field notes in the form of a whole series of learning observations where the data obtained is in the form of qualitative data. Qualitative data is used for the reflection process to plan sustainability or completion of action implementation.

C. Hasil dan Pembahasan

Implementing learning using the Blended Learning Model is a combination of conventional learning models with learning models that use information and communication technology so that it can have a positive impact on learning in the classroom and at home (Wihartini, 2019). The combination of these two learning models can be said to be Blended Learning if the proportion of online media or information and communication technology used is the total learning time. The implementation of the Blended Learning learning model uses a combination of conventional or face-to-face learning models and using online media.

1. Implementation of the Blended Learning model at SMAN 1 Rejang Lebong

The implementation of learning plays an important role in the success of a learning process. If learning is carried out carelessly then the learning process becomes less interesting, boring, does not stimulate students to be active and creative, so that the goals are not achieved. In implementing learning activities, it includes preliminary activities, core activities and closing activities. The implementation of blended learning is carried out online and offline. Online activities are carried out at home and offline activities are carried out at school with limited time. Blended learning is a very effective, efficient learning to improve students' abilities to make students more enjoyable and interested in learning with a diverse learning environment (Astuti & Febrian, 2019). Blended learning offers better learning, whether separate or in groups and at the same or different times.

The implementation of the Blended Learning learning model at SMA Negeri 1 Rejang Lebong uses a combination of conventional or face-to-face learning models and using online media. The first stage of implementing the Blended Learning learning model is preparing online media (WhatsApp, Google Drive, Zoom) which is used to upload material, assignments, collect assignments, as well as a medium for

exchanging information or questions and answers, both between teachers, students and others. After the online media has been created, all students are included as members of the group.

The next stage is to create material that will be uploaded to online media. After the first preparation is complete, the next stage is the second preparation, namely preparing for face-to-face learning that takes place in the classroom. Classroom learning that will be carried out includes introduction, pre-test and post-test, presentation by the teacher, giving assignments which are downloaded on online media, and closing.

2. Student Learning Outcomes in the Cognitive Domain

Learning outcomes are the results obtained by students after participating a series of learning processes consisting of cognitive, affective and psychomotor (Plenden et al., 2021). In the context of this research, learning success is in the cognitive domain students are realized when students have been able to master the material studied. This can be seen from the results of the evaluation carried out with a written test. Students can be said to have achieved the criteria for learning completeness if obtain ≥ 75 , in accordance with the minimum completion criteria that have been established determined by the school. This research applies a learning method innovative, namely the Blended Learning Learning Model to improve results student learning in the cognitive, affective and psychomotor domains. However that The researchers explained it was only in the cognitive realm.

Table 1. Student cognitive learning outcomes before applying the Blended Learning model

Category	Mark	Frequency	Percentage
Very good	85-100	4	= $4/32 \times 100\%$
			=12.5%
Good	75-84	22	= $22/32 \times 100\%$
			=68.75%
Enough	65-74	4	= $4/32 \times 100\%$
			=14.5%
Not enough	55-64	2	= $2/32 \times 100\%$
			=6.25%
Fail	0-54	0	= $0/32 \times 100\%$
			=0%
Amount		32	100%

Table 2. Student cognitive learning outcomes after applying the Blended Learning model

Category	Mark	Frequency	Percentage
Very good	85-100	30	= $30/32 \times 100\%$
			=93.75%
Good	75-84	2	= $2/32 \times 100\%$
			=6.25%
Enough	65-74	0	= $0/32 \times 100\%$
			=0%
Not enough	55-64	0	= $0/32 \times 100\%$
			=0%
Fail	0-54	0	= $0/32 \times 100\%$
			=0%
Amount		32	100%

The results of the two cycles above show that this has happened increasing student learning outcomes in the cognitive domain between cycle I and cycle II. In cycle I, the average cognitive score for students in one class was 77.97% The minimum number of students who achieve completeness is 26 people or amounting to 81.25% of the number of students in one class. Then in cycle II, the average cognitive score of students increased to 92.5% with all students who achieved minimum completeness or equal to 100% of the students participate in classroom learning activities.

The cognitive domain learning outcome data above shows that the learning objectives have been successfully achieved with the number of students who have mastered the learning material completely ($N \geq 75$). This means that the application of the Blended Learning model has succeeded in improving student learning outcomes in the cognitive domain. Student cognitive learning outcomes can increase due to the advantages of the Blended Learning learning model (Maskar et al., 2020). Students can carry out the learning process freely, with easy access to material online and it is easy to communicate and discuss both with teachers and friends anywhere using the internet. Apart from this convenience, learning with the blended learning model can also provide opportunities for students to think critically so that it influences their cognitive learning outcomes.

D. Conclusion

Based on the results of research that has been conducted, Islamic Religious Education learning using the blended learning model can improve student learning outcomes in the cognitive domain from cycle 1 before the blended learning model is

implemented by 77.97% and in cycle II after the blended learning model is implemented it increases to 92.5%.

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