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APPLICATION OF BLENDED LEARNING MODEL FLIPPED CLASSROOM IN BUSINESS FEASIBILITY STUDY COURSES (Case Study on Students of STKIP Development Economic Education Study Program in Indonesia during the Covid-19 Period)

Hamran[1*], Eka Adnan Agung[2]
[1,2]STKIP Pembangunan Indonesia, Makassar, Indonesia
Email: *hamran1992@gmail.com*[1]

Abstract

This research is descriptive. We intend to conduct the research presented here. At the STKIP Development Indonesia Economic Education Study Program in the Even Semester of the 2021/2022 Academic Year. The population in this study were students of the 2019 Economics Education Study Program who were programming a business feasibility study course. The samples of this study were students of class 6/D, amounting to 33 active people. Data collection techniques in this study are observation and questionnaires. The purpose of this study is to find out and describe data regarding student responses to the application of the blended learning model of the flipped classroom. The observation sheet consists of perceiving the teaching and learning process, organizing the teaching and learning process, and evaluating the teaching and learning process. The student response questionnaire consists of interest, learning awareness, and motivation. Data analysis in this study was used to describe student responses after participating in the teaching and learning process. According to the findings, the student's reactions to implementing the blended learning model in the flipped classroom fell into the "Good."

Keywords: *Blended Learning, Flipped Classroom, Student Response.*

INTRODUCTION

The Covid-19 pandemic has spread to all countries worldwide, including Indonesia. The coronavirus, or the Covid-19 virus, Indonesia has experienced many declines in various sectors, including the education sector. It causes so many routine physical activities, such as face-to-face meetings in class, academic guidance processes, and formal meetings in seminar forums, to be disrupted. The application of the electronic learning (e-learning) method is the best choice for the world of education. Various educational institutions are currently starting to use technology and implement online learning systems to support learning activities (Dewi, A., A.2020).

Online learning is considered appropriate for distance learning (Chick et al., 2020). According to Muhammad (Sukirwan, 2020), educators can use various applications to conduct online learning, such as Whatsapp, google Meetings, zoom meetings, google classroom, and quipeer. Online learning cannot be fully implemented continuously, in line with Damayanthi's research (2020) results, which revealed that as many as 48% of students did not agree that online learning applies permanently. Then reinforced by Wijaya's research (in Damayanthi, 2020) that not all students can understand the material given in online learning, so face-to-face learning is still needed.

To conduct fully online learning for the student, different supporting devices are necessary. These devices include infrastructure, systems and applications, digital learning content or media, and adequate human resources. Its application also needs the readiness of the students themselves. Even so, the pandemic has provided a very important lesson. Without this readiness, all lecturers and

students in Indonesia (even in all parts of the world) are free to enter the distance learning period (online).

Currently, the students' longing has emerged to return to face-to-face learning. In a survey conducted on more than five thousand students, most students stated they wanted face-to-face learning (Kusnandar 2021). In this way, the policy of reopening face-to-face schools is very wise. But of course, you can't go back to the beginning like a traditional class. Restrictions on the number of students and a rotating schedule for class entry are necessary for lecturers to provide blended learning services, namely combining learning activities at home with face-to-face learning activities at school.

With the current situation and conditions, the blended learning model is deemed appropriate and can be used as an alternative learning model that combines face-to-face learning with computer-based learning (online and offline), Dwiyogo (2013). Thorne, K. (2003) describes blended learning as "an opportunity to integrate the innovative and technological advance offered by online learning with the interaction and participation offered in the best of traditional learning". Meanwhile, Bersin (2004) defines blended learning as: "The combination of different training media (technologies, activities, and type of events) to create an optimum training program for a specific audience. The term blended means that traditional instructor-led training is supplemented with electronic order formats. In the context of this book, blended learning programs use many different forms of e-learning, perhaps complemented with instructor-led training and other live formats".

Staker and Horn (2012) classify blended learning models, it can be seen in the following figure:

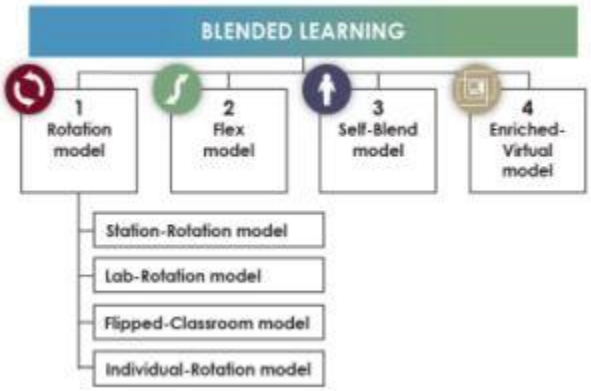

Figure 1. Classification of Blended Learning

Among the blended learning approaches, one learning model is currently in great demand and applied by lecturers in schools: the flipped classroom model. In flipped classroom language, it means a reversed class, a model that reverses habits in traditional learning.

The flipped classroom concept is that activities usually done at home are now done at school, and activities usually done at school are now done at home (Muthmainah, 2018). In traditional classes, students are usually given basic theoretical knowledge in class, then proceed with

assignments to practice at home. Then in the flipped classroom, students learn basic and theoretical knowledge themselves at home, then proceed with implementation or practice in face-to-face activities in class.

Wulandari (2020) relates the flipped classroom to Bloom's taxonomy. In learning activities at home before entering class, students will learn independently related to low-level competencies C1 and C2, which are included in the low-order thinking (LOT) category, which includes remembering and understanding. Meanwhile, in face-to-face meetings in class, students will improve on their C3 and C4 competencies, namely applying and analyzing, which is included in the high-order thinking (HOT) category.

Farida et al (2019) in Kusnandar. (2021) developed a flipped classroom model by utilizing video media as learning material at home before students (students) enter class. By watching the video, students (students) can understand the material discussed or studied further in class, making the classroom learning process more efficient.

Learning activities before entering class by watching the video focus on lower-order thinking competencies (LOT), such as understanding and remembering. Meanwhile, learning activities that require higher-order thinking skills (HOT) are carried out in class, such as discussing, analyzing, concluding, or presenting. Face-to-face opportunities can also be used for practical activities or performance exposures, as was done by Ali Basyah in Kusnandar. (2021) who developed multimedia learning materials for learning with the flipped classroom model related to echnopreneurship material. The learning development showed positive results, especially after students succeeded in making business plans and received appreciation from the results of program and product exposures that were accepted by the market at the Multimedia Business Center. There is nothing wrong with some of these experiences in class or online classes if the lecturers apply this model for shifting classroom learning after the pandemic.

The basic pattern of flipped classroom learning activities is divided into two parts, namely;

1. Study activities at home before entering class, and
2. Classroom learning activities.

The basic pattern can develop according to each school's needs (conditions). Some of them have developed into three stages and four stages. On the Ministry of Education and Culture's innovative learning site, the flipped classroom is divided into three stages, namely;

1. Student activities study independently at home,
2. Student activities face to face learning at school,
3. Evaluation and follow-up. These three stages can develop as well as this model's syntax or learning flow.

Flipped classroom blended learning model.

The learning flow sequentially starts from before (studying at home before entering class), during (learning in class), and after (at home after class). These three stages can break down into more specific learning activities. The following are examples of learning activities that might carry out in a three-step flipped classroom model.

1. Activities at home before going to class

So that learning is directed, and students are not confused, lecturers need to give clear assignments regarding what students must do at home. Therefore, the first thing Lecturers have to do is give assignments. In the flipped classroom model, assignments should be simple and not too complicated so that they are easy for students to do. For example, watching learning videos, listening to audio, reading text, or interactive multimedia.

The tasks given should be a few. For example, only one video title lasts approximately 15 minutes. The title of the study material must notify students, and the students focus on the material to be studied. It would be even better if the learning materials were learning media prepared or made by the lecturer. However, the lecturer still needs to get his study materials. The lecturer can search and download them on the Rumah Belajar portal with the URL address: studi.kemdikbud.go.id or tve.kemdikbud. In addition, there is also m-education. kemdikbud.go.id, and radioedukasi.kemdikbud.go.id, etc. These learning sites provide many digital learning resources following the school curriculum.

Furthermore, as evidence of having carried out the task, students should be asked to write a summary or important points of what they have learned on a piece of paper. Or you can also be asked to make schematic drawings depending on the studied material.

2. Classroom activities

In face-to-face meetings in class, there are many methods that lecturers can do, including; presentations, group discussions, galleries, practicums, etc. For example, the lecturer chooses group discussion. Student seats are arranged in a group discussion formation while maintaining a distance. Lecturers can invite students to share what they have learned at home. Give students the freedom to tell stories and allow others to respond so that discussions occur.

If students have difficulties, lecturers can help provide explanations. In addition to the discussion, you can also choose the gallery method. In this method, students are welcome to put up displays or galleries of their learning results at home, either in images, text, or works. Depends on the subject matter. The student's work can be displayed on their respective desks or pasted on the wall.

Other students can visit the gallery in turn. Visitors are allowed to provide comments or give an asterisk or thumbs-up image. Many examples of other methods that Lecturers can develop. In essence, face-to-face learning activities should be varied, make students active, get meaningful learning

experiences, and maintain health protocols. In this case, the lecturer must be able to refrain from using the face-to-face time to teach by giving lectures all the time.

3. Follow-up activities

A lecturer can give appreciation, advice, and motivation at this stage for students to keep the spirit of learning. Lecturers can also relate the learning learned today with students' real life both now and in the future. So that students understand the importance of the learning experience they have gone through. Face-to-face opportunities can also use to give assignments in the next round of flipped classrooms.

METHOD

This research is descriptive. Conduct the research at the Economic Education Study Program, STKIP Pembangunan Indonesia, Makassar, having the address at Jalan Inspeksi Kanal Citra Land No.10 Makassar. Conducted this research in the even semester of the 2021/2022 academic year. The population in this study were students of the 2019 Economics Education Study Program. They were programming a business feasibility study course, while the sample of this study was Grade 6/D students, totalling 33 active students.

The data collection technique in this study is the Student Response Questionnaire after all teaching and learning activities have been carried out to obtain data regarding student responses to the blended learning model flipped classroom application. The research data collection technique used is a student response questionnaire. The observation sheet consists of perceiving the teaching and learning process, organizing the teaching and learning process, and evaluating the teaching and learning process. The student response questionnaire consists of interest, learning awareness, and motivation. Data analysis in this study was used to describe student responses after participating in the teaching and learning process.

RESULTS AND DISCUSSION

Student Response

The data on student responses to the application of the Flipped Classroom Blended Learning model during the covid-19 period can be seen in table 1. below:

Table. 1 Student Response to the application of the Blended Learning model flipped classroom

No.	Responded Aspects/Indicators	Frequency of Student Response					%
		Strongly agree (A)	Agree (B)	Doubtful (C)	Disagree (D)	Strongly Disagree	

						(E)	
1.	Students are interested in attending lectures using the usual learning methods lecturers apply.	**1**	**17**	**15**	**0**	**0**	**71,51**
2.	The first time they saw the Blended Learning model of the flipped classroom, students believed that the learning model was very easy.	**3**	**18**	**12**	**0**	**0**	**74,54**
3.	Students enjoy taking lessons using the Blended Learning model of the flipped classroom.	**10**	**19**	**4**	**0**	**0**	**83,63**
4.	Students are interested in attending lectures using the Blended Learning model of the flipped classroom.	**7**	**22**	**4**	**0**	**0**	**81,81**
5.	It is easier for students to understand the material using the Blended Learning model of the flipped classroom.	**6**	**23**	**4**	**0**	**0**	**81,21**
6.	Student learning outcomes increase by taking lessons using the Blended Learning model of the flipped classroom.	**19**	**10**	**3**	**1**	**0**	**88,48**
7.	Students are motivated to relearn the lessons taught using the Blended Learning model of the flipped classroom.	**1**	**22**	**10**	**0**	**0**	**74,54**
8.	I am very excited to ask about learning materials using the Blended Learning model of the flipped classroom.	**13**	**15**	**5**	**0**	**0**	**84,84**
9.	Students can defend my opinion when using the Blended Learning model flipped classroom.	**4**	**23**	**6**	**0**	**0**	**78,78**
10.	Student learning outcomes increase when using the Blended Learning	**11**	**16**	**4**	**2**	**0**	**81,81**

model flipped classroom

Source: Results of questionnaire data processing

Based on the results of observations of student responses in table 1. show that:

1. For students' interest in taking lectures using the flipped classroom blended learning model, the percentage of achievement is 71.51 per cent, where one student answered strongly agrees, 17 agreed, and 15 were hesitant.
2. Of the 33 students, three answered strongly agree, 18 people agreed, and 12 answered that they were still trying to figure out that learning.
3. Using the Blended Learning model of the flipped classroom made each group more active in solving problems where the percentage of achievement was 74.54 per cent.
4. Students enjoy attending lectures using the Blended Learning model of the flipped classroom. It can see from the percentage of student responses reaching 83.63 per cent where out of 33 students, ten people answered strongly agree, 19 people agreed, and four people were hesitant.
5. Students understand the material more easily using the Blended Learning model of the flipped classroom. It can be seen from the percentage of student responses reaching 81.81 per cent, where of the 33 total students, seven people who answered strongly agree, 22 people agree, and four who answered are still unsure.
6. Students believe that using the Blended Learning model of the flipped classroom makes each group member more active in solving questions. It can be seen from the percentage of student responses reaching 81.21 per cent, where out of 33 students, six people answered strongly agree, 23 people agreed, and four doubters.
7. Of the 33 total students, 19 answered strongly agree, ten agreed, three were hesitant, and one person disagreed that student learning outcomes increased by taking lessons using the Blended Learning model flipped classroom where the percentage of achievement was 88,48 per cent.
8. Of the 33 students, one person answered strongly agree, 22 agreed, and ten were still unsure (average percentage 74.54 per cent) that they were motivated to relearn the lessons that had been taught using the Blended Learning flipped model. Classroom.
9. Students are very excited to ask questions about learning materials using the Blended Learning model of the flipped classroom, where out of 33 students, 13 people answered strongly agree, 15 people agreed, and five people were still unsure.
10. Of the 33 students, four answered strongly agree, 23 agreed, and six were still in doubt, where the percentage of achievement was 78.78 per cent.

11. Student learning outcomes are greatly improved when using the Blended Learning flipped classroom model. It can be seen from the percentage of student responses reaching 81.81 per cent, where out of 33 students, 11 people answered strongly agree, 16 people agreed, four people were hesitant, and two disagreed.

If the results of student response observations are entered into the categorization table, it will look like the following table:

Table 2. Descriptive Categorization of Student Response Percentage

No.	Interval	Category	Frequency	Percentage (%)
1.	84,00 % < % ≤ 92,00			33,33
2.	%			36,36
3.	76,00 % < % ≤ 84,00	Very good	11	18,18
4.	%	Well	12	12,12
	68,00 % < % ≤ 76,00	Enough	6	
	%	Not enough	4	
	60,00 % < % ≤ 68,00			
	%			
	Amount		**33**	**100,00**
	Average Percentage		**80,12**	

Source: Student Response Data Process

Table 2 above shows that of the 33 students who became respondents.

There were 11 people (33.33 per cent) were in the very good category, 12 people (36.36 per cent) were in the good category, six people (18.18 per cent) fell into the good category and four people (12.12 per cent) who fell into the less category. The average percentage of student responses is 80.12 per cent (good category).

So, it can conclude that the student's response in learning to the application of the blended learning model flipped classroom is included in the (Good) category. It is in line with the results of previous research conducted by Wahyudin, Mansyur, Rusyadi, & Jumadin in 2021 with the title of applying the flipped classroom blended learning model to the vocational learning strategy course (the case for students majoring in automotive engineering education). The overall learning process is 92.06% or is in the high category, the average value of student learning outcomes is 73.19 or the high category, and student responses are in the very good category, which shows an average value of 5.96.

CONCLUSION

Based on the research and discussion results, the student's response in learning to the application of the flipped classroom blended learning model is in the (Good) category.

So, it is expected to be able to encourage students to follow the Blended Learning learning process well so that there is an increase in activities and learning outcomes.

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