

THE EFFECTIVENESS OF LEARNING WRITING OBSERVATION REPORT TEXT IN CLASS VI CIDADAP STATE ELEMENTARY SCHOOL 010 USING BLENDED LEARNING OF DISTANCE LEARNING

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Abstract

This research was made in the condition of distance learning (PJJ). This condition requires that the effectiveness of learning is maintained. For this reason, a learning model that combines online (online) learning with face-to-face learning is chosen, known as Blended Learning. This research is aimed to: 1) create blended learning scenarios, and 2) implement these scenarios in the material for writing a text report on observation for grade VI Elementary School. The research method used is quantitative by choosing the experimental type pretest-posttest control group design. Thus, the experimental class and the control class were selected, each of which consisted of 30 students of the 010 Cidadap Public Elementary School. The results of the study were calculated using SPSS with the final non-parametric Mann Whitney test results in both classes showing a significance of 0.000 or <0.05 . This means that both classes experienced an increase in writing text. However, the effectiveness of blended learning is greater than online learning alone. This can be seen from the results of the N-Gain in the experimental class with an average N-gain value of at least 24.22% and a maximum of 92.01% or in the quite effective category. The control class is in the less effective category with a minimum N-Gain value of 7.32% and a maximum of 75.33%.

Keywords: observation report text, blended learning

Abstrak

Penelitian ini dibuat dalam kondisi pembelajaran jarak jauh (PJJ). Kondisi tersebut mengharuskan efektivitas pembelajaran tetap terjaga. Untuk itu, dipilih model pembelajaran yang memadukan dalam jaringan (daring) dengan pembelajaran tatap muka atau dikenal dengan Blended Learning. Penelitian ini ditujukan untuk: 1) membuat skenario pembelajaran blended learning, dan 2) mengimplementasikan skenario tersebut dalam materi menulis teks laporan pengamatan kelas VI Sekolah Dasar. Metode penelitian yang digunakan adalah kuantitatif dengan memilih eksperimen tipe pretest-posttest control group design. Dengan demikian, dipilih kelas eksperimen dan kelas kontrol yang masing-masing berjumlah 30 siswa Sekolah Dasar Negeri 010 Cidadap. Hasil penelitian dihitung menggunakan SPSS dengan hasil uji akhir non parametric mann whitney pada kedua kelas menunjukkan signifikansi 0,000 atau $<0,05$. Artinya, kedua kelas mengalami peningkatan dalam menulis teks. Namun demikian, efektivitas blended learning lebih besar dibandingkan dengan pembelajaran daring saja. Hal tersebut dapat dilihat dari hasil N-Gain kelas eksperimen dengan nilai rata-rata N-gain minimal 24,22% dan maksimal 92,01% atau berada pada kategori cukup efektif. Adapun kelas kontrol berada pada kategori kurang efektif yakni dengan nilai N-Gain minimal 7,32% dan maksimal 75,33%.

Kata Kunci: teks laporan pengamatan, blended learning

INTRODUCTION

Distance learning is instructed in Permendikbud in March 2020. According to the Ministry of Education and Culture Regulation No. 19 of 2020 and the Ministry of Religion Circular No. B-699/Dt.II/PP.03/03/2020, it is stated that in essence learning should not be done face-to-face, it must be distanced, remote or online to prevent the spread of covid 19. Therefore, learning is carried out remotely in a network or online. The condition of distance learning (PJJ) is certainly not the same as face-to-face learning. Many preparations have not been maximized by teachers, because this PJJ has only been implemented in an emergency condition of the COVID-19 pandemic. Meanwhile, learning objectives must still be achieved both from the cognitive, affective and psychomotor aspects. To achieve the learning objectives, Juliawati (2015, p. 2) said that in learning Indonesian there are four skills that must be mastered by students, namely listening skills, speaking skills, reading skills and writing skills. Elementary school subjects which are now thematically based still contain elements of separate material in them although they are still related to each other. One of these subjects is Indonesian. The material is writing test report text. Writing is lowering or painting graphic symbols that describe a language that a person understands so that other people can read the graphic symbols which contain the message the author brings (Nurhayati, 2019, p. 81).

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Learning conditions and objectives depend on the teacher when choosing a learning model (Sapdiani, 2019, p. 30). The model must be in accordance with the learning material to be delivered (Sapdiani, 2019, p. 30). One of the thematic materials for class VI SD, especially Indonesian, relates to the text of the experimental report. The text is a factual text (Kosasih, 2016, p. 44). Meanwhile, Dewi, (2015, p. 3) grouped the text into factual in which there are subgroups of report and procedural texts as well as response texts. Furthermore, Kosasih (2016, p. 48) explains that the text of the report has a text character that explains a phenomenon as clearly as possible to the reader. The explanation in the text of the observation report aims to provide the reader with the clearest knowledge or information (Prasetyo, 2016, p. 35). It is the same with other subjects that have peculiarities such as mathematics, as expressed by Rohaeti (2012, p. 187) that mathematics is a science that is always evolving, both in terms of material and benefits for society. Therefore, language is also dynamic and will develop from time to time. Schools as homes in carrying out formal learning have the responsibility to foster and cultivate students' language skills (Sudrajat & Wuryani, 2019, p. 30).

In view of the need for achievement in these competencies in PJJ, it is necessary to select methods and models that will be delivered during learning. During PJJ, the government also provides space for face-to-face meetings with students although it is not the same as meeting in class. The meeting can be held in a limited manner, following health protocols and not in a COVID-19 dangerous zone. Meanwhile, the effectiveness of learning also needs to be considered because when online the possibility of the lecture method used is very high so that students' abilities are not explored as well as in class. Most students only get information and explanations given by the teacher during lectures (Ramdan, 2018, p. 173)

The method that is widely used in generation Z learning is blended learning. Blended learning described by Wardani (2018, p. 14) is a learning model that combines face-to-face learning with e-learning. Furthermore, Sjukur (2012, p. 370) explains that the term blended learning was originally used to describe subjects that tried to combine face-to-face learning with online learning. In addition to blended learning, there are other terms that are often used, including blended learning and hybrid learning which have the same meaning, namely blending, mixing or combination of learning (Sjukur, 2012, p. 370). Blended learning is a term for mixing conventional learning models which are usually done face to face with internet-based learning models commonly known as e-learning (Uno in Purnomo, 2016, p. 71). Based

on this explanation, this study aims to describe the implementation of blended learning in learning to write experimental report texts in class VI.

METHOD

One of methods that can be used in research is experimentation. It was chosen in this study. It is included in the type of quantitative research, namely research that seeks the effect of a treatment implemented on a certain sample (Sugiyono, 2016, p.33). Thus, the type of experiment used is pretest-posttest control group design, which is making research in the control and experimental groups by giving tests at the beginning and at the end of learning (Sugiyono, 2016, p. 34). This study used two classes, namely experimental and control class VI students of the State Elementary School 010 Cidadap. The two classes have 30 students each. The experimental class and the control class were given a pretest and posttest, respectively. The difference is, the experimental class is given blended learning treatment, while the control class is only in the form of online learning. These activities are illustrated in the following table.

Table 1. *Pretest, treatment, and posttest on the experimental and control class*

	Experimental Class	Treatment	Experimental Class
	Pretest		Posttest
Experimental Class	T1 e	X	T2 e
Control Class	Control Class Pretest		Control Class Posttest
Control Class	T1 k	X	T2 k

RESULTS AND DISCUSSION

Results

The research was conducted in the sixth grade of elementary school by creating learning scenarios using the blended learning method in the experimental class. Implementation is then carried out based on the scenario that has been made, namely for four meetings. Similar to the

experimental class, the control class was made scenarios and implemented for 4 meetings. The results of the pretest and posttest in the non-parametric Mann Whitney test showed that both classes experienced an increase in the posttest results. However, the results are quite effective, obtained by the experimental class with an average N-gain value of at least 24.22% and a maximum of 92.01%. It is different with the control class with an N-Gain value with a minimum of 7.32% and a maximum of 75.33% or in the less effective category.

Discussion

The first step the researcher took was to create a learning scenario. The first one is for the experimental class. It was created by combining online and face-to-face meetings. Online meetings are held at the first and third meetings, while face-to-face meetings are held at the second and fourth meetings. The next step is to create a learning scenario in the control class. It is different with the experimental class, in this class only online learning is carried out. This is done because the control class functions as a comparison class. However, both classes were given a pretest as well as a posttest regarding the text material being studied. The scenarios that have been created for both classes are then implemented. The control class only conducts online learning and does not do face-to-face. Meanwhile, the experimental class combines in a network and face-to-face what we know as blended learning. The scenario in the experimental class was then implemented in four meetings, two online meetings and two face-to-face meetings. The first meeting began with the teacher and students greeting each other and conditioning the class. The step at the core meeting requires students to make basic concepts of report text material and give assignments regarding the study of an observation report text. The following are the results of observations at the first meeting.

The second meeting was conducted with the introduction. In the preliminary process, students and teachers condition a face-to-face meeting. The core activity begins with the exchange of knowledge between students. Face-to-face meetings during the COVID-19 pandemic are certainly different from classroom meetings. In a pandemic, teachers hold face-to-face meetings within a certain time limit with 5-6 students. Meetings are held at students' homes. After that, the teacher will move to another student with the same number of students as before. And so on until all students are given the same treatment. Observations were made at the second meeting with the following results. Similar to the first meeting, this meeting was conducted on the WAG network. For this reason, in core activities students are given treatment starting from the concept of the problem, defining the problem to independent learning. The results of the third meeting observation are as follows:



Figure 1. Students with their respective performance results

The fourth meeting was again carried out face to face in turns from house to house. The number of students in each house is the same as the second meeting. The following are the

results of the observations of the fourth meeting. This fourth meeting is also the last concept of blended learning which is implemented in learning the observation report text material.

After learning in both classes up to the posttest, the results of the scores in both classes were calculated using SPSS data. The data is calculated in order to obtain the empirical value of the study. The results of the pretest calculations in both classes were then calculated in the normality test with the following results

Table 2. Normality Test

Method	Kolmogorov-Smirnov ^a			
	Statistic	Df	Sig.	
Pretest	Experimental	.336	30	.012
	Control	.249	30	.010

The test results above show that the experimental class that uses blended learning has a significance of 0.012 and the control class that uses only the network has a significance of 0.010. Both are significant < 0.05, meaning that both data are not normally distributed. Therefore, the next step will continue to test the significant difference between the two non-parametric Mann Whitney means

Table 3. The Non-Parametric Mann Whitney Test

	Pretest
Mann-Whitney U	441.380
Wilcoxon W	817.540
Z	-1.213
Asymp. Sig. (2-tailed)	.175

The results of the pretest with the non-parametric Mann Whitney test can then be seen at the 2-tailed significance or the two-party test with a significance of 0.175. The significance is > 0.05, meaning that H0 is accepted. Thus, it can be concluded that there is no difference in ability between the experimental class and the class. Therefore, the next step is to directly process the posttest data.

Table 4. Normality Test

Kolmogorov-Smirnov ^a	
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Method		Statistic	Df	Sig.
Posttest	Experimental	.248	30	.000
	Control	.211	30	.000

The normality test carried out on the posttest data was significant at 0.000 in the experimental class and significant at 0.000 in the control class. In other words, the data is not normally distributed. Then the next step is to test the significant difference between the two Mann Whitney means.

Table 5. The Non-Parametric Mann Whitney Test

			Posttest
		Mann-Whitney U	311.350
		Wilcoxon W	816.500
		Z	-2.865
		Asymp. Sig. (2-tailed)	.010
Monte Carlo Sig. (1-tailed)		Sig.	.000 ^b
	95% Confidence Interval	Lower Bound	0.000
		Upper Bound	.057

The Non-Parametric Mann Whitney test above shows that the posttest value in the monte carlo sig table. 1 tailed or one-sided test with a significance of 0.000. Thus, the result is

<0.05, then H₀ is rejected (there is a comparison between the experimental class and the control class). From these calculations, it can be concluded that blended learning is more effective than just online. Measuring effectiveness in the control and experimental classes is not enough. The calculation is continued by finding the N-gain on the results of the acquisition of the value of the two classes. The first test to find N-gain is the normality test with the following results:

Table 6. Normality Test

Method	Kolmogorov-Smirnov ^a		
	Statistic	Df	Sig.

Gain Score	Experimental	.316	30	.000
	Control	.332	30	.001

Based on the normality test on the gain value, it can be seen that each class is significant. The experimental class using blended learning has a significance of 0.000. Meanwhile, the control class that uses online only has a significance of 0.001. Both classes have significant data <0.05. Therefore, it can be said that the data are not normally distributed. The non-parametric Mann Whitney test was then carried out with the following results.

Table 7. Non-Parametric Mann Whitney Test

				Gain Score
Mann-Whitney U				217.000
Wilcoxon W				528.000
Z				-2.123
Asymp. Sig. (2-tailed)				.001
Monte Carlo Sig. (1-tailed)		Sig.		.000 ^b
	95% Confidence Interval	Lower Bound		0.000
		Upper Bound		.051

Mann Whitney test of gain score in the experimental class and control class can be seen from the two-party or 1-tailed test. The significance of the test is 0.000, it can be said that <0.05. So it can be concluded that H0 is rejected. This means that there is an increase in good learning, in the experimental class and the control class. The following table summarizes the results of the gain values in the experimental class.

Table 8. Table of Experimental Class N Gain Score Result Summary

Result of N Gain Score Calculation Test		
Experimental Class		
Names	N-gainscore	N-gain score (%)

Student 1	0.78	78.05
Student 2	0.74	73.81
Student 3	0.74	73.81
Student 4	0.71	71.05
Student 5	0.73	73.21
Student 6	0.35	35.42
Student 7	0.79	78.57
Student 8	0.69	68.57
Student 9	0.58	58.14
Student10	0.78	78.05
Student11	0.74	73.81
Student12	0.74	73.81
Student 13	0.74	73.81
Student 14	0.71	71.05
Student 15	0.73	73.21
Student 16	0.35	35.42
Student 17	0.79	78.57
Student 18	0.69	68.57
Student 19	0.58	58.14
Student 20	0.74	74.42
Student 21	0.74	74.42
Student 22	0.73	73.17
Student 23	0.73	73.17
Student 24	0.69	68.57
Student 25	0.58	58.14
Student 26	0.74	74.42
Student 27	0.74	74.42
Student 28	0.73	73.17
Student 29	0.73	73.17
Student 30	0.73	73.17
Means	0.6855	68.05
Minimal	0.24	24.22
Maimal	0.92	92.01

Based on the n-gain score test results, the means for the class of experiment is 0.6855 or 68.05%. So with the results of 68.05%, it is categorized as quite effective with a minimum of 24.22% and a maximum of 92.01%.The summary table for the control class N-gain is as follows:

Table 9. Summary of Control Class Gain Score Result
The Result of N Gain Score Test Calculation

Control Class		
Names	N-gain score	gain score(%)
Student 1	0.68	68.42
Student 2	0.1	9.52
Student 3	0.08	8.11
Student 4	0.64	64.29
Student 5	0.68	68.42
Student 6	0.26	25.58
Student 7	0.18	18.42
Student 8	0.42	42.11
Student 9	0.61	60.53
Student 10	0.68	68.42
Student 11	0.71	70.73
Student 12	0.73	73.17
Student 13	0.74	73.81
Student 14	0.71	71.05
Student 15	0.69	68.75
Student 16	0.35	35.42
Student 17	0.68	68.42
Student 18	0.69	68.57
Student 19	0.07	7.32
Student 20	0.63	63.41
Student 21	0.76	76.32
Student 22	0.73	73.17
Student 23	0.69	68.75
Student 24	0.35	35.42
Student 25	0.68	68.42
Student 26	0.69	68.57
Student 27	0.07	7.32
Student 28	0.63	63.41
Student 29	0.76	76.32
Student 30	0.69	68.75
Means	0.4327	43.27
Minimal	0.07	7.32
Maximal	0.75	75.33

Based on the results of the calculation of the n-gain score test, it shows that the average value of the n-gain score for the control class is 0.4327 or 43.27% or is included in the less effective category with a minimum of 7.32% and a maximum of 75.33%. The results of the above calculations can show the results empirically. The two models used are indeed able to improve students' pretest results during the posttest. However, the effectiveness of the two classes can be seen the difference through the N-gain test. The control class is in the less effective category, while the quite effective category is obtained by the experimental class. The

results of this study provide educators with an understanding that distance learning is indeed less effective if only done online. Distance learning should be managed by combining it face-to-face or blended learning. However, it is not easy to condition it considering we are still in the middle of the covid-19 pandemic.

CONCLUSION

Learning scenarios are made for students of grade VI SD for distance learning. The scenario was made for four meetings that combined online learning and face-to-face learning. Face-to-face learning is of course different from normal conditions in the classroom. Therefore, in its implementation, the teacher visits students from house to house in turns and in groups. The effectiveness of the use of blended learning in the observation report text material for class VI in the experimental class showed quite effective results with the minimum N-gain that reached 24.22% and its maximum that reached 92.01%. Meanwhile, the N-Gain for the control class is considered as less effective category, showing that its minimum value is of 7.32% and its maximum is of 75.33%.

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