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## THE EFFECT OF BLENDED LEARNING METHODS DURING THE COVID 19 PANDEMIC ON STUDENTS OF THE HOSPITALIZATION STUDY PROGRAM

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### ABSTRACT

The COVID-19 pandemic has impacted all sectors including the education sector, forcing the face-to-face learning process to switch to online learning. There are many obstacles when conducting online learning in vocational education, especially hospitality study programs, including during practical courses. In situations and conditions like this, the blended learning model is deemed appropriate and can be used as an alternative learning model that is able to combine online and face-to-face learning processes. This study intends to analyze the effect of the teaching and learning process through the blended learning model in increasing the learning independence of students in the hospitality study program at Harapan Bersama Tegal Polytechnic. This research is expected to be able to encourage students to follow the blended learning learning process properly so that there is an increase in learning independence. This research is a quantitative research with a survey design. The research will be conducted at the Harapan Bersama Tegal Polytechnic with the research subjects, namely students of the hospitality study program at the Harapan Bersama Tegal Polytechnic, totaling 69 students. Analysis of the data used to answer the research problem is to use regression analysis. This research has succeeded in proving that there is a positive and significant effect of blended learning on the learning independence of students of the Hospitality Study Program at the Harapan Bersama Polytechnic, Tegal.

**Keywords:** learning, blended learning, independence

### ABSTRAK

Pandemi COVID-19 yang berdampak pada semua sektor termasuk sektor pendidikan memaksa proses pembelajaran tatap muka beralih ke pembelajaran online. Banyak kendala saat melakukan pembelajaran online di pendidikan vokasi khususnya program studi perhotelan, termasuk pada saat praktikum. Dalam situasi dan kondisi seperti ini, model blended learning dirasa tepat dan dapat dijadikan sebagai alternatif model pembelajaran yang mampu memadukan proses pembelajaran online dan tatap muka. Penelitian ini bertujuan untuk menganalisis pengaruh proses belajar mengajar melalui model blended learning dalam meningkatkan kemandirian belajar mahasiswa program studi perhotelan Politeknik Harapan Bersama Tegal. Penelitian ini diharapkan mampu mendorong siswa untuk mengikuti proses pembelajaran blended learning dengan baik sehingga terjadi peningkatan kemandirian belajar. Penelitian ini merupakan penelitian kuantitatif dengan desain survey. Penelitian akan dilakukan di Politeknik Harapan Bersama Tegal dengan subjek penelitian yaitu mahasiswa program studi perhotelan di Politeknik Harapan Bersama Tegal yang berjumlah 69 mahasiswa. Analisis data yang digunakan untuk menjawab masalah penelitian adalah dengan menggunakan analisis regresi. Penelitian ini berhasil membuktikan bahwa ada pengaruh positif dan signifikan blended learning terhadap kemandirian belajar mahasiswa Program Studi Perhotelan Politeknik Harapan Bersama Tegal.

**Kata kunci:** pembelajaran, blended learning, kemandirian

### INTRODUCTION

Learning is the main guide that students do to expand the treasures of knowledge, and the learning process is an interaction between students and educators so that it can also be said that learning is the direction and encouragement given by educators so that there is a process of knowledge transfer, skill

improvement, character education, and attitudes. learners. According to Gagne et al., learning is a series of planned activities in order to achieve maximum learning outcomes (Batubara, 2020).

The COVID-19 pandemic in various parts of the world, including Indonesia, has an impact on all sectors including the education

sector. The pandemic conditions forced the face-to-face learning process to switch to online learning or distance learning. There are various applications that can be used by educators in the implementation of online learning, namely whatsapp, google meeting, zoom meeting, google classroom, quipper and so on. However, there are many obstacles when conducting online learning as stated (Nuryana, 2020) including low mastery of technology, unstable internet network and the cost of using the internet network by teachers and students.

In situations and conditions like this, the blended learning model is deemed appropriate and can be used as an alternative learning model that is able to combine online and face-to-face learning processes. Blended Learning is a learning method that is structured with the intention of obtaining maximum learning outcomes and being able to increase opportunities for students or students to learn independently (Darma, 2020).

Blended learning aims to teach the learning process to be independent and able to think critically. The word independent means not depending on others, free, and able to do everything on their own (Rusman, 2017). Independent learning of students is an attitude that must be shown in independent learning, and students have their own initiative according to these needs. Independent learning is very important for students because it grows naturally within the students themselves. Independent learning means that students take the initiative to download materials, take notes after reading, and hope to find solutions when they encounter difficulties.

Hospitality Studies Program Politeknik Harapan Bersama Tegal as an institution providing higher education in the field of vocational education, it always strives to improve the quality of its graduates. The problems faced related to online learning in vocational education, especially the hospitality study program, were during practical courses. For example, when the pastry and bakery course must be done in practice because the pastry and bakery learning is learning in product manufacture, which must be done directly so that students know the texture, taste, color, and materials used as well as the stages

in making the product. . In addition to the pastry and bakery course, the difficulties faced by lecturers when conducting online learning are also experienced when learning the food and beverage service course, namely during guest service practice, because there are already standards and procedures for guest service, and of course there are obstacles when lecturers assess gestures, speech and practice in serving food and beverage. During the practice of serving food and beverage, students use the equipment they have at home, which of course is not in accordance with the standards in hotels and restaurants.

Another problem encountered was in the online teaching of front office lecturers, namely when practicing how to receive guests who were going to stay overnight, the lecturer had difficulties because the lecturer could not assess grooming, greeting, forms and tools during practice, because it had to be done in direct practice. The problem encountered during the Housekeeping course is that when online learning occurs, it is difficult to find out to what extent the students' in-depth understanding of each student can be achieved because it cannot be face to face directly for how students must demonstrate the ability to perform SOPs in dusting, sweeping, brushing, vacuuming. For that we need a learning method that combines distance learning and face-to-face learning.

In order to overcome limitations in the implementation of online learning, the Hospitality Study Program Politeknik Harapan Bersama Tegal start learning by implementing blended learning starting in September 2021. Blended learning is carried out by combining online learning with face-to-face learning.

The results of a study conducted by Yuliaty & Saputra (2020) concluded that a learning model that can make students experience increased learning independence is a blended learning model, which can also be used as an alternative choice of learning model that can be implemented during the COVID-19 pandemic. Fitriyanti (2018) explained that there was an increase in student learning outcomes with the blended learning method, the study of Aslamiyah et al., (2019) showed that with the use of blended learning students were more

independent in finding learning resources so that they were useful in the learning process.

This study intends to analyze the effect of the teaching and learning process through the blended learning model in increasing the learning independence of students in the hospitality study program Politeknik Harapan Bersama Tegal. This research is expected to be able to encourage students to follow the blended learning learning process properly so that there is an increase in learning independence. Furthermore, the results of this research are also expected to provide a reference on innovation in designing and developing blended learning learning tools.

## LITERATURE REVIEW

### Learning

Learning is a process that is intentionally designed to create learning activities in a person (Perbadi, 2019). Warsita, (2018) explains that learning is a process of making students learn or an activity to teach students, meanwhile Sardiman (2016) defines learning as a planned effort in manipulating learning resources so that the learning process occurs in students.

### Blended Learning Models

The learning model can be interpreted as a plan that is used when educators develop curricula, organize subject matter, and provide instructions to teachers in the classroom. According to Lin et al., (2017) blended learning is a learning method that represents the digital era because it is integrated with the internet. Likewise, what Shivam & Singh (2017) explained that the components of blended learning are face to face learning, online learning and self pace learning.

Stein & Graham (2017), stated that "blended course as a combination of onsite (ie face-to-face) with online experiences to produce effective, efficient, and flexible learning with online experiences to produce effective, efficient and flexible learning.

The change in the educational paradigm from teacher-centered to student-centered makes students the main body of learning, and teachers are guides to guide students to find

solutions to problems in the learning process. Many media are available for students to support the learning process. In addition, students can exchange information with teachers and friends.

In order to measure student perceptions of blended learning applied by lecturers, a questionnaire adapted from Akkoyunlu & Soylu's research, (2018) was used where there are six main indicators in assessing the implementation of blended learning, namely assessment in the implementation of live events, self-paced learning, performance support materials, collaboration, assessment and general assessment.

### Independent Learning

Learning independence can be interpreted as an awareness of learning that exists in oneself independently, not depending on others and being responsible for achieving goals (Hamka & Vilmala, 2019). Tahar & Enceng, (2017) state that learning independence is individuals who are willing and able to learn on their own initiative, with or without the help of other parties in determining learning goals.

Students are said to be independent in learning if they have the ability to learn on their own, as explained by El-Adl et al., (2020) that "*self-regulated learners have the cognitive and metacognitive abilities as well as the motivational beliefs and attitudes needed to understand, monitor and direct their own learning*". Likewise (Popa Daniela, (2017) and Dradkh, (2018) who reveal "*that the competence of self-regulated learning has a strong impact on the level of attainment achieved by students, enhancing the relationship between motivation and performance*".

Yuniarni & Halida, (2017) revealed that aspects of independent learning consist of the ability to decide, solve problems, responsibility, initiative and creativity. Independent learning of a student does not appear immediately, but is also influenced by several aspects, namely internal factors and external factors. Internal factors in the form of self-concept, motivation, attitudes, interests, study habits, intelligence, attention, interests, talents, maturity and readiness. External factors that influence it are

family factors, school and community factors (Slameto, 2017)

## METHODOLOGY

This research is a quantitative research with a survey design. Research will be conducted in Politeknik Harapan Bersama Tegal with research subjects, namely students of the hospitality study program Politeknik Harapan Bersama Tegal totaling 69 students. Data was collected using a questionnaire method with 5 Likert scale ratings. Analysis of the data used to answer the research problem is to use regression analysis.

## RESULT AND DISCUSSION

The sample in this study were students of the hospitality study program Politeknik Harapan Bersama Tegal totaling 69 students. Data analysis of this research uses quantitative analysis, namely data analysis in the form of numbers whose discussion, through statistical calculations based on answers to questionnaires from respondents. The following will explain the results of the research that has been carried out:

### 1. Testing Research Instruments

In order to measure the validity or validity of an instrument, the instrument validity test was carried out with product moment correlation analysis which was carried out on 30 respondents with a significant level of 0.05 so that  $r_{table} = 0.361$  was obtained.

Table 1. Research Instrument Test Results

Code	rcount	rtable	Pvalue	Criteria
Blended Learning Variables				
BL_1	0,910	0,361	0,000	Valid
BL_2	0,895	0,361	0,000	Valid
BL_3	0,799	0,361	0,000	Valid
BL_4	0,869	0,361	0,000	Valid
BL_5	0,743	0,361	0,000	Valid
BL_6	0,759	0,361	0,000	Valid
Learning Independent Variables				
KM_1	0,802	0,361	0,000	Valid
KM_2	0,818	0,361	0,000	Valid
KM_3	0,834	0,361	0,000	Valid
KM_4	0,788	0,361	0,000	Valid
KM_5	0,857	0,361	0,000	Valid
KM_6	0,806	0,361	0,000	Valid

Code	rcount	rtable	Pvalue	Criteria
KM_7	0,776	0,361	0,000	Valid
KM_8	0,686	0,361	0,000	Valid
KM_9	0,647	0,361	0,000	Valid
KM_10	0,763	0,361	0,000	Valid

From the calculation results, it is found that all statements used to measure the variables in this study have a correlation coefficient greater than  $r_{table} = 0.361$  with  $\rho$  value smaller than 0.05 so that all of these indicators are valid and can be used as a data collection tool.

In addition to being valid, a good instrument must also be reliable. The tool to measure reliability is Cronbach's Alpha. A variable is said to be reliable, if the results of Cronbach's alpha  $> 0.70 =$  reliable.

Table 2. Reliability Test Results

Variable	Cronbach's alpha	Description
Blended learning	0,909	Reliable
Independent Learning	0,928	Reliable

From the results of the calculation of the reliability of the instrument, it is known that the value of Cronbach's alpha for the blended learning variable is 0.909 and for the independent learning variable, which is 0.928, where the reliability value of all variables is  $> 0.7$  so that the instrument is said to be reliable and can be used as a research data collector.

### 2. Description of Respondent Identity

Respondents in this study were students of the hospitality study program Politeknik Harapan Bersama Tegal. From the distribution of the questionnaires that have been carried out, it can be seen the description of the respondents who are the research subjects.

Table 3. Respondent Description

No.	Description	Amount	Percentage
Gender			
1	Man	27	39 %
2	Woman	42	61 %



No.	Description	Amount	Percentage
Age			
3	17 - 20 year	47	68%
4	20 – 25 year	22	32%

From the table above, it can be seen that students of the hospitality study program Politeknik Harapan Bersama Tegal mostly women (61%) and most of them aged between 17-20 years (68%).

3. Classical Assumption Test

a. Normality Test Results

Normality test is used to test the distribution of a data close to normal or not. Normality test can be done using the Kolmogorov Smirnov method.

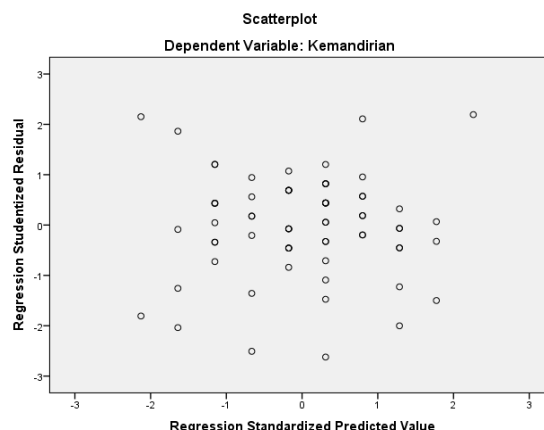
Table 4. Normality test results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		69
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	2.61550657
Most Extreme Differences	Absolute	.121
	Positive	.061
	Negative	-.121
Test Statistic		.121
Asymp. Sig. (2-tailed)		.054 <sup>c</sup>

Based on the calculation results, the significance value of Kolmogorov Smirnov is 0.054 which is greater than 0.05. So it shows that the distribution of the data in this study is normal.

b. Heteroscedasticity Test Results

Heteroscedasticity test aims to test whether in the regression model there is an inequality of variables from the residual of one observation to another observation. A good regression model is a heteroscedasticity or no heteroscedasticity.



Picture 1 Heteroscedasticity Test Results

Based on the heteroscedasticity test, it is known that there is no certain regular pattern and the data is randomly distributed above and below the number 0 on the Y axis, so there is no heteroscedasticity identified.

4. Regression Analysis

Simple linear regression analysis was used to test the effect of the independent variables on the dependent variable.

Table 5. Linear Regression Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Error Std.	Beta			
1 (Constant)	24.748	3.965			6.242	.000
Blended_learning	.658	.156	.458		4.222	.000

a. Dependent Variable: Kemandirian

Based on the results of the calculation of the regression analysis, the regression equation is obtained, namely = 24.748 + 0.658X. Based on the regression equation above, an analysis can be taken that:

- a. A constant of 24,748 means that if blended learning has a fixed or constant value, then the student's learning independence of the hospitality study program is Politeknik Harapan Bersama Tegal is as big as 24,748.

b. The regression coefficient for the blended learning variable is 0.658 and is positive, meaning that if the blended learning variable is increased, it will increase the learning independence of the hospitality study program students Politeknik Harapan Bersama Tegal.

The results of the t-test calculation obtained the value of  $\text{sig} = 0.000 < 0.05$  so it can be concluded that there is a positive and significant effect of blended learning on the learning independence of students in the hospitality study program Politeknik Harapan Bersama Tegal.

Implementing learning at a difficult time in the midst of the COVID-19 pandemic is indeed not easy, more efforts need to be made so that learning objectives can be achieved. The problem faced in relation to online learning in the hospitality study program is that there are obstacles during practical courses. For example, during the pastry and bakery course, it must be done in practice because students know the texture, taste, color, and materials used as well as the stages in making the product. Blended learning can be an alternative to solving these learning problems. Blended learning is learning that combines face-to-face learning and internet-based learning (e-learning). Through blended learning students are trained to learn independently. Students can strengthen their knowledge by searching for the knowledge they

need through internet facilities with the direction of the lecturer. By utilizing internet facilities, students can access learning resources anywhere and anytime. However, face-to-face meetings are also needed to bring lecturers closer to students. In addition, monitoring of student responses can also be observed and given feedback.

## CONCLUSION

This research has succeeded in proving that there is a positive and significant effect of blended learning on the learning independence of students in the hospitality study program Politeknik Harapan Bersama Tegal. The better the application of blended learning, the more independent learning of the hospitality study program students Politeknik Harapan Bersama Tegal will also increase.

In order to achieve the successful implementation of blended learning, lecturers must pay more attention to technical support and adequate internet connectivity so as to facilitate the implementation of blended learning strategies. Technology readiness and adequate internet connectivity need to be seen from the perspective of lecturers and students.

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