

BLENDED LEARNING BASED ON SIPEJAR IN BATIK COURSE UNIVERSITAS NEGERI MALANG

Denik Ristya Rini* , Agnisa Maulani Wisesa and Fariza Wahyu Arizal

Universitas Negeri Malang, Malang

e-mail : denik.ristya.fs@um.ac.id

ORCID ID : 0000-0002-6264-8633

Abstract

In the Revolution 4.0 era, the use of technology in all aspects of life is growing rapidly. One of them is in the field of Education, currently utilizing technology to deliver learning material. The learning process using the lecture method is currently to be reduced. Many higher education have developed a learning management system as an online learning portal. E-learning allows students to study independently through distance, however for the effectiveness of e-learning, its must be combine with the other forms of learning such face to face learning. So it called blended learning. State Universitas Negeri Malang has developed the SIPEJAR Learning Management System to carry out blended learning lectures. Lecturers can use SIPEJAR as a portal to provide learning materials, make other learning activities such as discussions, assignments and quizzes. The aim of this paper are to explore the using SIPEJAR as blended learning in Universitas Negeri Malang, the focus on understanding what its mean as blended learning, the implementation of blended learning in Univeristas Negeri Malang and what benefit that can be identified. The methodology used in this research is qualitative research. The results of the study describe the use and benefits of SIPEJAR in the learning process of batik courses at Malang State University

Keywords: Blended, Learning, SIPEJAR

1. Introduction

Blended learning has emerged as a transformative approach to education in the 21st century, especially in higher education institutions. This innovative pedagogical model combines traditional face-to-face classroom instruction with online learning components, creating a dynamic and interactive learning experience for students [1]. By leveraging the strengths of both in-person and digital learning, blended learning seeks to enhance student engagement, increase flexibility, and improve overall learning outcomes.

In a blended learning environment, students have the opportunity to interact with their instructors and peers during scheduled in-person sessions while also accessing a variety of online resources, including lecture videos, multimedia content, discussion forums, and interactive quizzes [2]. This integration of technology into the learning process enables students to personalize their learning journey, catering to their individual learning styles and paces.

The key elements of blended learning include [3]: 1) Flexibility: Blended learning allows students to manage their study schedules more efficiently. They can access course materials and participate in discussions online, providing greater flexibility in how and when they engage with the course content. 2) Personalization: With a wealth of online resources available, students can choose the materials and learning approaches that suit them best, catering to their strengths and interests. 3) Active Learning: Blended learning often emphasizes active learning strategies, encouraging students to participate actively in discussions, group activities, and hands-on projects during in-person sessions. 4) Technology Integration: Embracing technology enables the use of multimedia, simulations, and interactive tools, fostering a more engaging and immersive learning experience. 5) Data-Driven Instruction: Online platforms in blended learning environments often provide valuable data and analytics on students'

progress, allowing instructors to identify areas of improvement and tailor their teaching methods accordingly. 6) Supportive Learning Environment: Blended learning facilitates constant communication between students and instructors, providing ongoing support and guidance throughout the course.

The adoption of blended learning in higher education has been driven by several factors, including the increasing availability of digital resources, the need for flexibility to accommodate diverse student populations, and the desire to promote student-centered learning approaches [4]. While face-to-face interaction remains valuable for building interpersonal skills and fostering a sense of community, the integration of online components empowers students to become active agents in their learning journey [5].

As technology continues to evolve, blended learning is expected to evolve alongside it, further enhancing the educational landscape and shaping the future of higher education. Through this approach, institutions can embrace the best of both traditional and digital learning methods, creating a rich and holistic educational experience for their students.

A Learning Management System (LMS) plays a crucial role in supporting blended learning in higher education. Blended learning combines traditional face-to-face instruction with online learning activities, offering students a more flexible and engaging learning experience. Choosing the right LMS that aligns with the institution's specific needs and goals for blended learning is essential for ensuring a successful and engaging learning experience for students and instructors alike.

Malang State University has developed a learning management system called SIPEJAR. Students and lecturers can create an account at www.sipejar.um.ac.id. SIPEJAR is used for online learning processes combined with face to face learning. The percentage of learning that is done online is 30%. In general, the learning process is carried out online in the form of assignments, quizzes and delivery of tutorial material.

The aim of this paper are to explore the using SIPEJAR as blended learning in Universitas Negeri Malang, the focus on understanding what its mean as blended learning, the implementation of blended learning in Univeristas Negeri Malang and what benefit that can be identified.

2. Method

This research using qualitative methods. Qualitative methods involves a systematic approach to gather, analyze, and interpret non-numeric data to understand the underlying meanings, motivations, and experiences of participants. Data Collection are use : 1) Interviews: Conduct one-on-one or group interviews to gather in-depth responses from participants. 2) Focus Groups: Facilitate group discussions among participants to explore their perspectives and interactions. 3) Observation: Engage in participant observation or non-participant observation to understand behavior and context. 4) Document Analysis: Examine relevant documents, texts, or artifacts to gain additional insights.

3. Findings and Discussion

3.1 Blended Learning

The learning process in human life is always changing. Every day humans learn new things. There are several types of learning processes, namely class-based or virtual-based, formal or informal and scheduled or independent learning. Meanwhile learning can also be classified as technology-based or human-based, independent or dependent and technology-oriented. No matter how many categories of learning there are, learning is seen as a relationship between instructor, learner, classroom and technology. The integration of these elements promises efficient and effective learning. For centuries, learning organizations and institutions have used classroom-based learning to deliver teaching and learning. Knowledge is passed from a master to his pupils in a one-to-one or one-to-few arrangement. In a physical classroom, the instructor and students collaborate together at the same time. The traditional delivery system for colleges is the classroom setting with the lecturer giving lectures and

students listening, taking notes and writing notes. Interaction between lecturers and students has been seen as an important learning element with this arrangement. We found that universities always use the lecture method to deliver material to students. This method is still used in most college programs today. Over time, the lecture method which arranged meetings at a certain place and time with many students was adopted and has now become the main method of education delivery. However, classroom lectures have not been single-handedly used for educational delivery in the 20th century. Innovations in education delivery mechanisms have changed learning delivery methods. Advances in information and communication technology allow little use of educational delivery methods such as distance learning to gain a new life.

In addition, technological advances have given birth to a new paradigm, online learning. This has influenced universities to offer flexibility in course offerings. The delivery of education via the Internet has been driven by the increasing number of computer users and the dramatic reduction in the cost of personal computers and the increase in telecommunication capabilities. Driven by reduced costs, global access, and mobility capabilities, universities believe that implementing online distance delivery courses can provide relative advantages when compared to traditional teaching methods. However, the use of technology, in this case distance learning, has not been fully implemented in universities. This is because there are certain things that still require face-to-face learning. At the State University of Malang to adopt this, it implements 30% online learning and 70% online learning. This learning process is called blended learning. With this combination of learning processes, it is expected to increase student learning motivation, because the learning process is varied and not monotonous.

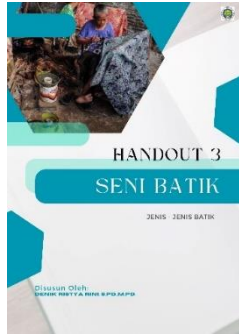
3.2 SIPEJAR as Learning Management System Of Universitas Negeri Malang

Malang State University developed SIPEJAR as Learning Management System (LMS) to facilitate lecturers and students in carrying out the blended learning process. Here are some features and considerations for an LMS that supports blended learning in higher education: 1) Course Management: The LMS should allow instructors to create and manage courses easily. Instructors can organize course materials, assignments, assessments, and multimedia content in a structured manner. 2) Content Delivery: The LMS should support various formats, such as text, videos, audio, presentations, and interactive elements, to cater to different learning preferences and ensure content accessibility. 3) Communication Tools: Effective communication is vital in blended learning. The LMS should offer discussion forums, messaging systems, and email integration to facilitate communication between instructors and students and foster collaboration among peers. 4) Virtual Classroom: A virtual classroom feature can enable real-time interactions through video conferencing, allowing instructors to conduct live lectures, discussions, and virtual office hours. 5) Assessment and Grading: The LMS should support online assessments, quizzes, and assignments, with automatic grading where applicable. This saves time for instructors and provides immediate feedback to students. 6) Attendance Tracking: For the in-person components of blended learning, an attendance tracking feature can help monitor student participation and engagement. 7) Progress Tracking: Students and instructors should be able to track progress throughout the course, monitoring completion rates, quiz scores, and overall performance. 8) Mobile Compatibility: Ensure that the LMS is mobile-friendly, enabling students and instructors to access course materials and activities on smartphones and tablets. 9) Learning Analytics: Implement learning analytics to gather data on student performance, engagement, and behavior. This data can help instructors identify struggling students and adjust their teaching strategies accordingly. 10) Integration with Other Tools: The LMS should integrate with other educational technologies, such as video conferencing tools, plagiarism checkers, and academic integrity platforms.

3.3 Learning Material Developed for SIPEJAR

To maximize blended learning through SIPEJAR, several learning media have been developed that support the learning process. The main learning media developed is handouts. Handouts are used to make it easier for students to learn learning topics before direct meetings in class are held. The second

learning media is PowerPoint slides, this media is used to make it easier for students to know the important points that will be studied in the learning process.



JENIS - JENIS BATIK

Dari berbagai perwujudan seni batik, dalam proses pembuatannya, batik terdapat dua jenis, yaitu batik tulis dan batik cap. Kedua jenis batik tersebut memiliki karakteristik yang berbeda-beda, namun keduanya sama-sama memiliki nilai seni yang tinggi dan merupakan warisan budaya yang sangat berharga bagi bangsa Indonesia.

BATIK TULIS

Batik tulis adalah batik yang dibuat dengan menggunakan tangan manusia. Proses pembuatannya meliputi proses menggambar, mewarnai, dan menenun. Batik tulis memiliki nilai seni yang tinggi karena setiap motif yang dibuat adalah hasil dari kreativitas dan keterampilan tangan manusia.



3. Menenun batik tulis di rumah, salah satu proses dalam pembuatan batik tulis.

Batik tulis adalah batik yang dibuat dengan menggunakan tangan manusia. Proses pembuatannya meliputi proses menggambar, mewarnai, dan menenun. Batik tulis memiliki nilai seni yang tinggi karena setiap motif yang dibuat adalah hasil dari kreativitas dan keterampilan tangan manusia.

BATIK CAP

Batik cap adalah batik yang dibuat dengan menggunakan cap atau stempel. Proses pembuatannya meliputi proses menggambar, mewarnai, dan menenun. Batik cap memiliki nilai seni yang tinggi karena setiap motif yang dibuat adalah hasil dari kreativitas dan keterampilan tangan manusia.

1. Pembuatan Batik Tulis dan Batik Cap memiliki perbedaan yang signifikan. Batik tulis dibuat dengan menggunakan tangan manusia, sedangkan batik cap dibuat dengan menggunakan cap atau stempel. Kedua jenis batik tersebut memiliki karakteristik yang berbeda-beda, namun keduanya sama-sama memiliki nilai seni yang tinggi dan merupakan warisan budaya yang sangat berharga bagi bangsa Indonesia.

2. Pembuatan Batik Tulis dan Batik Cap memiliki perbedaan yang signifikan. Batik tulis dibuat dengan menggunakan tangan manusia, sedangkan batik cap dibuat dengan menggunakan cap atau stempel. Kedua jenis batik tersebut memiliki karakteristik yang berbeda-beda, namun keduanya sama-sama memiliki nilai seni yang tinggi dan merupakan warisan budaya yang sangat berharga bagi bangsa Indonesia.

3. Pembuatan Batik Tulis dan Batik Cap memiliki perbedaan yang signifikan. Batik tulis dibuat dengan menggunakan tangan manusia, sedangkan batik cap dibuat dengan menggunakan cap atau stempel. Kedua jenis batik tersebut memiliki karakteristik yang berbeda-beda, namun keduanya sama-sama memiliki nilai seni yang tinggi dan merupakan warisan budaya yang sangat berharga bagi bangsa Indonesia.


4. Pembuatan Batik Tulis dan Batik Cap memiliki perbedaan yang signifikan. Batik tulis dibuat dengan menggunakan tangan manusia, sedangkan batik cap dibuat dengan menggunakan cap atau stempel. Kedua jenis batik tersebut memiliki karakteristik yang berbeda-beda, namun keduanya sama-sama memiliki nilai seni yang tinggi dan merupakan warisan budaya yang sangat berharga bagi bangsa Indonesia.

5. Pembuatan Batik Tulis dan Batik Cap memiliki perbedaan yang signifikan. Batik tulis dibuat dengan menggunakan tangan manusia, sedangkan batik cap dibuat dengan menggunakan cap atau stempel. Kedua jenis batik tersebut memiliki karakteristik yang berbeda-beda, namun keduanya sama-sama memiliki nilai seni yang tinggi dan merupakan warisan budaya yang sangat berharga bagi bangsa Indonesia.


6. Pembuatan Batik Tulis dan Batik Cap memiliki perbedaan yang signifikan. Batik tulis dibuat dengan menggunakan tangan manusia, sedangkan batik cap dibuat dengan menggunakan cap atau stempel. Kedua jenis batik tersebut memiliki karakteristik yang berbeda-beda, namun keduanya sama-sama memiliki nilai seni yang tinggi dan merupakan warisan budaya yang sangat berharga bagi bangsa Indonesia.

7. Pembuatan Batik Tulis dan Batik Cap memiliki perbedaan yang signifikan. Batik tulis dibuat dengan menggunakan tangan manusia, sedangkan batik cap dibuat dengan menggunakan cap atau stempel. Kedua jenis batik tersebut memiliki karakteristik yang berbeda-beda, namun keduanya sama-sama memiliki nilai seni yang tinggi dan merupakan warisan budaya yang sangat berharga bagi bangsa Indonesia.

Figure 1. Sample of Handouts




MODUL PEMBELAJARAN
BATIK
Denik Rizka Rizki, S.Pd., M.Pd.
Prodi Pendidikan Seni Rupa
Departemen Seni dan Desain
Universitas Negeri Malang



DAFTAR ISI


1. Pengertian Batik	1
2. Sejarah Batik	2
3. Jenis-jenis Batik	3
4. Proses Pembuatan Batik	4
5. Nilai Seni dan Budaya Batik	5
6. Kesimpulan	6



ALAT DAN BAHAN MEMBUAT BATIK

Alat: Saringan, Kasa, Culling kain, Culling yang terbalik, Kopyor, Gumpalan.

Bahan: Pasta batik.



PROSEDUR PEMBUATAN BATIK

Capaian Pembelajaran Persebaran Persebaran 3

Profil: Memiliki minat dan ketertarikan pada seni dan budaya.

Figure 2. Sample of Slides Presentation

4. Conclusion

The implementation of Learning Management Systems (LMS) in the realm of blended learning has undeniably transformed educational landscapes, providing a robust platform that merges traditional classroom instruction with online resources. As evidenced by various studies and the evolving educational landscape, the effectiveness of utilizing LMS for blended learning is a testament to its numerous advantages. The adaptability and accessibility of LMS cater to diverse learning styles and preferences. Students can access learning materials at their own pace and convenience, fostering a self-directed learning approach. This flexibility not only accommodates individual learning speeds but also encourages autonomy and responsibility, vital skills in today's fast-paced world. Moreover, the collaborative and interactive nature of LMS enhances engagement among students. Features such as discussion forums, multimedia content, and real-time communication tools facilitate peer interaction and foster a sense of community, even in remote or hybrid learning environments. These interactions often lead to deeper comprehension through shared knowledge and diverse perspectives.

5. References

- [1] S. Hrastinski, "What Do We Mean by Blended Learning?," *TechTrends* 63, vol. 63, p. 564–569, 2019.
- [2] "Blended learning in higher education: Three different design approaches," *Australasian Journal of Educational Technology*, vol. 30, no. 4, pp. 440-454, 2014.
- [3] R. Castro, "Blended learning in higher education:," *Education and Information Technologies*, vol. 24, p. 2523–2546, 2019.
- [4] A. A. Okaz, "Integrating Blended Learning in Higher Education," in *5th World Conference on Learning, Teaching and Educational Leadership*, WCLTA, Alexandria, 2014.
- [5] M. C. P.-L. L. R.-A. M. Victoria López-Pérez, "Blended learning in higher education: Students' perceptions and their relation to outcomes," *Computers & Education*, vol. 56, no. 3, pp. 818-826, 2011.