Blended Learning Models Using Moodle Spada UNRAM To Improve Student Learning Outcomes In Religious Education Subjects

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ABSTRACT

This study aims to determine the application of the blended learning model using Spada Unram's Moodle so that it is expected to improve student learning outcomes in religious education courses in the PPKn Study Program FKIP University of Mataram. Seeing the conditions of the Covid-19 pandemic that have not yet ended, lecturers need to find learning innovations based on a combination of online and offline using Moodle Spada Unram so that learning for students can be effective and efficient. This type of research is quasi-experimental. The results of the study are as follows: 1) this study shows that the application of the blended learning model using the SPADA UNRAM Moodle in religious education subjects can provide positive changes in learning outcomes; 2) Make it easy for students to collaborate so they can develop their ideas well; 3) Students can access and download teaching materials in PDF or PPT format through Moodle SPADA as literacy enrichment related to religious education courses. 4) applying the blended learning model using the SPADA UNRAM Moodle, which is collaborative or work between groups in the implementation process. Not only does the lecturer appear active, but students can explore material, discuss with groups, express opinions and discuss. Lecturers help direct students in concluding material, so variations in learning and student involvement in lectures appear by themselves.
Keywords: Blended Learning, SPADA UNRAM Moodle, Learning Outcomes, Religious Education

A. INTRODUCTION

Information and communication technology in Indonesia is currently growing (Rosana, 2010; Ratnaya, 2011; Yoga S, 2018; Sari &; Sueb, 2019; Cholik, 2021). Information and communication technology can facilitate learning and get the information needed from anywhere, anytime, and anyone (Asmawi et al., 2019. In the world of education, the development of information technology has begun to have a positive impact because, with the development of information technology, the world of education has begun to show significant changes (Jamun, 2018; Fitriah &; Miranda, 2019; Akbar &; Noviani, 2019). Uno &; Lamatenggo stated, "Technology can improve quality and reach if used wisely for education and training" (Uno &; Lamatenggo. N, 2010).

Mataram University (UNRAM) is one of the campuses in Indonesia that has learning services for students using the UNRAM online learning system (SPADA) as a vehicle for improving student learning quality. The current condition of the Covid-19 pandemic is not over, and the government still recommends that people reduce their mobility. The implementation of online learning above is by Circular Letter Number 4 of 2020 concerning the Implementation of Education Policy During the Emergency Period of the Spread of Corona Virus Disease (Covid-19). It is strengthened through guidelines for implementing learning in the school year and the new school year during the Covid-19 period.

Regarding learning patterns in the higher education environment in the 2020/2021 Academic Year, the 2020/2021 Academic Year will still start in August 2020, and the 2020/2021 Religious Higher Education Academic Year will start in September 2020 (Mataram, 2020). However, in reality, many students still complain about this online learning, so learning online has not improved learning outcomes for students entirely. The influencing factors are as follows, 1) students are not entirely familiar with online learning. 2) usage of Moodle that is not well understood. 3) frequent network disruptions (internet). Thus, to improve learning outcomes for social students, it is necessary to offer a blended learning model (.

Learning outcomes are students' abilities after they receive their learning experience (Nurhayati, 2014). Learning carried out by teachers/lecturers provides learning experiences to students/students (Leh, 2016). The learning experience that students have then made them have specific abilities. It is the learning outcomes that show the achievement of the abilities obtained by students (Sudjana, 2013b). Learning outcomes are essential things that have always been a reference in the development of Indonesian education. Generally, people view this as something obtained after going through teaching for a certain period of time (Sudjana, 2013a).

Mulyasa suggested that learning outcomes are student learning achievements that are simplified into numbers after taking the test at the end of the meeting, mid or end of the semester (Mulyasa, 2004). To improve learning outcomes, teachers have tried various approaches and teaching systems in the hope that students will be motivated to learn (Khadijah, 2012). Because teachers/lecturers are aware of the factors that can affect student learning outcomes/students is the ability of teaching staff to manage classes using a teaching system that suits the learning needs of their students.

B. METHOD

This research refers to a quantitative research approach. The type of research used in this study is quasi-experimental design research. Arikunto defines experimental research as research intended to determine whether there is an effect of treatment on the subject under investigation (Suharsimi, 2016). In this study, only one experimental group was used, so there was no need for a control group. The stages of research will be developed in three stages of the learning process. This development was carried out to examine the effect of applying the Spada Unram blended learning using Moodle model to improve student learning outcomes at each stage of the learning process of religious education subjects. This research was conducted on students of the FKIP PPKn Study Program, Mataram University, in semester 2 of the 2022/2023 academic year who had taken religious education courses.

C. RESULTS AND DISCUSSION

This research was conducted in the Pancasila and Civic Education Study Program, Faculty of Teacher Training and Education, University of Mataram. The population in this study is students of the Pancasila and Civic Education Study Program who have taken religious education courses. While the sample of this study was 193 students in semester two classes, A to F. Researchers only provide treatment in the form of learning activities to improve learning outcomes and critical thinking using a Moodle-based blended learning model, an online learning system at the University of Mataram. The following are the learning outcomes of PPKn study program students who take religious education courses using SPADA UNRAM Moodle:

1. Class 2A Learning Outcomes

After implementing the learning of religious education courses using the SPADA UNRAM Moodle, lecturers gave tests to students. The test scores of 36 students in class 2A were obtained on the following dates:

Table 1. Class 2A Learning Outcomes

Data	Sum
Top Rated	85
Lowest Value	76
Mean	79,78
Median	80
Mode	80

2. Class 2B Learning Outcomes

After implementing the learning of religious education courses using the SPADA UNRAM Moodle, lecturers gave tests to students. The test scores of 31 class 2B students obtained the following data:

Table 2. Class 2B Learning Outcomes

Data	Sum
Top Rated	83
Lowest Value	75
Mean	79,23
Median	80
Mode	78

3. Class 2C Learning Outcomes

After implementing the learning of religious education courses using the SPADA UNRAM Moodle, lecturers gave tests to students. The test scores of 33 students in class 2C obtained the following data:

Table 3. Class 2C Learning Outcomes

Data	Sum
Top Rated	84
Lowest Value	0
Mean	77,94
Median	80

Mode	80

4. 2D Class Learning Outcomes

After implementing the learning of religious education courses using the SPADA UNRAM Moodle, lecturers gave tests to students. Test scores from 30 students in class 2D obtained the following data:

Table 4. 2D Classroom Learning Outcomes

Data	Sum
Top Rated	83
Lowest Value	75
Mean	79,60
Median	80
Mode	80

5. Class 2E Learning Outcomes

After implementing the learning of religious education courses using the SPADA UNRAM Moodle, lecturers gave tests to students. Test scores from 31 class 2E students obtained the following data:

Table 5. Class 2E Learning Outcomes

Data	Sum
Top Rated	84
Lowest Value	75
Mean	79,90
Median	80
Mode	81

6. Class 2F Learning Outcomes

After implementing the learning of religious education courses using the SPADA UNRAM Moodle, lecturers gave tests to students. Test scores from 32 students of grade 2F obtained the following data:

Table 6. Grade 2F Learning Outcomes

Data	Sum
Top Rated	83
Lowest Value	76
Mean	79,53
Median	80
Mode	80

Data on implementing the Blended Learning model using the SPADA UNRAM Model were obtained through religious education courses' teaching and learning process in the classroom and online. Student scores after the application of this model obtained through end-of-semester exams, namely

Table 7. Distribution of Class 2A-F Learning Outcomes Scores

Class	Student	Nmax	Nmin	Mean	Median	Mode
2A	36	85	76	79,78	80	80
2B	31	83	75	79,23	80	78
2C	33	84	0	77,94	80	80
2D	30	83	75	79,60	80	80
2E	31	84	75	79,90	80	81
2nd Floor	32	83	76	79,53	80	80

Judging from Table 7, there is a distribution of the results of the 2A-F class test analysis. It can be seen that the highest test scores in class 2A-F indicate relatively high numbers due to the application of the model, where the highest score of class 2A-F is (83-85) with a pretty good average, which is 79-80. With these data, it can be concluded that applying the Blended Learning model using Moodle SPADA UNRAM improves student learning outcomes in religious education courses. Several reasons support the researchers' observations related to the application of the Blended Learning model using the SPADA UNRAM Model to improve student learning outcomes in religious education courses, namely:

1. Using technology in the teaching process makes the learning atmosphere more attractive for students because they can use technical assistance in the lecture process. What is relevant has been stated by Wardani et al., who suggest that students with blended learning can

compete and overcome educational challenges, especially students at the university level who have significant educational challenges (Wardani et al., 2015). This study shows that applying the SPADA UNRAM blended learning use Moodle model can positively change student learning outcomes, especially in religious education courses.

2. In collaborative teaching, the availability of groups for students can provide more colorful teaching. By studying in groups, students can exchange ideas with fellow groups and, try to explain to other groups the results of group work, learn to argue and defend opinions that are believed to be correct.

3. Ease of accessing teaching materials and teaching materials through the help of the internet. Students can access and download teaching materials in PDF or PPT format through Moodle SPADA, and students can also access learning videos through the youtube video streaming application. According to experts, the reasons stated by Istiningsih & Hasbullah, which put forward the definition of blended learning, have three learning components mixed into a form of blended learning. These components consist of 1*) online learning, 2)* face-to-face learning, and 3) independent learning (Hasbullah &; Istiningsih, 2015).

a. Learning is not impressed by watching, in stark contrast to the observations of conventional learning researchers who are impressed by watching and lecturers apply it during teaching. The conventional model makes students feel confused about what precisely the learning objectives are to be achieved. In contrast to the implementation of the blended learning model using Moodle SPADA UNRAM, which is collaborative or works between groups in the implementation process, not only do lecturers seem active, but students have the opportunity to explore material, discuss with groups, have opinions and lecturers help direct students in concluding material so that variations arise in learning and student involvement. in lectures. Relevant to what was argued by Sukarno, who argued that in the class blended learning model, students generally meet in face-to-face learning and then have the opportunity to communicate using open dialogue, experience critical debate, and participate in various forms of communication in a "safe" environment (Sukarno, 2005).

D. CONCLUSION

Based on the explanation above, the conclusions of this study are 1) this study shows that the application of the blended learning model using SPADA UNRAM Moodle in religious education subjects can provide positive learning outcomes; 2) Make it easier for students to collaborate so that they can develop their ideas well; 3) Students can access and download teaching materials in PDF or PPT format through Moodle SPADA as literacy enrichment

related to religious education courses. 4) Applying the blended learning model using SPADA UNRAM's Moodle, which is collaborative or inter-group work in the implementation process, not only do lecturers seem active, but students can explore material, discuss with groups, argue, and discuss. Lecturers help direct students in concluding material so that variations in learning and student involvement in lectures appear by themselves.

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