

**Implementation readiness blended learning  
The pekalongan university**

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**Abstract.**

This research is titled readiness implementation of *Blended Learning* at Pekalongan University. This research was conducted with the aim to (1) Describe the readiness of students and lecturers Unikal in the implementation of *blended learning*, and (2) describe the factors that affect the implementation of *blended learning* on campus Unikal. This type of research is a case study with qualitative research methods. The results showed (1) lecturers at the University have been prepared in implementing *blended learning* (2) Need to increase the quantity and quality of facilities and infrastructure for *blended learning* (3) the main inhibiting factor in online learning is the signal.

**A. Introduction**

Until now, the Covid-19 pandemic has not ended. The minister of Education and Culture, Minister of Health, Minister of religion, and Minister of Home Affairs have issued a joint decree (SKB) of 4 ministers as a reference for the implementation of face-to-face learning during the pandemic of the 2020/2021 academic year. One of the main points of the 4 Ministerial Decree is the granting of full authority to local governments regarding the policy of implementing face-to-face learning (Kristiena et al., 2021).

In accordance with the mandate of the central government, as quoted on the Central Java provincial government news Portal dated August 26, 2021, Ganjar Pronowo as the governor of Central Java has made a circular stating that if a Regency/City area is included in level 4, Learning remains online. For level 3 in agglomeration level 4, the learning in the area tersebut is still online. While the district / city level 2 and level 3, can implement face-to-face learning (PTM) is limited.

Based on this, Pekalongan University (Unikal) as one of the universities in Pekalongan should need to immediately prepare for policy making in the implementation of *blended learning*. *Blended learning* mempunyai tiga ciri utama, yaitu *online learning*, PTM, dan belajar mandiri (Hendarita, 2019). During the Covid-19 pandemic, learning on the Unikal campus still uses *an online learning* and self-learning system. *Learning management system*

yang digunakan umumnya adalah Spada Unikal, Siakad Unikal, dan *google classroom*. However, video conferencing is also generally done using the zoom application, google meet, and so forth. For independent learning activities are carried out through structured tasks and unstructured independent activities.

The purpose of this study is as follows.

- (1) Describe the preparation of lecturers in the Unikal campus environment in the implementation of *blended learning*.
- (2) Describe the infrastructure supporting *blended learning*
- (3) Describe the factors that influence the implementation of *blended learning* on campus Unikal.

## B. Research Methods

Focus research is the readiness of the implementation of *blended learning* at Pekalongan University. Data analysis using ELR integration model adopted from Aydin and Tasci as seen in Riyanto and Mumtahana (2018) with variables of Technology, Innovation, personal, self-development. Rata-rata data yang diperoleh kemudian dikategorikan berdasarkan empat pilihan kategori, yaitu *Not ready: needs a lot of work*, *Not ready: needs some work*, *Ready but needs a few improvement*, dan *Ready: go ahead*.

This research design uses case study research design with qualitative methods by triangulation of sources through *indepth interviews* pada with main informants, and companion informants to find apperception of various sources. The study was supplemented by statistical data obtained through questionnaires.

The subjects of this study include the main informant, companion and triangulation. Main informant: Pekalongan University lecturer number 146. Sampel planned according to Suharsimi, (Suharsimi, 2010) is calculated with the provision that the population of less than 100, should use Population Research, if the number of subjects is large can be taken between 10-15% or 20-25% or more of the total population.

Signature of this study samples were taken by first trawling the population through the questioner. Of the 146 lecturers at the University of Pekalongan, netted into this study population of 56 people. Furthermore, researchers took a sample of 30 people (53.8%) lecturers who meet the criteria for further research.

## C. Results and Discussion

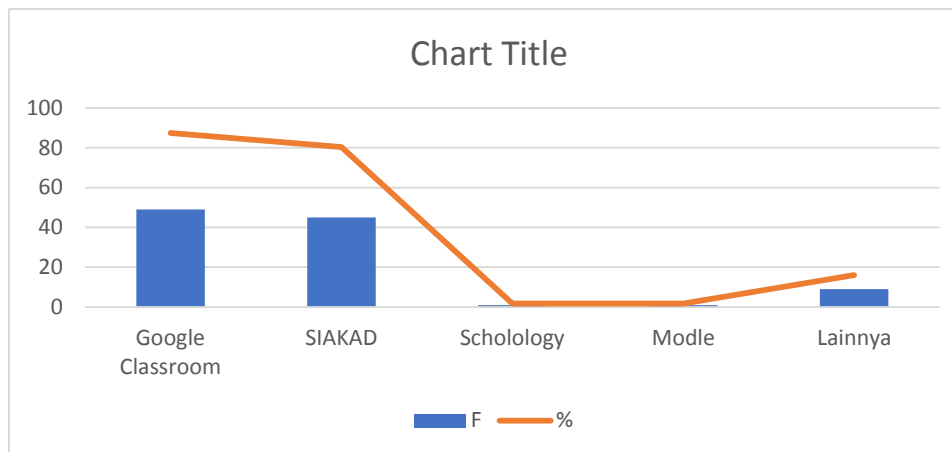
a. Kesiapan Dosen Universitas Pekalongan Dalam Pelaksanaan *Blended Learning*.

### 1. Selection Of Learning Media.

Online learning at Pekalongan University began since the COVID-19 pandemic until now. Of course, the policy of working from home, teaching from home and learning from home was very surprising for lecturers and students, but eventually it became commonplace. However, it needs to be studied the implementation of online learning at Pekalongan University for 4 semesters.

The poll conducted by researchers, from 56 respondents, showed that *the Learning Management System ( LMS)* used by the majority of lecturers is Google Classroom (87.5%), then SIAKAD (80.4), as shown in the following table:

**Table 1:** LMS used in online learning



Google Classroom is a favorite platform for lecturers, because it is easily accessible and free, while SIAKAD is provided by the University. In this case, it seems that lecturers are very effective and efficient in utilizing existing technology.

Online learning activities are also carried out by combining unidirectional platforms and two-way platforms, namely through video conferencing facilities. Google meet is the most widely used video conference lecturers in this regard, reaching 92.9 %. Zoom ranks next in terms of video conferencing, at 44.6%. Only 1 lecturer using Ms Teams (1.8%), as illustrated in the following table:

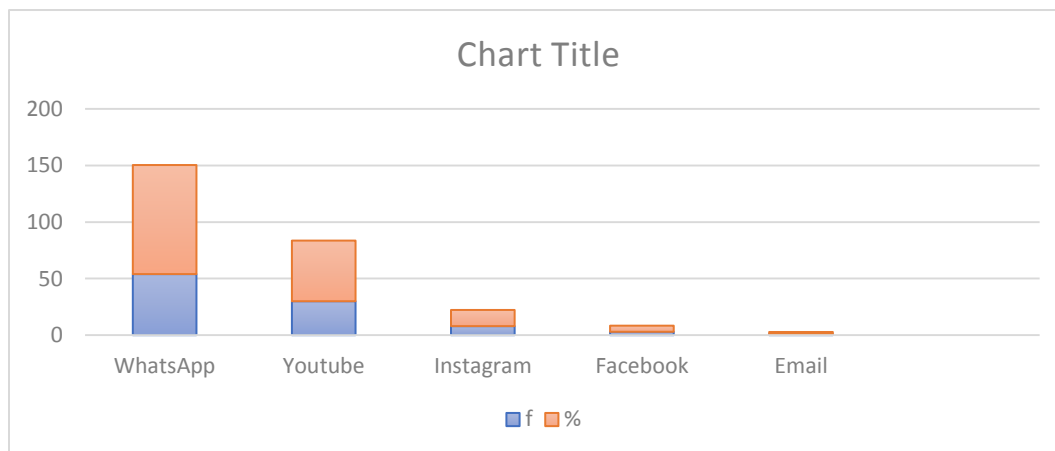
**Table 2:** video conferencing used in face-to-face virtual



The use of google meet is highly preferred by lecturers, because it is provided free of charge by google.

To support online learning activities, some lecturers also use social media such as Whatsapp, youtube or Instagram. The use of Whatsapp ranks top, namely as many as 54 reseeden ( 96.4 % ) use it. This is because Whatsapp is very familiar and easy to use by both young and old. The composition of the use of social media can be seen in the following table:

**Table 3:** Use of social Media to support learning



## 2. Online learning planning.

As with offline learning, lecturers also prepare a Semester learning plan (RPS) for online learning which is a reference in the implementation of online learning, although for certain reasons there are some things that are not implemented in accordance with RPS. For example, learning media is replaced because there are obstacles and barriers, and there is a change in the middle of the learning process that is felt to be less effective.

Online learning requires careful media planning in accordance with the study materials and course learning achievements, so it should be prepared well before preparing the RPS. At Pekalongan University, the majority of lecturers plan online learning media when compiling RPS. Only 23% of students plan their learning media before preparing the RPS, and only 2% do it when the lecture is about to begin. This condition shows that lecturers at Pekalongan University have realized the meaning of planning before starting the learning process.

RPS has been delivered by lecturers to students before the lecture begins as a means of socialization so that students have readiness and prepare for the lecture well. However, there are 8% of lecturers who do not convey RPS to students. As a substitute, RPS is delivered during the college contract.

The delivery of RPS is done by all lecturers who become respondents through SIAKAD. This is very positive because SIAKAD is an academic system that is used by lecturers and students, thus ensuring effectiveness as a means to socialize learning tools, especially RPS. Lecturers also use google classroom as an additional medium (46%) and use WAG (19%) to convey RPS to students.

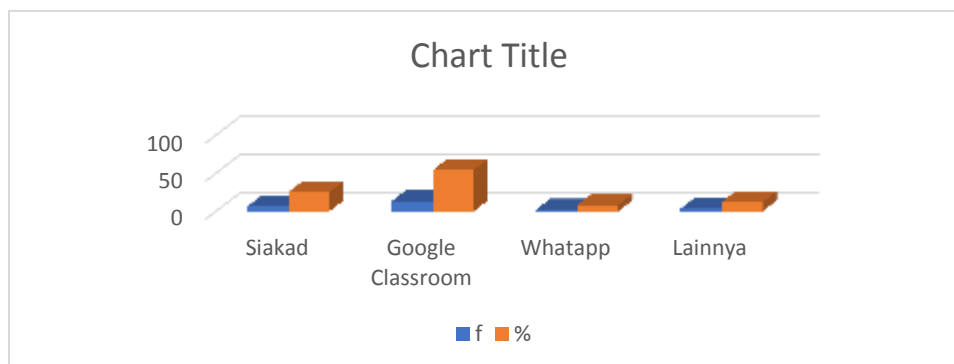
At the stage of preparing teaching materials, 19% of lecturers prepare teaching materials systematically and comprehensively, from preparing materials according to CPL and course learning achievements, continued to prepare media in accordance with CPL, and teaching materials in the form of various media, including PPT and video. All lecturers of practicum courses have used video media to make it easier for students to understand the material. All lecturers have prepared teaching materials according to the development, by always updating teaching materials in accordance with CPL and CPMK and adjusting the development of Science and technology and current issues. Integration of teaching materials with research has been done by 23% of lecturers.

The form of teaching materials prepared in the form of videos, textbooks and Power points. All lecturers use PPT in delivering teaching materials, only 61% of lecturers have made videos to deliver teaching materials, and lecturers who make new textbooks 23%.

### 3. Assignments and exams

Assignments and exams are components in learning. Lecturers at Pekalongan University have given assignments through planning in RPS and / or task design (RT) as many as 77% of respondents and 23% of lecturers do assignments outside of planning. Media that is widely used to provide assignments is google classroom and siakad, as shown in the following table:

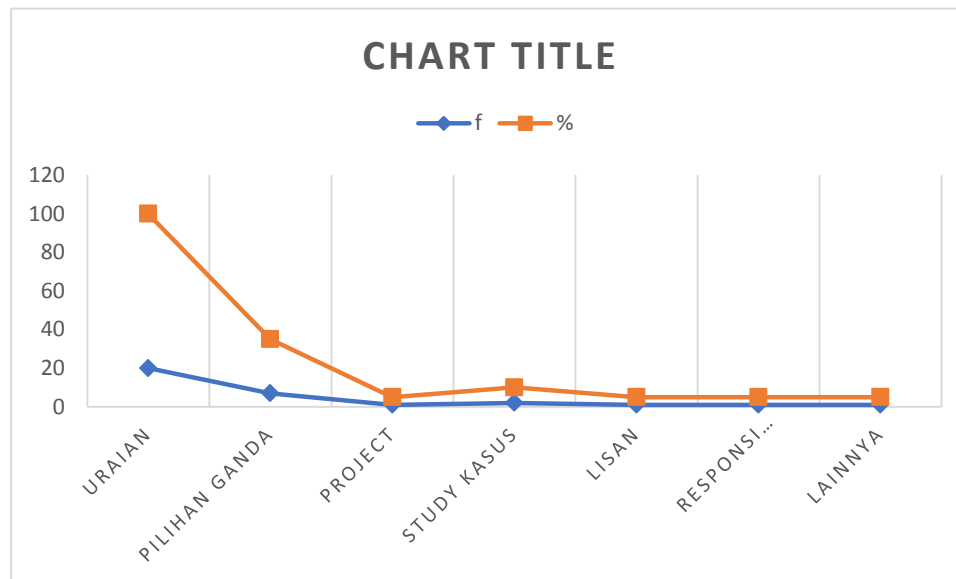
**Table 4:** Assignment Media



Based on the results of the analysis, it is known that the assignment Media that is widely used by Pekalongan university lecturers is Google Classroom 54% and Siakad 25%.

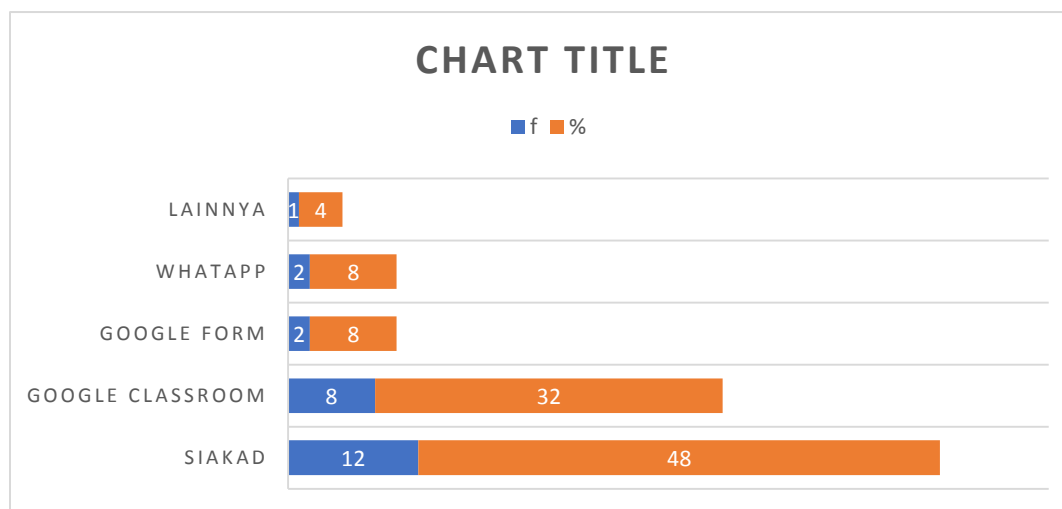
For the implementation of the exam, the exam model that is often used is the description. The number of lecturers who implement this reaches 80 %, as shown in the following diagram:

**Table 5:** model exams



Exam Media that are widely used by lecturers are SIAKAD and Google classroom. Lecturers who use SIAKAD are 48% and those who use Google classroom are 32 %

**Table 6:** Exam Media



#### 4. Assessment Process

All lecturers have carried out learning assessments in accordance with the planning, in accordance with the depth and breadth of learning materials, the assessment process that has been carried out, among others:

- a. Lecturers prepare assessment components and have been submitted to the lecture contract
- b. Lecturers have socialized the assessment process through upload in SIAKAD
- c. Lecturers menialai sesauai with CPMK by paying attention to the depth and kleuasan e.g. by menyusuun prososal research, prototype, or video submissions
- d. The appraisal component reflects the conformityaof the appraisal character, which contains the beberepa component.

#### b. Sarana prasarana Pendukung Pembelajaran *Blended Learning*

Implementation of Blended Learning requires adequate facilities and infrastructure, such as sufficient internet access and hardware. Youtube is a widely used platform, reaching 90% of respondents using it. Hanya sedikit yang menggunakan platform menti, zoho, quizziz, canva dan lain-lain.

Pekalongan University has provided various supporting facilities for online learning, such as internet networks and comfortable workspaces, although the design of workspaces ( especially lecturers ' workspaces) is not adequate for online learning.

For the platform that can be used, Pekalongan University does not have a special platform, especially for face-to-face learning. Siakad Pekalongan University can only be done for one-way learning that is administrative. In this case, lecturers become very creative to use the platform provided by DIKTI (spada) and google which can be accessed for free.

#### c. Faktor-faktor yang Mempengaruhi Pelaksanaan *Blended Learning* di Universitas Pekalongan.

The main obstacle is the signal that is not staBil, the next obstacle is expensive costs for the provision of quotas if learning is done from home as well as the concentration of students and lecturers who have limitations , at long duration is not very effective.

### Knot

Based on respondents ' answers and analysis, it can be concluded that the University of Pekalongan has had the readiness to implement Blended Learning with theefollowing considerationsan:

1. Lecturers have had the readiness of mastery of online learning media, this can be seen from the mastery of lecturers on technology that supports the implementation of online learning
2. Lecturers have the willingness and awareness to carry out learning according to applicable standards and procedures and complete with proof of activity documents



3. Pekalongan University has a competent supporting infrastructure to implement Blended learning
4. Blended learning is done need to arrange supporting policies, and improvement of facilities and infrastructure.

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