IMPLEMENTATION OF BLENDED-LEARNING TRAINING PROGRAM AS A LEARNING SOLUTION IN THE PANDEMIC COVID -19

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ABSTRACT

Blanded training is a combination of classical and non-classical training so that the training process complements each other by combining the process of face-to-face learning and online meetings (E-Learning, Wa, Google Class Room, Zoom and learning content so as to create a learning style and form an effective and efficient self-learning experience. The purpose of this research is to find out the implementation of blended training model by analyzing three aspects : (1) Identification process, (2) Learning process and (3) Evaluation. The method used systematic review by collecting articles, books and relevant reading materials. From the results of the literature study that the blended training model is an effective model in improving participants' understanding of the training eyes. The learning content factor must always be improved so that it can complement classical learning and support the learning process throughout life.

Keywords: Training, Blended learning, Self-Learning

INTRODUCTION

The practice of Education and Training will be better if it is based on strategic needs, which must be oriented to the needs and changing times. Pandemic COVID-19 has changed various aspects of life, especially in the world of Education must require all elements of education to adapt in new normal to continue learning (Luh Devi Herliandry, Nurhasanah, 2020).Through Education and Training will be able to hone skills in work. This is because a person will immediately play an active role in the learning process, so that his potential will develop. Blended learning as a starting point provides experience for trainees and provides solutions for trainees in supporting sustainable education (Horaţiu Catalano 2014). Training strategies using blended learning, which combines face-to-face and online methods, the results of studies that analyze the challenges in training by providing strategies on how to provide more flexible education and training

for professionals in the multidisciplinary field combine various styles and learning environments during the flexible learning process because it is able to provide improved skills, collaboration, flexibility and mobility of trainees. The purpose of blended learning is to create a learning style and establish an effective and efficient self-learning experience. The elements of blended learning-based learning combines face-to-face and e-learning that has elements, namely face-to-face, application-based, collaboration, flexible, self-learning, tutorials, cooperation, and evaluation (Amin, 2017:58).

Blended Learning System is a modern and highly flexible learning concept that aims to offer knowledge to participants with face-to-face patterns with instructor guidance and self-study through e-learning (Horaţiu Catalano 2014). In the era of pademi covid 19 the process of training and distance learning there are obstacles and challenges in the learning process ranging

from the readiness of tutors, trainees and infrastructure in supporting learning. Blended learning can support self-learning by using a platform that can be accessed by trainees anytime and anywhere and effective in improving the ability to understand the training eyes. Another factor in influencing the effectiveness of mixed-based training is the learning readiness of trainees (Muluneh Yigzaw 2019). In writing this article using systematic review by analyzing various articles about the implementation of blended-based training with a focus on three components in the training, namely identification, learning process and evaluation.

RESEARCH METHOD

Data collection by conducting systematic review summarizes the results of research with rarity – Steps as follows (Francis and Baldesari, 2006 in Siswanto, 2010): (a) Formulating research questions, (b) Conducting literature searches, (c) Conducting selection of research articles, (d) Conducting qualitative analysis of findings, (e) Enforcing quality control, (f) Compiling reports. The purpose of this study is to answer research questions by summarizing various research results with systematic review of five manuscripts of research results that have been done.

FINDING AND DISCUSSION
Identification Process

In the training process, lifelong learning is one of the sources of social innovation and represents a wide range of adult education towards sustainable education In this context, it is necessary to establish a continuous education training module that focuses on specific levels of preparation such as: integrated curriculum, evaluation procedures or the acquisition of new skills. Blended learning programs have as a starting point and experience that provides solutions for trainees for continuous education, combining classic
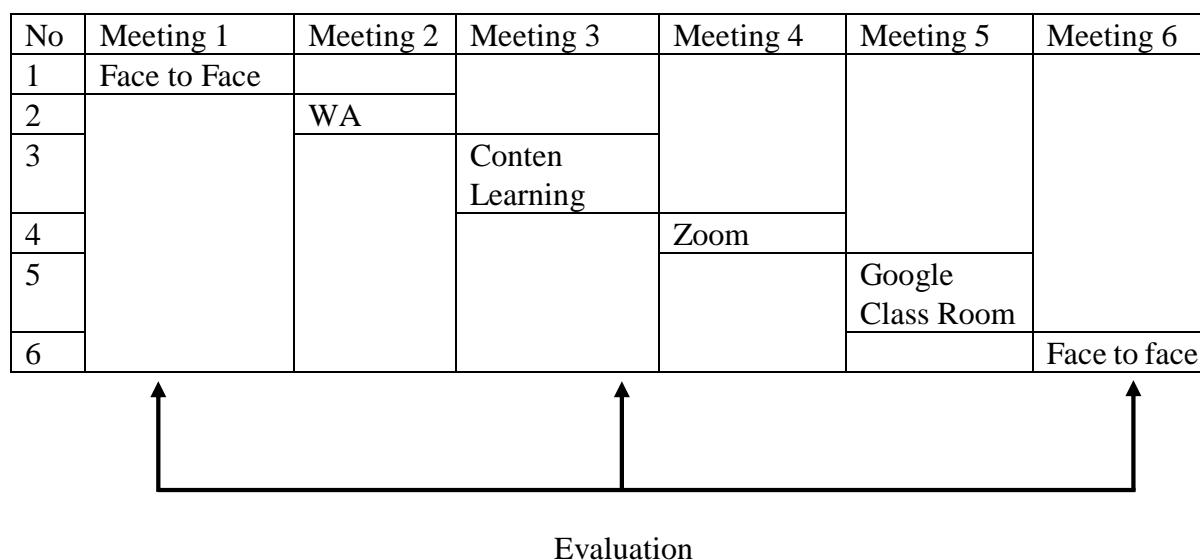
learning types with online learning, thus building online training challenges and effective in time management. (Horaţiu Catalano 2014). Blended learning is an alternative solution to overcome the weaknesses of online learning and face-to-face learning in order to produce a series of effective, efficient, and fun learning for trainees. (Muhammad Abdi Rahman, 2020). In the development training and trials blended learning training program is planned based on problem-based learning. This objective is to explore the feasibility and acceptance of training programs. In training, examples of cases about quitting smoking provide clinical problems. Problem-based learning aims to improve knowledge and understanding by using the right problems that serve as a stimulus for learning. (Jana Hinneburg et al. 2020). Incorporating technology into training in curriculum services could potentially benefit the training system because it could reduce training costs and use resources more wisely. Mixed learning approaches raise concerns about their effectiveness in strengthening knowledge and skills with blended approaches can improve participants' knowledge and skills. Factors that affect learning readiness are: understanding the use of technology, the ability to operate the internet, self-efficacy, self-learning, the ability to manage learning and motivation. (Yilmaz, R. (2017).

Learning Process

Blended Learning-based training can personalize and individualize cognitive progress as it combines the most flexible and accessible ways, types, and learning styles with a variety of teaching methods and various organizational forms of the teaching process found in formal, non-formal and informal education both direct (face-to-face) activities and in individual and virtual activities. In the process of continuous training and education or adult education. Blended learning offers trainees a wide

selection of knowledge through: e-learning, classical, self-learning style adjustment, workshops, websites, simulations, modules, feedback of participants and tutors, who supervise and maximize the advancement of knowledge that accommodates the learning needs of adults because it takes into account the specific learning characteristics of adulthood. (Horaţiu Catalano.2014). The combination-based training process is to combine face-to-face and non-classical training by dividing the material to be delivered face-to-face and non-classical with the help of media or habituation in the work theme. Based on the results of systematic review of several journals that apply combination-based training will be explained in figure 1.

No	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6
1	Face to Face					
2		WA				
3			Conten Learning			
4				Zoom		
5					Google Class Room	
6						Face to face

Evaluation

Thus Blended learning can also support lifelong learning by using the platform so that it is required to be able to learn independently. During the pandemic covid 19 learning is carried out online in order to stop the spread of covid 19 therefore it takes a learning strategy so that the objectives of the training can run in accordance with the goals that have been set. This learning combines online and face-to-face learning to enable trainees to learn effectively and efficiently, more easily access teaching materials, and ultimately increase the learning independence of trainees because learning is done independently.

Training Evaluation

Evaluation of training programs collecting, processing, analyzing, or drawing about training programs as the basis for decision-making (Rahmi Astuti 2019).

In the implementation of evaluation there are seven elements that must be done, namely 1) focusing the evaluation, 2) drafting the evaluation, 3) collecting information, 4) analyzing and interpreting, 5) reporting information, 6) managing evaluation, and 7) evaluation for evaluation (evaluating evaluation).

The learning process in e-learning has been quite effective and able to play a role in supporting the process of improving the ability of participants in understanding some of the training points in Latsar CPNS. Early e-learning access by participants will provide an overview or introduction to a training eye and facilitate in conducting a review of the training materials optimally. In addition, the ease in discussing online between participants with facilitators with a long period of time will be more effective in satisfying participants' curiosity about an issue in the training eye. Based on the results

of analysis and discussion has been identified efforts to optimize e-learning ranging from the improvement of e-learning systems / applications, learning facilitators, and implementation time, as well as the need to adapt the elements of conventional learning. (Muhammad Abdi Rahman, 2020) Blended learning can improve education and training by combining computer-assisted methods and media, with traditional classroom methods. Blended learning can support the learning process with unlimited practices in reasoning and decision making through virtual. It can also provide flexibility for professionals. (Linda Sonesson et al. 2017).

DISCUSSION

Identification of training needs as a process of data collection in order to identify the necessary factors where there is a gap between the cool and real circumstances so that it can be improved in order for the training objectives to be achieved. According to (Budi Santoso 2010 page 4) there are several ways in identifying training needs, namely: a). Digging information directly from the target through group discus, it is necessary to hold a special meeting / discussion between the target and the organizer, b). Digging information through pra activities (Participatory Rural Appraisal), c). Digging information with interviews with several figures (key informants) from the target group accompanied by direct observation of the conditions in the field. In identifying the needs of training as well as doing coaching for training for competency development. Thus to do coaching on training always make changes to the curriculum and the process of implementation that is adjusted to the demands and conditions and issues that develop today. Systematic review results from various journals that have been discussed that the process of identification of training using blended models is to see the gap between the cold and the real

circumstances so as to determine the model in the training process that will be held.

Combination-based training is to personalize and individualize cognitive progress because it combines the most flexible and accessible ways, types, and learning styles with various teaching methods and various organizational forms of teaching processes found in formal, non-formal and informal education both direct (face-to-face) activities and virtual activities. (Horaţiu Catalano 2014). Blended learning has an effect in the implementation of training that can increase the knowledge of learners and reduce costs in the implementation of training (Muluneh Yigzaw 2019). Bended learning can accommodate the wide development of technology without having to leave face-to-face learning in the classroom (Deklara Nanindya 2018) An important factor in the implementation of combination-based training through media, namely creating the right content, will determine the success in learning using the help of information and communication technology (Anik Juniastuti 2018). The combination-based training process is to combine face-to-face and non-classical training by dividing the material to be delivered face-to-face and non-classical with the help of media or habituation in the work theme.

From the results of the literature study the application of blended learning has advantages and disadvantages in the training process. The best implementation of blended learning-based training is as follows: (a) Improving self-learning, (b) improving the learning motivation of trainees, (c) saving training costs, (d) adapting learning in support of each participant's learning. While the shortcomings of blended-based training are: (a) remote training does not offer maximum experience and interference such as face-to-face encounters, (b) the unevenness of information technology becomes an

obstacle in the application of blended learning.

CONCLUSION

Mixed-based training is the latest model that must always be improved in training implementation, combining classical and nonclassical training is an effective way for trainees to improve their ability to receive the materials delivered. Based on systematic review discussed on 3 aspects of training, namely identification, learning process and evaluation can be concluded that each training process must be based on the identification of the needs of trainers so that it serves as a basis in training planning. In the use of learning media to greet training materials through WhatsApp, Zoom, Google Class Room, E-Learning, Learning Platform, and Video Confarance, the results of the literature study that the incorporation of blended models is effectively applied in various trainings but the factors that affect it are learning readiness, learning material content and infrastructure. Thus to achieve the desired results must always evaluate the training process so as to obtain the desired training objectives.

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