

**THE INFLUENCE OF BLENDED LEARNING METHOD ON LEARNING OUTCOMES  
IN ENGLISH SUBJECT AT SEKOLAH INDONESIA KUALA LUMPUR  
(SIKL)MALAYSIA**

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**Abstract:** Blended Learning has become one of the most commonly used ways of classroom learning, one of which is used in English language learning due to its dual component, which integrates Face-to-Face classes with virtual learning to offer students a variety of methodologically organized materials and resources. In this era of digitalization, teachers and students have changed the way the educational process is viewed as new technologies have been implemented and teachers have to propose new ways of working to display materials that complement English learning in the classroom. The purpose of this research is to obtain clear information about the effect of blended learning model to improve students' learning outcomes and its role in the learning process, especially in English subjects. From the results of the study, it can be seen that the average value of learning outcomes in the experimental class has increased significantly, where the average value of posttest learning 71.8 is greater than the value of pretest learning 52.67, so that the blended learning model affects student learning outcomes more than the conventional model. In this study, it is clear that the blended learning model is able to provide changes in student learning outcomes, so that the blended learning model becomes one of the learning models that can be used to improve student learning outcomes.

**Keyword:** *Blended Learning, Student Learning Outcomes, English Subject*

## INTRODUCTION

English language learning in secondary schools plays a key role in producing a generation that is able to communicate globally in facing the challenges of this modern era. English is an international language used in business, science, technology and global communication. Students with good English language skills have an advantage in accessing global information and collaborating with individuals from different cultures. Many global companies and organizations require English proficiency as one of the main criteria in hiring employees. Students who have good English skills have better job opportunities and can compete in the global job market. A lot of literature, scientific journals, and other important

learning resources in various fields of study are available in English. Students with a good understanding of English can access these resources directly, broadening their horizons and knowledge.

English learning not only teaches grammar and vocabulary, but also develops speaking, listening, reading and writing skills. These skills are not only useful in the academic sphere, but also in daily life and social interaction. Learning English allows students to understand the culture, traditions and values of English-speaking societies. This not only enhances understanding of the world, but also fosters tolerance and appreciation for cultural diversity. English is the dominant language in the world of media and technology. Students who understand English can use various social media platforms, websites and apps in English, expanding digital connectivity and knowledge. By understanding the importance of English in the context of globalization and technological advancement, approaches to learning English in secondary schools can be designed to optimally prepare students for the challenges and opportunities of the future.

However, the learning system that is still often adopted in Indonesia is a learning pattern where the teacher is the center of the learning process or what we often call teacher-centered. The teacher-centered learning pattern causes learners to be less active in the learning process because the teacher dominates, the Indonesian government has supported a learner-centered or student-centered learning pattern by implementing the 2013 curriculum. The development of information and communication technology advances is currently taking place so rapidly that it is only natural for experts to call this a revolution (Maisarah et al., 2021). The changes that will and are happening are mainly due to the potential and ability of Information and Communication Technology that allows humans to connect with each other (relationship) and fulfil their needs for information almost without limits. (Victoria et al., 2021)

English language education at the secondary level has an important role in preparing students to face global challenges. In this digital era, technology has become an integral part of everyday life, including in the context of learning. Blended learning, a learning approach that combines the use of technology with face-to-face interaction, has emerged as an attractive alternative in the teaching process (Akhmadi, 2021). Along with the development of information and communication technology, technology-based learning approaches such as blended learning have become an increasingly popular alternative in educational contexts.

Blended Learning integrates the use of digital technology with conventional learning methods, creating a diverse and immersive learning environment.

## METHOD

The method used in this research is quasi experiment or pseudo experiment. The Quasi experiment method is different from the actual experiment. In the Quasi experiment method, there is a control group, but it cannot function fully to control external variables that affect the implementation of the experiment. The research design used is The Nonequivalent Control Group Design, in this design it is almost the same as the pretest-posttest control group design except that in this design, the groups are divided into two experimental groups and control groups compared without randomization. As in the pretest-posttest control group design, the non-equivalent group design can represent  $X_1$ , and  $X_2$  rather than  $X$  cloud without  $X$  and can also be extended to involve more than two groups. The design pattern of this study is as follows:

**Table 1**  
**Nonequivalent Control Group Design**

E	O <sub>1</sub>	X	O <sub>2</sub>
K	O <sub>3</sub>	X	O <sub>4</sub>

Description:

E: is the experimental group

K: is the control group

- O<sub>1</sub> : The initial test of the experimental group before the learning process
- X<sub>1</sub> : Provision of blended learning method
- O<sub>2</sub> : The final test of the experimental group after being given the blended learning method.
- O<sub>3</sub> : Initial test of control group given conventional learning method

- X<sub>2</sub> : Provision of conventional method
- O<sub>4</sub> : Final test given after the learning process using conventional methods

### Participants

The target population in this study were all Sekolah Indonesia Kuala Lumpur (SIKL) students enrolled in the even semester of the 2023-2024 academic year 2024. Numbered 68 for class VII.A-B, 48 for class VIII.A-B and 45 for class IX.A-B. The total number of SIKL junior high school students are 161 students. The samples selected in the study were 33 students from class VII-A as the experimental class and 33 students from class VII-B as the control class.

## FINDINGS AND DISCUSSIONS

### Findings

Based on the results of the pretest and posttest of the experimental group which consisting of 33 students, presented in the following table:

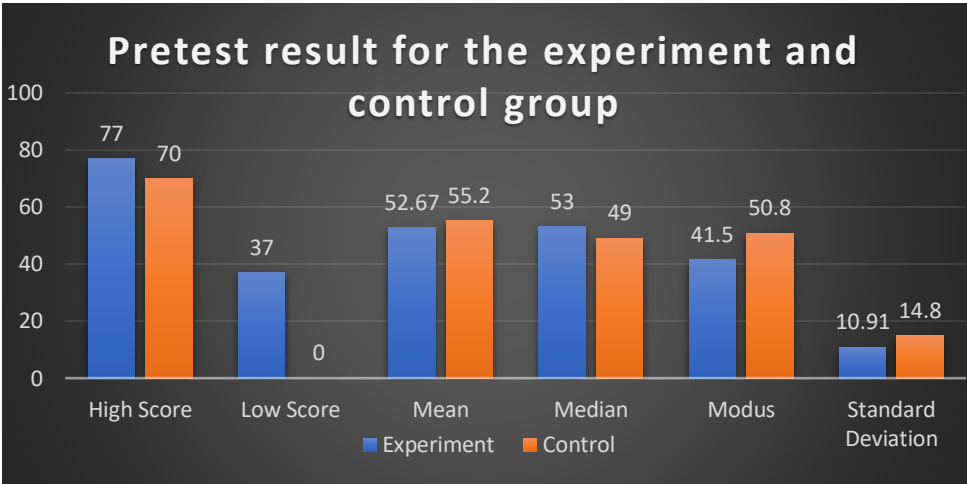
**Table 2: The results of the pretest and posttest of the experimental group**

Data	Experimental Group		Control Group	
	Pretest	Post-test	Pretest	Post-test
<b>High Score</b>	77	90	70	87
<b>Low Score</b>	37	43	0	0
<b>Mean</b>	52,67	71,8	55,2	63,7
<b>Median</b>	53	75,9	49	53,3
<b>Modus</b>	41,5	76,6	50,8	56,25
<b>Standard dev.</b>	10,91	14,58	14,8	16,04

Based on the table above, the measures of concentration and distribution of pretest data for the experimental group are: the largest score is 77 and the smallest score is 37, the average (mean) is 52.67, median of 53, mode of 41.5 and standard deviation of 10.91. While the data on the results of the posttest the highest score was 90 and lowest score of 43, average (mean) 71.8, median of 75.9, mode of 76.6 and standard deviation of 14.58. Based on the table above, the

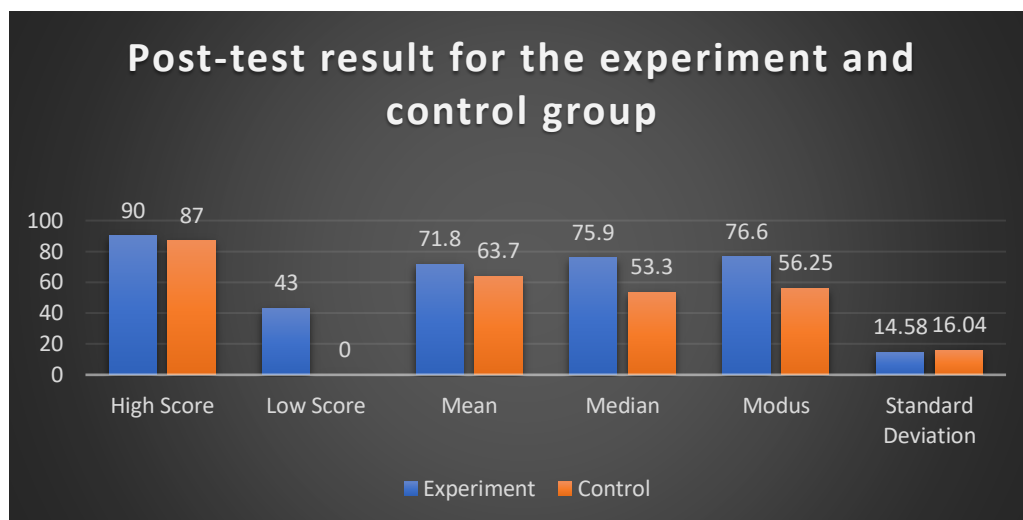
control group obtained pretest result data, namely: the largest score is 70 and the smallest score is 0, the average (mean) is 55.2, the median is 49, the mode is 50.8 and the standard deviation is 14.8. while the data from the posttest results are highest score is 87 and the lowest score is 0, average (mean) 63.7, median of 53.3, mode of 56.25 and standard deviation of 16.04. The following is a recapitulation of the pretest data of the experimental and control groups control groups can be seen in the following bar chart:

**Picture 1: Histogram of Pretest Result data from The Experiment and Control Group**



The recapitulation of post-test data for the experimental group and control group can be seen in the following bar chart:

**Picture 2: Histogram of Post-test Result data from The Experiment and Control Group**



## Discussions

In this research, the application of blended learning model in Junior High School, Sekolah Indonesia Kuala Lumpur (SIKL) is a new-research, that creates a different learning atmosphere than usual. Based on the results of the research analysis, the difference in learning models used as a whole, shows that the blended learning model as an experimental model is better than the conventional learning model that is usually used. Based on the results of the research analysis, the differences in the learning models used overall show that the blended learning model as an experimental model is better than the conventional learning model commonly used.

From the results of the study, it can be seen that the average value of learning outcomes in the experimental class has increased significantly, where the average value of posttest learning 71.8 is greater than the value of pretest learning 52.67, so that the blended learning model affects student learning outcomes more than the conventional model. In this study, it is clear that the blended learning model is able to provide changes in student learning outcomes, so that the blended learning model becomes one of the learning models that can be used to improve student learning outcomes. Blended learning model becomes one of the effective learning models that teachers can do for learning activities to create a new learning atmosphere by providing convenience for students through distance education students through distance education.

Through the t-test conducted, there is a significant difference, meaning that the difference is due to the treatment with the blended learning model. With a significance level of 0.05, the  $H_a$  acceptance area is  $t\text{-table} < t\text{-count}$  or  $2.036 < 2.171$ , so  $H_o$  is rejected and  $H_a$  is accepted. Based on the normal gain test, it is known that the average normal gain of the experimental class is

0.404 and the control class is 0.189. From this value it can be said that the average normal gain in the experimental group is greater when compared to the control group.

Based on the results of observations made by the English teacher of junior high school Sekolah Indonesia Kuala Lumpur (SIKL) against the researcher, it shows that the aspects assessed are in accordance with the steps and lesson plans made by the researcher. Thus, the objectives to be achieved in the lesson design have been implemented. Therefore, the blended learning model was able to influence the learning outcomes of the junior high school students of Sekolah Indonesia Kuala Lumpur (SIKL) Malaysia.

## CONCLUSION

Based on the research and discussion, it can be seen that the learning outcomes using the blended learning model are higher than using the conventional model. This is reinforced by the results of the calculation of the posttest hypothesis test through the t-test at a significant level of 0.05 obtained the results of  $t\text{-table} < t\text{-count}$  or  $2.036 < 2.171$ , so it can be concluded that  $H_a$  is accepted. The results of this calculation prove that there is a significant effect of learning by using the blended learning model. Therefore, the blended learning model is one of the learning models that can provide changes in student outcomes and this model can be used by teachers in learning activities to create a new learning atmosphere.

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