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The Perceptions of Pendidikan Guru Penggerak Towards Blended Learning

Istiqomah

Balai Besar Guru Penggerak Jawa Timur, Indonesia

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THE PERCEPTIONS OF PENDIDIKAN GURU PENGGERAK TOWARDS BLENDED LEARNING

Istiqomah

Balai Besar Guru Penggerak Jawa Timur, Indonesia

Contributor Email: istiqomahalmaky@yahoo.co.id

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Abstract

This study aimed to report Pendidikan Guru Penggerak's views on applying blended learning in these activities. In the study, the explanatory sequential mixed method was used as the study design. The quantitative data from the survey was conducted, followed by the follow-up interview, documentation study, and focus group discussion (FGD) as the qualitative data. To collect the data in this study, a specifically perceives of using blended learning in PGP was distributed to the total sample of 28 Guru Penggerak Angkatan 1 from Kabupaten Lombok Timur, Kabupaten Bima, and Kota Malang. Then, the interview was conducted with three selected participants from each city/regency, while the FGD involved the entire sample. The aim was to gain a deeper understanding of the research results. The results showed that participants perceived blended learning in PGP very well in terms of learning management system (LMS), synchronous and asynchronous online learning, and face-to-face mentoring and lokakarya. The realization of a learning community among fellow participants was an added value for PGP. As a result, participants could also improve their teaching skills which ICT-based.

Keywords: *Blended Learning; Pendidikan Guru Penggerak; Learning Management System.*



A. Introduction

The 2018 Programme for International Study Assessment (PISA) report released on December 3, 2019, placed Indonesia 6th out of the bottom, or 74 out of 79. The decline in Indonesia's PISA in 2018 compared to 2015 can be seen in three aspects: (a) reading ability from 397 decreased to 371; (b) math ability from 386 decreased to 379; (c) and science performance ability from 403 decreased to 379. These low PISA results are reasons for Kemendikbudristek to carry out educational transformation. One of the educational transformations is carried out by Kemendikbudristek, Ministry of education, culture, research, and technology of the Republic of Indonesia. Kemendikbudristek. One of the educational transformations in question is carried out by Kemendikbudristek by holding *Pendidikan Guru Penggerak* (PGP).

The first batch of PGP implemented in July 2020 ended in July 2021. The PGP was held for 9 months and was carried out by combining online learning activities, offline workshops, online conferences or virtual face-to-face, and face-to-face mentoring. The learning stages that CGP must go through are packaged in the MERDEKA path, *Mulai dari diri* (Starting From Self), *Eksplorasi Konsep* (Concept Exploration), *Ruang Kolaborasi* (collaboration room), *Refleksi Terbimbing* (Guided Reflection), *Demonstrate Kontekstual* (Contextual Demonstration), *Elaborate Pemahaman* (Elaboration of understanding), *Koneksi Antarmateri* (Connections between Materials), and *Aksi Nyota* (Real Action). Activities in each of these paths can be detailed in the following table.

Table 1: MERDEKA learning stage

Stage	Learning moda	Teacher
<i>Mulai dari diri</i>	Online at LMS	Facilitator
<i>Eksplorasi konsep</i>	Online at LMS	Facilitator
<i>Ruang Kolaborasi</i>	Virtual conference	Facilitator
<i>Refleksi Terbimbing</i>	Online at LMS	Facilitator
<i>Demonstrasi kontekstual</i>	Online at LMS	Facilitator
<i>Elaborasi pemahaman</i>	Virtual conference	Instructor
<i>Koneksi antarmateri</i>	Online at LMS	Facilitator
<i>Aksi nyata</i>	Online at LMS	Facilitator
	Face-to-face mentoring	Practice Mentor

In addition to these activities, for 9 months of training, CGPs also attend face-to-face workshops with *Pengajar Praktik*. It starts from *Lokakarya 0* (Zero) at the beginning of the PGP implementation until *Lokakarya 9*. Quoting from Kompas.com on September 16, 2021, it was stated that as many as 2,395 PGP participants, commonly called *Calon Guru Penggerak* (CGP), passed. Of these, 94.84% graduated with a very good predicate, 4.33% graduated with a good predicate, 0.58% passed with a sufficient predicate, 0.12% with a moderate predicate, and the remaining 0.12%. Less predicated. The high predicate that *Guru Penggerak* can achieve, the term for CGP who has completed and passed the PGP, shows that PGP has succeeded well, including the training implementation process carried out by blended learning.

Blended learning describes a learning experience that combines face-to-face and online teaching. In this blended learning, students get two learning experiences, face-to-face and online. Blended learning is all learning that is carried out by combining the method of delivering face-to-face learning with synchronous and asynchronous learning using computer technology. Narmaditya et al. (2020) found evidence that blended learning that combines asynchronous LMS methods with synchronous web meetings results in better learning than only LMS or web meetings.

The application of blended learning in teacher training has several advantages, including flexibility, continuous reinforcement of content and skills, real-world application of theory, and saving time. Synchronous sessions with web meetings and asynchronous sessions with LMS are advantages of blended learning because participants can access them from anywhere (Hall & Villareal, 2015). Several studies have shown that teacher satisfaction is highly towards implementing blended training in learning experiences and professional skills development. Most studies show a high level of teacher satisfaction with a mixed approach, both in terms of learning experiences and professional skills development example, (Biasutti, Frate, and Concina, 2019; Doğan & Gülbahar, 2018; Hensley,



2020). Blended learning allows teachers to participate flexibly in training in terms of time and location. It can also save costs that should be incurred as transportation costs to the training location. Kennedy (in Hensley 2020) added that blended learning in teacher training also allows collaboration between teachers in the learning community formed in training.

Teachers participating in pre-service training in Vietnam expressed their satisfaction with the use of blended learning in their training program (Pham, 2021). He also reported that most participants preferred online and face-to-face blended learning. Their high satisfaction is due to the quality of teaching, learning resources, colleague and teacher-student interactions, and technology functionality. Teacher satisfaction in blended learning training is because of the balance of online and face-to-face components and student-lecturer and student-student interactions in blended learning (Hensley, 2020). The application of blended learning in teacher training in Ukraine was also found to provide many advantages, (1) Facilitates the use of various media tools and resources to produce and deliver content, optimize study time, and reduce costs; (2) Allows multiple options to access and produce content synchronously and asynchronously, with or without the help of instructors/ lecturers; (3) Offers a combination of various patterns of social interaction in synchronous/ asynchronous scenarios that meet different needs and learning styles; (4) Allows to take advantage of online resources, as well as collaborative learning opportunities; (5) Offers additional, carefully designed, and varied learning materials available anywhere and anytime (Byrka & Management, 2017). Synchronous blended learning is often used to organize and deliver learning and maintain quality because blended learning can accommodate technology quickly (Darmono & Maryam, 2019).

Ivone, Mukminatien, & Tresnadewi (2020) reported that 94% of training participants had a positive response to the implementation of blended learning training activities as a whole due to the suitability of the training materials, the clarity of the presenters, and the usefulness of the training. Purwasih & Apsari (2021) found that training and mentoring for



blended learning based on Moodle LMS can improve teaching competencies so that they can carry out online learning to the demands of the 21st century.

Blended teacher training at the time of the Generation 1 Mobilization Teacher Program in 2020 can be said to be a new mode of training. Many people question its effectiveness both in terms of process and results. This study aims to determine the effectiveness of blended learning in Activating Teacher Education (PGP) in the perception of Motivating Teachers (trainees who have completed this training and have passed).

B. Method

This study uses a mixed method, which uses a quantitative descriptive method for the initial data, then a qualitative one. Mixed research is a procedure for collecting, analyzing, and mixing quantitative and qualitative methods in a study or series of studies to understand the research problem (Creswell, 2010). The aim is to conduct an exploratory study by conducting hypothesis testing, exploring the findings of the above test results in a focused manner. Activities are carried out by (1) Collecting data through questionnaires (primary data) or documentation studies (secondary); (2) conducting observations, interviews, participatory, document reviews, and discussions through focus group discussion (FGD) on the findings of the first stage. Observations and participation were carried out by observing conference activities via Zoom and G Meet with Instructors and Facilitators, as well as at *Lokakarya 7*. Interviews were conducted face-to-face and virtual (using G Meet). FGDs were conducted to confirm the findings after the data was collected and analyzed.

Quantitative data in this study was used to determine how the Motivator Teacher's perception was descriptively, then analyzed using a qualitative approach to find the root cause and dominant factors that influenced the Motivator Teacher's perception of the effectiveness of the application of blended learning in PG. After that, it was analyzed to find the



recommended solution to overcome the problem of the effectiveness of the blended learning application in PGP.

The data in this study are divided into primary data and secondary data. Primary data is obtained directly, which includes (a) *Guru Penggerak's* perception of the application of blended learning in PGP; (b) factors that influence GP's perception of the application of blended learning in PGP. Secondary data is data obtained indirectly. This data was obtained from video recordings of the conference process via Zoom and G Meet, interviews via G Meet with several *Guru Penggerak*, and the results of direct observations of face-to-face implementation in *Lokakarya* activities.

The first phase analyzes quantitative data to determine GP's perception of applying blended learning in PGP. Furthermore, the findings from this quantitative data analysis were confirmed with primary data in the form of qualitative data in the form of descriptions.

The population of this study was all participants PGP who passed the PGP under the PPPPTK PKn IPS work unit, which consisted of 80 teachers called by *Guru Penggerak* (GP). They are from East Lombok Regency, 48 GPs from Bima Regency, and 60 GPs from Malang City. Sampling was carried out at stratified randomness; 20% of the total number of GPs was taken in each region so that 38 people were determined randomly with details of 16 GPs from East Lombok Regency, 10 GPs from Bima Regency, and 12 GPs from Malang City.

C. Result and Discussion

The result section is provided before the discussion section. Each section stands alone as a subtitle. The result and discussion should be written in not less than 60% of the entire body of the manuscript.

1. Result

The research findings obtained from the results of the questionnaire data analysis are as follows.



a. Description of Research Subject Characteristics

Based on the analysis of the questionnaires filled in by the research subjects, the information on the research characteristics is obtained as follows.

Table 2: Characteristics of research subjects

Aspect	Characteristics	Amount
Gender	Man	16
	Woman	12
Level of education in the workplace	Kindergarten	3
	Elementary School	14
	Junior High School	7
	Senior High School	4
Employment status	ASN	22
	Non-ASN	6

In addition, data related to the equipment used by the research subjects in participating in the PGP was also obtained, as shown in the following table.

Table 3: Type of Device Used to Participated in PGP

Device type	Frequency
Laptop	2
Laptop and cellphone	22
Cellphone	1
Laptop, Cellphone, PC	3

b. Description of Guru Penggerak Perception of PGP LMS

The results of the distributed questionnaire analysis and GP's perception of the PGP LMS can be seen in table 3 below.

Table 4: Results of GP's perception of LMS PGP

Perception Category	Frequency	Percentage
Very good	20	72
Good	8	18
Enough	-	-
Not good	-	-
Bad	-	-

Based on the table above, it can be seen that as many as 20 people (72%) rate the LMS as excellent, and the remaining 8 people (18%) rate the LMS as good.



c. Description of Guru Penggerak's Perception of the Internet and Electricity Network in PGP

Guru Penggerak's perception of internet and electricity networks during PGP can be seen in table 4 below.

Table 5: Description of GP perception of sessions on the internet and electric networks

Perception Category	Frequency	Percentage
Very good	19	67,8
Good	8	28,6
Enough	1	3,6
Not good	-	
Bad	-	

The table above shows that most GPs, namely 19 people, perceived the Internet and electricity networks used when participating in the PGP very well. The rest, as many as 8 people (28.6%), said it was good, and the remaining 1 (3.6%) said it was enough.

d. Description of Guru Penggerak's Perceptions in Conference or Virtual Face-to-Face Sessions

Guru Penggerak's perception of the conference session or virtual face-to-face with the Instructor and Facilitator can be seen in the following table.

Table 6: Description of GP perception in conference or virtual face-to-face sessions

Perception Category	Frequency	Percentage
Very good	26	96,75
Good	2	3,25
Enough	-	
Not good	-	
Bad	-	

Based on table 6 above, it can be seen that most of the GPs, namely 26 people (96.75%), perceived the conference session or virtual face-to-face with the instructor and facilitator as very good, and only 2 people (3.25%) perceived it good.



e. Description of Guru Penggerak's Perceptions in Online or Face-to-face Sessions

Guru Penggerak's perception of offline or face-to-face sessions with *Pengajar Praktik*, both in individual mentoring sessions and *Lokakarya*, can be seen in the following table.

Table 7: Description of GP perception on offline or face-to-face sessions

Perception Category	Frequency	Percentage
Very good	22	79,60
Good	6	21,4
Enough	-	
Not good	-	
Bad	-	

Table 7 above shows that as many as 22 people (79.60%) perceive offline or face-to-face sessions well, and the remaining 6 (21.4%) perceive good.

f. Factors Supporting GP's Perception of the Application of Blended Learning at PGP

Factors supporting GP's perception of the application of blended learning in PGP were determined by identifying the question items in the questionnaire with the highest average answer score. The data is then used to formulate questions to research subjects conducted online and reinforced by listening to video recordings at conference sessions and *Lokakarya* activities.

The items with the highest scores in each aspect of PGP blended learning can be seen in the following table.

Table 8: The Highest Score in Each Aspect of PGP Blended Learning

Question number	Average score	Aspect	Question points
9	4,25	LMS	The material presented in the LMS is balanced between knowledge and skills
10	4,32	LMS	Learning activities at LMS require me to apply theory in actual practice
16	4,28	Internet and electricity	There is no problem with the electricity where I participate in PGP



Question number	Average score	Aspect	Question points
18	4,3		Internet data is not a problem for me in participating in PGP
21	46,5	Conference session/ online	The facilitator can use digital platforms and applications to clarify explanations well in virtual sessions
24	46	Face-to-face/ offline sessions	The Practical Teacher facilitates the offline <i>lokakarya</i> activities well
25	45,7		<i>Pengajar Praktik</i> accompanies CGP in consultation sessions and guidance in completing assignments.

These questions were then examined and developed into document analysis materials by reviewing LMS, video recordings, portfolios of GP learning outcomes, interviews, or FGDs. The results obtained findings related to the factors that support the perception of GP in applying blended learning in PGP are as follows.

g. Supporting Factors Related to LMS

The material presented in the LMS is packaged in narrative text, images, and even videos. The following is a breakdown of the material to be studied and GP activities on LMS at each stage of the MERDEKA flow.

Materials in the form of knowledge and skills in LMS can be seen in *Mulai dari Diri, Ruang Kolaborasi's second meeting, Refleksi Terbimbing, and Demonstrate Kontekstual*. In contrast, the knowledge material is found in *Elaborasi Konsep* and *Ruang Kolaborasi's second meeting*. Every training material presented at LMS ends with a concrete action stage requiring CGP to apply the knowledge they have learned through *Aksi Nyata's*.

h. Supporting Factors Related to Internet and Electricity

The availability of internet and electricity networks is a prerequisite that must be fulfilled in internet-based learning. Both wholly online and blended learning. Almost all CGPs state that the electricity network where they participate in PGP is available, which allows them to participate in PGP



well. Regarding the internet network, their ability related to internet data is not a problem for them. They buy their internet data and use a Wi-Fi network at home or school. Although the replacement fund for purchasing new internet data is paid at the end of each learning module, it is not a problem.

i. Supporting Factors Related to Online Sessions/ Conferences

In PGP, there are two types of virtual or online activities that CGP must participate in, namely in the AD and DA stages. The *Ruang Kolaborasi* with the facilitator has been carried out twice in meetings. The activities in the *Ruang Kolaborasi* for the first meeting were almost half the time filled with discussions between participants and their groups. The class is divided into several groups, each discussing in a different breakout room (BOR). The activity in the second meeting, Collaboration Room (*Ruang Kolaborasi*), is the presentation of group work results. The second offline class is Understanding Elaboration (*Elaborasi Pemahaman*). This stage allows the participants to elaborate their understanding after studying the material independently, doing assignments, and discussing with groups under the facilitator's guidance. The Understanding Elaboration is preceded by the submission of questions uploaded to the LMS on matters that are not yet understood.

j. Supporting Factors Related to Face-to-face Sessions with Practical Teachers

Factors supporting GCP's perception of blended can be seen face-to-face with PP and from PP's competence and seriousness in carrying out his role. The first role is in individual mentoring activities. Individual mentoring is done face-to-face. In this activity, PP accompanies CGPs in completing their tasks, authentic action tasks. The material learned through the learning management system and virtual face-to-face with instructors and facilitators manifests in actual school actions. PP assists with coaching techniques. This technique allows CGP to solve the problems it faces in taking real action. They are not based on directions from PP, but PP



sharpens GCP's abilities in coaching sessions. The ability of PPs to become good coaches is a decisive factor for CGP in completing their tasks.

In the workshop session, it was not only the PP's mastery of the material that significantly determined the GCP's perception of implementing the Blended Learning Teacher Program. The PP's skills in class management, liven up the atmosphere with fun games, are also very decisive. Another equally important thing is the facilitation of space and learning facilities and good service from the committee.

k. Factors Inhibiting GP Perception on the Application of Blended Learning in PGP

The inhibiting factor for GP's perception of the application of blended learning in PGP is done by identifying the question items in the questionnaire with the lowest average score. These question items are then used to formulate questions to research subjects conducted online and reinforced by listening to video recordings at conference sessions and *Lokakarya* activities. The results were then clarified in the FGD.

The items with the lowest scores in each aspect of PGP blended learning can be seen in the following table.

Table 9: The Lowest Score in Each Aspect of PGP Blended Learning

Question number	Average score	Aspect	Question points
2	3,20	LMS	I can access the LMS anywhere and anytime easily.
11	2,90		In LMS, I can easily ask questions and get a response from the Facilitator
15	3,6	Internet and electricity	The internet network where I participate in PGP is good and has no problems
18	3,6		I access the Internet at home to participate in PGP.

There were no inhibit for aspects of the conference session or offline with the instructor and facilitator and face-to-face/offline with the *Pengajar Praktik* (PP). It is based on the perception category of each question item in the two aspects that are categorized as very good.



2. Discussion

Perceptions of PGP participants can be seen from the LMS aspect; as many as 20 people (72%) said it was perfect, and the remaining 8 people (18%) said it was good. This perception is influenced by various reasons, including (a) LMS provides a variety of learning activities such as reflection, reading modules, answering questions, and making projects. Participants can also choose the form of the task. It can be in the form of poems, monologues, articles, posters, sound recordings, and videos.

The LMS's variety of materials, presentation methods, and learning activities encourage participants to think critically in training. This is in line with the findings of (Darmono & Maryam 2019) that synchronous learning in LMS makes participants independent and applies their critical thinking skills to master the material and complete their tasks. The combination of synchronous learning used in the conference and asynchronous sessions in the LMS compared to only synchronously with web meetings or only face-to-face. This is in line with the findings of (Narmaditya et al., 2020). (b) Easy access anytime and anywhere.

Participants can study and do assignments anytime and anywhere as long as there is an internet connection. Most of the tasks can also be done at any time as long as it is within the training schedule. Only some tasks have limited upload time, such as *Koneksi Antarmateri* and *Aksi Nyota*. This advantage is in line with the finding (Hensley, 2020) that teachers are satisfied with the practice of blended learning. (c) Participating in long-term (9 months) training without a break with an LMS such as PGP is the first experience for all participants. Therefore, they rate it very well because using LMS allows them to continue participating in the training without leaving their teaching duties.

It was perfect because of the availability of the internet network and electricity used when participating in the PGP. The rest, as many as eight (8) people (28.6%), said it was good, and the remaining two (2) people (3.6%) said it was enough. All PGP participants live and teach in areas that already have electricity (PLN) and are connected to the internet network.



Perceptions of the conference session or virtual face-to-face with the instructor and facilitator were (a) 26 people (96.75%) perceived the conference session or virtual meeting with the instructors and facilitators to be very good, and only two (2) people (3.25%) perceived it as good. In the online virtual face-to-face session, the instructors and facilitators delivered the material well, used various online learning media, and allowed participants to ask questions or express opinions. The skills of these instructors and facilitators are an integral part of the lengthy selection process. Facilitators, for example, must pass administrative selection and interviews to ensure they are fit to facilitate PGP participants. Not only do the provision of knowledge and experience train teachers, but their skills in digital technology-based teaching are also very decisive. After being declared to have passed the selection, they must also attend a briefing about the use of information and communication technology (ICT).

During this conference session, participants discuss with fellow participants to improve understanding and complete tasks. Participants perceive it very nicely because the online session allows them to participate in this activity without being bound by place and time. This is in line with the findings of (Hall & Villareal, 2015), who found that space and time flexibility to attend synchronous and asynchronous sessions is one of the advantages of blended learning.

The thing that most supports the perception of CGP about implementing online classes with Facilitators can use the online conferencing application *Zoom* and *G Meet* properly so that online learning can run smoothly. They also use various learning support applications such as *Mentimeter*, *Jamboard*, *Padlet*, *Wheel of name*, and others. The ability of the facilitators and instructors to use these applications, apart from making it easier for participants to understand the material, also inspired CGPs to learn to use them.

Outside of PGP's scheduled virtual meeting sessions, participants also use *G Meet* or *Zoom* a lot to complete their tasks. They also use this conference method to share and inspire each other. For example, they are learning

together using G Meet, Jamboard, and Mentimeter, creating presentations using Canva, and creating videos with Canva and Powtoon.

Participants' perceptions related to face-to-face sessions with PP, both in mentoring sessions and *Lokakarya*, as many as 22 people (79.60%) perceived offline or face-to-face sessions as very good, and the remaining 6 people (21.4%) perceived good. Like facilitators, to become PP, they must undergo the selection stages: administrative selection, essays, interviews, and teaching practice. This face-to-face session allows participants to solve better their difficulties in completing tasks because they can interact directly with PP.

The variety of materials and the various ways of presenting the material in the LMS, in the form of narrative texts, images, and even videos, are factors that support the perception of the application of blended learning. This method not only prevents participants from feeling bored because they have to deal with long and written severe texts but also facilitates the various learning models of participants.

The following is a breakdown of the material to be studied and GP activities in the LMS at each stage of the MERDEKA flow. Materials in the form of knowledge and skills in LMS can be seen in *Mulai dari Diri*, the first and second meeting of *Ruang Kolaborasi*, *Refleksi Terbimbing*, and *Demonstrate Kontekstual*. At the same time, the knowledge material is found in *Elaborasi Konsep* and the second meeting of *Ruang Kolaborasi*. Every training material presented at LMS always ends with a concrete action stage that requires CGP to apply the knowledge they have learned through *Aksi Nyota*'s actions.

The availability of internet and electricity networks is a prerequisite that must be fulfilled in internet-based learning. Both wholly online and blended learning. Almost all CGPs state that the electricity network where they participate in PGP is available, which allows them to participate in PGP well. Regarding the internet network, their ability related to internet data is not a problem for them. They buy their internet data and use a Wi-Fi network at home or school. Although the replacement fund for purchasing new internet data is paid at the end of each learning module, it is not a problem.



In PGP, there are two types of virtual or online activities that CGP must participate in: the *Ruang Kolaborasi* and *Elaborasi Pemahaman*. The *Ruang Kolaborasi* with the facilitator is carried out twice in meetings. The activities in the *Ruang Kolaborasi* for the first meeting were almost half the time filled with a discussion between participants and their groups. The class is divided into several groups, and each group discusses in a different breakout room (BOR). The activity in the second meeting *Ruang Kolaborasi* is the presentation of group work results. The second offline class is the *Elaborasi Pemahaman*. This stage allows the participants to elaborate their understanding after studying the material independently, doing assignments, and discussing with groups under the facilitator's guidance.

Elaborate Pemahaman is preceded by the submission of questions uploaded to the LMS on matters that are not yet understood. Before the online session, the instructor has read and studied the questions to determine which ones will be discussed in the online session. This finding is in line with (Martínez-abad & Gamazo, 2020), who found that online learning encourages participant-centered learning, and through their learning community, they conduct investigations. (Willett, Brown, and Danzy-Bussell, 2019; Martinez & Barnhill, 2017).

The thing that most supports the perception of CGP about implementing online classes with facilitators can use the online conferencing application Zoom and G Meet properly so that online learning can run smoothly. The ability of the facilitators and instructors to use these applications, apart from making it easier for participants to understand the material, also inspired CGPs to learn to use them. The learning community that was formed was another benefit that the participants felt. This is acknowledged by one participant who said, "Together with other CGP friends, I learned many online learning applications. Now, I can create great presentations with Canva or Powtoon." The formation of a learning community positively impacts online learning (Byrka, 2017) and (Hensley, 2020), which shows that

blended learning provides a more student-centered learning environment and allows students to use technology in creative and diverse ways to demonstrate their understanding.

The supporting factor for GCP's perception of blended is seen from the face-to-face session with PP. It can be seen from PP's competence and seriousness in carrying out their role. The first role is in individual mentoring activities. In this face-to-face activity, PP accompanies CGP well. They help CGPs to complete *Aksi Nyata* tasks well. The roles of the two PPs in the *Lokakarya* activities were well done. Offline *Lokakarya* activities not only run smoothly and can achieve the set goals but are also fun. PPs are recognized for creating a training room full of enthusiasm and excitement.

One participant described his joy in participating in the *Lokakarya* as follows. "*Lokakarya* is the activity that we look forward to the most. Besides being able to refresh from the boredom of online learning, we can present our *Aksi Nyata* directly and can share with each other." Some stated, "During the workshop, we were able to discuss and ask questions directly with the PPs, even with the facilitators who were present as monitoring and evaluation officers."

Participants also recognized mentoring and workshops as strengthening mastery of the material and minimizing misunderstandings about the material. Moreover, in practice, the Facilitator and PP communicate with each other to be able to guide the participants. This finding is in line with the research results of Greene (2015), face-to-face, blended learning will help students clarify the problems studied and create informal learning; and encourage creativity and innovation of students (Alwiyah & Imaniyati, 2018; Hall & Villareal, 2015).

The internet network and electricity cause some barriers related to LMS. Two things related to LMS are inhibiting factors for implementing blended learning in PGP. First is the ease of accessing the LMS. Internet and electricity network problems and decreased LMS server performance are problems for some CGPs. Several CGPs admitted that they had problems accessing the LMS and taking online classes when there was an



internet signal disturbance. Participants also have difficulty accessing the Internet when the electricity goes out, or there are blackouts, including when there is a flood in Bima Regency. Some CGPs also admitted that the internet signal is not suitable where they live. Hence, they must use the internet network in other places, such as schools, relatives' places, or other public facilities where the internet signal is better. This finding is in line with previous studies, which state that infrastructure problems, feeble internet signals, or the absence of an internet network are a problem in online learning and blended learning (Burden & Hopkins, 2016).

The second problem is that CGP feels that asking and answering questions or consulting with the facilitator at LMS is not practical. CGP chose to use the WhatsApp group because the facilitator responded faster. The solution is that the facilitator must be more active in answering CGP questions in the LMS because the activities carried out in the LMS can be tracked so that they can be studied and observed again at another time.

D. Conclusion

The application of blended learning in PGP was perceived very well by participants in terms of LMS, synchronous and asynchronous offline learning, face-to-face mentoring, and *Lokakarya*. The realization of a learning community between fellow participants is an added value that makes participants not only master the training material but also can improve ICT-based teaching skills.

Factors that support GP's perception of the application of blended learning in PGP in this study have not been seen from the psychological aspects of the personnel involved, such as motivation, resilience, and GP competence which may influence their perceptions. Research on this needs to be done, considering that in order to take part in the PGP, participants must follow a reasonably strict selection. Other research related to how PGP impacts GP's performance and how GP implements GP's values and roles and applies them in carrying out their teaching duties needs to be done to determine that PGP is effective.



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