



JOURNAL OF CONTEMPORARY  
GENDER AND CHILD STUDIES

Vol 1 No 2 Year 2022 Page 41-46

<https://zia-research.com/index.php/jcgscs>

## Digital Learning Strategies in Improving the Learning Experience of Elementary Students in View of Gender

Khairunnisa

Universitas Islam Negeri Sumatera Utara, Indonesia

Email : [0203khairunnisa@gmail.com](mailto:0203khairunnisa@gmail.com)

### ARTICLE INFO

#### Article history

Received 20 September 2022

Revised 27 November 2022

Accepted 28 December 2022

#### Keywords

Blended Learning

Elementary Age Children

Learning Experience

### ABSTRACT

*This study aims to describe blended learning in order to improve the experience of elementary school students in terms of gender. This study uses a qualitative description with a phenomenological approach, namely describing or describing the object of study in terms of events as they appear or as they are. The results of the study show that learning can be carried out online using blended learning, so there is a need for full learning focus and attention because students feel happy and challenged when participating in learning activities in class. Student learning experiences are influenced by supporting and inhibiting factors. Students who are physically and mentally healthy as well as good environmental conditions can foster good student interest in learning. Blended learning is very useful for learning during a pandemic like today because it can trigger children's interest in learning and make them more motivated to learn.*

### ABSTRAK

*Penelitian ini bertujuan untuk mendeskripsikan blended learning agar meningkatkan pengalaman siswa usia dasar ditinjau dari aspek gender. Penelitian ini menggunakan deskripsi kualitatif dengan pendekatan fenomenologi yaitu mendeskripsikan atau mendeskripsikan objek kajian dalam artian peristiwa sebagaimana tampak atau sebagaimana adanya. Hasil penelitian menunjukkan bahwa pembelajaran dapat dilakukan secara daring dengan menggunakan blended learning, sehingga perlu adanya fokus pembelajaran sepenuhnya dan perhatian tersebut dikarenakan siswa merasa senang dan tertantang ketika mengikuti kegiatan pembelajaran di kelas. Pengalaman belajar siswa dipengaruhi oleh faktor pendukung dan penghambat. Siswa yang sehat jasmani dan rohani serta kondisi lingkungan yang baik dapat menumbuhkan minat belajar siswa yang baik. Blended learning sangat bermanfaat untuk pembelajaran di masa pandemi seperti saat ini karena dapat memicu minat belajar anak dan membuat mereka lebih termotivasi untuk belajar.*

### PRELIMINARY

Elementary school children aged 6-12 are currently born in the digital era. Almost all game devices used by children are based on computer buttons. Likewise, children can access animation (cartoons), music and other programs at the touch of a button, after which a wide selection of films appears on the monitor screen. With the push of a button, kids can start playing games, listening to music, telling stories and more. from desktop applications, whether directly connected to the internet or applications that have been downloaded or pre-installed. Children can also access various learning materials available on the Internet.

Through the internet a lot of learning material is presented in the form of stories, photos, pictures, diagrams, graphs and other materials that are presented interactively, whether in the form of animations, videos or other audiovisual elements. Therefore, most children prefer online learning via the internet rather than face-to-face learning. Ironically, children's internet learning is carried out without the control of teachers or parents. not programmed, not oriented, objectives are not clear, and results are not recognized as part of school performance appraisal. Learning via the internet is an unplanned parallel activity and is carried out only by students who take the initiative to increase their knowledge. Some other

students only access the Internet to adventure on sites with interesting cartoons and games (Suhartono, 2017).

To adapt to the trend of children's internet access as described above, teachers must be innovative in choosing and determining learning methods. An innovative learning method that is claimed to be able to satisfy students' desire for internet access is blended learning. Blended learning is a learning method that integrates face-to-face and distance learning using various online learning resources. This blended learning method has been widely used in higher education institutions and schools, be it junior or senior high schools, led by teachers who are creative and enjoy using creative media such as learning on the internet. Meanwhile in elementary schools, very little is being done because many elementary school teachers are not familiar with online learning materials. In fact, many teachers and people with an interest in the world of education have compiled teaching materials and educational articles that can be used as references and enrichment of teaching materials for students' teaching and learning, including elementary school students. Teachers and students can easily access and download learning materials.

Ironically, there are still many teachers (especially elementary school teachers) who have not used this media for various reasons such as not having a computer connected to the internet, there are still some teachers who are not familiar with this online media. While some students are accustomed to accessing the internet at home or in internet cafes (cafe), playing games and accessing various learning materials is in line with their learning tasks at school. The above description shows that the supporting interests of elementary school education, both teachers and the level of the education office, are starting to incorporate the trend of student internet access into educational activities. One of the learning methods that can combine face-to-face classroom learning with internet-based media learning is blended learning. With this approach, learning becomes interesting and meaningful. Learning is interesting because it can satisfy students' desire for internet access and is meaningful because learning uses various learning media such as images, photos, text and videos that are widespread on the internet.

Students' preference for internet access as a learning medium can be programmed by the teacher based on the curriculum, assessment tools can be prepared, and controlled implementation can be carried out. Thus, students' internet access activities are oriented according to the school program programmed for students to study and research. Blended learning can create interesting, interactive, diverse, and meaningful learning activities. With blended learning, students can study with more time because students can study after working hours directly outside the classroom (Suhartono, 2017).

Harding, Kaczynski and Wood stated that, blended learning is a learning method that combines conventional (face-to-face) and distance learning with online learning resources with various media choices (text, images, diagrams, audio, video) accessed by teachers and students from the Internet. . In previous studies conducted by Semler, he said that blended learning is a combination of online and face-to-face learning. Completion of learning tasks by students can be done in class and outside the classroom independently. Thus the learning experience of students is wider because students use various sources or various media or both media in class and media accessed from online media. Thus learning becomes more meaningful for students. In addition, research conducted by Garrison and Vaughan, by optimizing the integration of existing oral communication in face-to-face learning with written communication in online learning is the basic concept of the Blended Learning learning model (Usman, 2018).

With blended learning, the quality of learning can be improved. Hooper, Saunders and Klemming, revealed that Blended learning can improve students' competence in the social field and increase self-confidence. Monica and Fitriawati, with Blended Learning educators and students do not have to be in one dimension of space and time and learning can proceed and ignore both of these. Distance learning methods can be used in all four components of education namely: general education, strengthening educators' knowledge of the subjects being taught, teaching pedagogy and child development, and as a guide towards better classrooms (Kurniasari, *et.al.*, 2021).

Based on the literature review above, that e-learning is an online learning model (distance learning), so it has the ability to change traditional learning models which are said to have many drawbacks. However, the application of the e-learning model still has some limitations compared to face-to-face learning methods. These limitations include weak control caused by a lack of conceptual understanding of how educators and their students use e-learning applications, limited internet access, availability of learning modules and a lack of other student infrastructure.

Therefore, a learning model that combines face-to-face learning with online learning in an

integrated and systematic way will make the learning process more meaningful. Through this research it is expected to analyze the increase in learning outcomes and student motivation using blended learning. In fact, these results can serve as a form of recommendation for child educators in SD/MI to become archetypes in forming appropriate learning strategies given to children according to educators' provisions.

## **METHOD**

This research was conducted at Pondok Darul Jannah. Precisely in Bandar Setia Village which is in Percut Sei Tuan District. Judging from the type of research conducted in this study, using qualitative research using a phenomenological approach. The main data for this qualitative research are real actions, observations, words, the rest is complementary data such as documents. The data in this study is evidence of certain statements that can be used as evidence and as a basis for research. The data that researchers need is data related to blended learning analysis to improve learning for elementary age children in terms of gender.

Collecting data in this study are: 1) Interviews, 2) Observations, 3) Document Data, and 4) Field notes. In qualitative research, researchers must be able to state an objective truth, because data validity in qualitative research is very important to be scientifically proven (Assingkily, 2021). The expected conclusion from qualitative research is new discoveries that have never existed. Preliminary conclusions are still provisional and will change if no strong evidence is found. However, if the initial conclusions are supported by valid and consistent evidence when the researcher returns to the field to collect data, then the conclusions reached can be trusted.

## **FINDINGS AND DISCUSSION**

Blended Learning is an ordinary school associative (face to face) with learning using information technology and delivering. Through the blended learning system it becomes more flexible and not rigid. Direct learning, which tends to be synchronous, is commonly used by all teachers. Face-to-face learning has several advantages, one of which is that face-to-face learning allows the teacher to get to know the participants better (Sihabudin, 2021: 5).

The goal is for learning to be flexible, allowing children to learn at their own pace. In terms of educational goals, it is directed at the growth of children's potential to become leaders or members of society who are productive and contribute to sustainable development in society. Children gain learning experience of growing knowledge and developing skills and attitudes in solving problems in society (Nasution, *et.al.*, 2019).

Blended learning strategies vary according to discipline, year level, student characteristics and learning outcomes, and have a student-centred approach to instructional design. Blended learning can increase access and flexibility for learners, increase the level of active learning, and achieve better student learning experiences and outcomes (Dewi, *et.al.*, 2019).

In the blended learning process, teachers can also actively monitor student involvement via WhatsApp messages sent to the child's parents, to make children more serious about online learning. In addition, in blended learning, students will understand information and communication technology so that they can create better learning outcomes (Fap & Hardini, 2021).

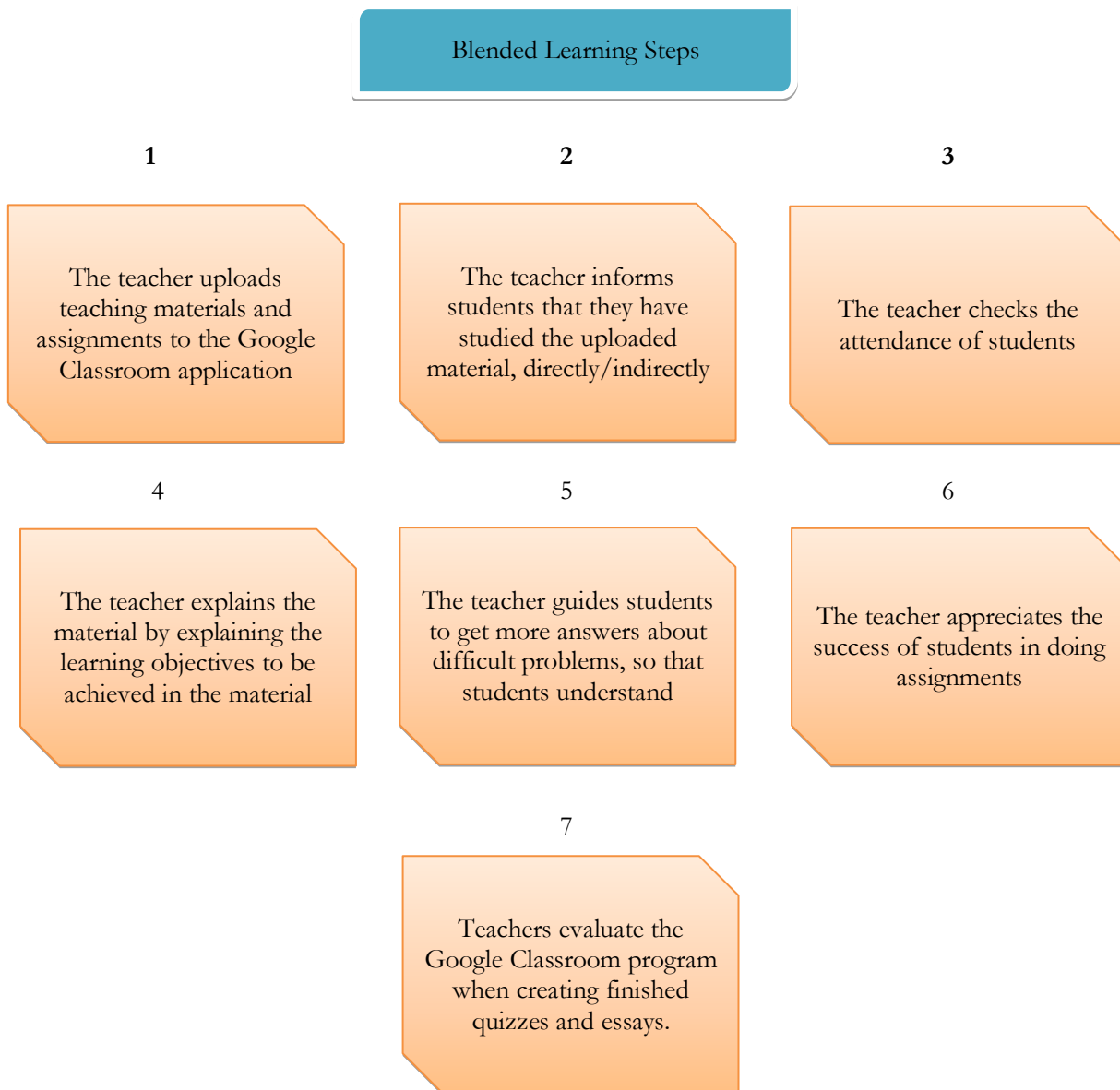


Figure 1. Steps of Blended Learning

From some of the research results, it shows that the factors that can increase the effectiveness of using the blended learning model are seen from the learning outcomes, namely complete media features that support learning needs. Furthermore, complete features will encourage and increase learning motivation which is supported by feedback to students in the form of praise (Pratama & Dermawan, 2020).

This becomes a reference for educators to apply learning models that are combined with approaches in the learning process to encourage students to improve their critical thinking skills. However, the application of this research is limited to learning media in the form of smartphones/laptops, quotas and internet connections. If students do not have a smartphone/laptop, learning cannot be carried out because the video conferencing application can only be accessed with a smartphone/laptop. Video conferencing applications are applications that require a stable and good quality Internet connection to avoid jams, disrupt the learning process and take up a lot of space (Wahyunita & Subroto, 2021).

The inhibiting factors of online learning are: 1) Many children complain about internet connection problems and children's difficulties in understanding online material. In online learning, internet quota is a very important subject, 2) children have difficulty understanding learning material, because they feel that

the learning media used is less effective because the learning environment is sometimes used as a tool to provide learning information only for children to study material in books LKS, 3) the online learning method that is applied is also less interactive, so that the online learning that is applied is one-way.

Supporting factors for online learning, namely: 1) The government as the organizer of the distance education program is responsible for policy development, which is a key factor in supporting the program's sustainability. The program must be continuously monitored and updated to improve the implementation of distance learning programs, 2) The strength of educators or teachers who strongly support mixed learning applications because all teachers are involved in the process. In this case the teacher is burdened with very high duties or responsibilities, teachers with later subjects. Responsible as a division teacher. It manages all children's learning activities in all areas they cover (Hidayat, 2021).

Based on the results of the researchers' observations, information was obtained that blended learning would motivate children to pay attention to learning. This is because learning is not only in the classroom but also online, so children need to focus fully on learning and attention, because children feel happy and challenged when participating in class activities and outside the classroom. In addition, each material provided in class facilitates understanding by reading it over and over and doing homework or quizzes at a set time in google classroom. Blended learning can improve children's learning experience in the Google Classroom application based. Blended learning is very useful for learning at the basic education level, like now because it can trigger children's interest in learning and make them more motivated to learn.

Based on the results of the researcher's interviews with the children regarding their experiences while participating in Blended Learning learning, information was obtained that children enjoyed learning using blended learning through Google Classroom or Zoom. The learning process takes place not only in class but also in e-learning. Moreover, learning with Google Classroom is not difficult because children can easily access it from computers and cellphones with the help of the internet, so children are most satisfied with children's active daily habits and utilities. In-class learning experiences and additional assignments or blended learning via Google Classroom or zoom. Using Google Classroom and zoom is so simple that it's easy for kids to learn online, and is a fun new way to keep kids engaged in the lessons on offer. Blended learning will encourage children to be more curious about the material discussed during computer or laptop learning.

## **CONCLUSION**

Based on the previous description, it can be concluded that "blended learning experience" is possible in elementary schools, especially elementary schools that already have computers connected to the internet and not connected to the internet which cannot be connected by the teacher. Teachers and students can use computers and access learning materials on computers. Internet Blended learning can be implemented in elementary schools in two ways, online and offline. Blended learning is highly recommended in elementary schools, because blended learning is an interesting and meaningful learning method. Interesting because learning can take into account the preferences of students' internet access and makes sense because it uses a variety of media and learning resources. In addition, blended learning can provide opportunities for students to learn independently outside the classroom with the help of other people or adults around students. Blended learning allows students to broaden their scientific horizons because learning media is global (online) and can partner with students and teachers from their own schools or teachers and students from other schools to add to students' scientific insights.

## **REFERENCES**

- Assingkily, M. S. (2021). *Metode Penelitian Pendidikan: Panduan Menulis Artikel Ilmiah dan Tugas Akhir*. Yogyakarta: K-Media.
- Dewi, K., et.al. (2019). *Blended Learning: Konsep dan Implementasi pada Pendidikan Tinggi Vokasi*. Bali: Swasta Nulus.
- Fap, A. M., & Hardini, A. T. A. (2021). "Blended Learning untuk Meningkatkan Hasil Belajar dan Motivasi Belajar di Masa Pandemi Covid-19" *Jurnal Inovasi Teknologi Pendidikan*, 8(1), 17-25. <https://journal.uny.ac.id/index.php/jitp/article/view/39680>.
- Hidayat, N. (2021). "Evaluasi Program Blended Learning Terhadap Hasil Belajar Siswa" *Jurnal Ilmiah Wahana Pendidikan*, 7(8), 411-419. <http://jurnal.peneliti.net/index.php/JIWP/article/view/1172>.

- Kurniasari, W., Murtono, M., & Setiawan, D. (2021). "Meningkatkan Minat Belajar Siswa Menggunakan Model *Blended Learning* Berbasis pada *Google Classroom*" *Jurnal Edocatio*, 7(1), 141-148. <http://10.31949/educatio.v7i1.891>.
- Nasution, N., et.al. (2019). *Buku Model Blended Learning*. Riau: Unilak Press.
- Pratama, N. S., & Dermawan, D. A. (2020). "Studi Literatur Model Blended Learning pada Berbagai E-Learning dalam Meningkatkan Hasil Belajar Pendidikan Vokasi/Kejuruan" *IT-Edu: Jurnal Information Technology and Education*, 5(01), 182-194. <https://ejournal.unesa.ac.id/index.php/it-edu/article/view/36817>.
- Sihabudin, S. (2021). *Blended Learning: Strategi Pembelajaran di Era Digital*. Malang: CV. Pustaka Learning Centre.
- Suhartono, S. (2017). *Menggagas Penerepan Pendekatan Blended Learning di Sekolah Dasar*. Semarang: UPBJJ-UT, 177-178.
- Usman, U. (2018). "Komunikasi Pendidikan Berbasis *Blended Learning* dalam Membentuk Kemandirian Belajar" *Jurnal Jurnalisa*, 4(1), 136-150. <https://doi.org/10.24252/jurnalisa.v4i1.5626>.
- Wahyunita, I., & Subroto, W. T. (2021). "Efektivitas Model Pembelajaran Blended Learning dengan Pendekatan STEM dalam Upaya Meningkatkan Kemampuan Berpikir Kritis Peserta Didik" *Edukatif: Jurnal Ilmu Pendidikan*, 3(3), 1010-1021. <https://www.edukatif.org/index.php/edukatif/article/view/503>.