



The Attractiveness of Blended Learning in the 21st Era in Higher Education

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ABSTRACT

The face-to-face learning process in the classroom has lost its appeal in this 21st era. The development of technology in the era of the industrial revolution 4.0 requires an educator to innovate in packaging the teaching and learning process to be more efficient and interesting. The learning process must prioritize skills. Learning in higher education is required to emphasize aspects of creativity and innovation, critical thinking and problem solving, communication and collaboration. Learning in higher education requires lecturers and students to always be open and invite students to do technology-based problem solving. This writing uses the literature review method. Literature review contains reviews, summaries, and written thoughts about several library sources (can be articles, books, slides, information, internet, etc.), about the topics discussed. Learning must be creative and innovative. Blended Learning can be an effective alternative and strategy, especially in universities. A learning innovation with the main goal of providing opportunities for various characteristics so that an independent, sustainable, lifelong learning process occurs so that learning will be effective, more efficient, interesting and fun.

Keywords: *Blended Learning, Higher Education, Learning Innovation*

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INTRODUCTION

The learning process that is often found in the classroom, which usually uses face-to-face learning, makes some students feel bored to follow it (Garrison, 2008). This causes students to skip the learning process because there is no interest in following it and also causes the results expected by teachers and students to be inappropriate. Especially in this 21st era, the rapid development of technology makes students think the learning process does not have to be in the classroom. They think by utilizing existing technology, the learning process can also take place (- Lie et al., 2020; Andersen & Pitkänen, 2019;

Bassey, 1992). The process of utilizing technology in learning is commonly referred to as e-learning (He et al., 2020; Kinghorn et al., 2019; Zhai et al., 2022). Some students feel that using a face-to-face learning model in class is too old-fashioned so that by applying e-learning to the learning process will not be outdated and provide results that are in line with expectations and more effective. However, the learning process that only utilizes technology or only applies e-learning cannot be fully successful. This is because the learning style of each student is different.

Education must be able to produce human resources who have complete competence, known as 21st century competence (Humaisi et al., 2019; Mishra et al., 2020; Townsend & Mehta, 2021), creativity, critical thinking, communication, and collaboration. These skills are better known as the 'Four Cs' (4Cs) Creativity can lead to innovation (Achar et al., 2018; Leonard et al., 2019; Marini et al., 2019). Student creativity can be developed by facilitating student-centered learning (Alanazi et al., 2022; Amtawong et al., 2019; Jiang et al., 2019), increasing active student participation, high interaction between lecturers-students and between students, using various learning strategies that allow students to build their own knowledge.

In addition to learning strategies, technology also plays an important role in supporting the development of 4C skills for students. Although critical thinking, collaboration, communication, and creativity can be taught in an environment that uses little technology, students in the era of the industrial revolution 4.0, need the use of technology in order to become effective problem solvers, collaborators, communicators, and creators (Dikken et al., 2020; Farooq et al., 2020; Thode et al., 2020). They must use technology to collaborate, create and communicate with others. Students can use digital technologies to manage, integrate and build information/knowledge (Bos et al., 2019; von Faber et al., 2020; Zainuddin et al., 2020). They must be able to use technology effectively to investigate, organize, evaluate and communicate knowledge.

The concept of teaching and learning in higher education still has meaning as an interaction between lecturers and students through a meeting that occurs in plain sight in the classroom. Lecturers or facilitators play a very dominant role in the lecture hall. Effective learning should be very focused on the characteristics of the learning process. The learning is actually an old paradigm that illustrates the dominance of lecturers in using various methods in giving lectures in higher education The context of learning in higher education should shift from conventional face-to-face learning to learning utilizing online technology (- Lie et al., 2020; Ahmed et al., 2020). Of course, this is not easy to apply easily in every educational institution, especially in higher education (Baránková et al., 2021; Peterson, 2020; Silva et al., 2020). There are 5 challenges in realizing this, namely making the transition to online learning, building online spaces for learning, preparing learners to learn online, managing and facilitating online classes and assessing learning outcomes.

Blended learning is a recommendation in learning improvement efforts because blended learning media can be a partner or can complement conventional learning in the classroom One thing that needs to be emphasized and understood is that blended learning

cannot completely replace conventional learning activities in the classroom (Hu et al., 2020; Lin et al., 2020; Means, 2013). Blended learning is even a great complement to the classroom learning model or as a powerful tool for enrichment programs.

Combining the various advantages of internet-based, multimedia-based and mobile learning with face-to-face learning is ultimately expected to increase learners' creativity. Blended learning is proven to be effective in improving the quality of learning outcomes (Arora et al., 2022). A meta-analysis conducted by Means on the publication of the effectiveness of blended learning published in the publication period of 1996-2003 and 2004-2008, the average learning outcomes of students in online learning are better than those who receive face-to-face learning (Means, 2013). In Science learning, it can have a positive impact on learning outcomes of skills, attitudes and learning outcomes can reach the highest level. On this occasion, Blended learning is taken as an innovative learning strategy in the ri 4.0 era for universities. The aim is to determine the design of the Blended learning model of mathematics in higher education.

RESEARCH METHODOLOGY

This writing uses the literature review method. Literature review contains reviews, summaries, and written thoughts about several literature sources (can be articles, books, slides, information, internet etc.) (Al-Marroof & Al-Emran, 2018; Bos et al., 2019), on the topic at hand. A good literature review should be relevant, up-to-date and adequate.

There are five steps in using a literature review, namely: searching for relevant literature, selecting specific sources, identifying article details, creating an outline and compiling a literature review. The basis of writing is sources and literature both international and national (Lin et al., 2020). Data collection techniques are carried out by collecting books, literature articles, journals and others that are relevant to the author's title (Isaza-Restrepo et al., 2018). After the required documents and data are collected, the author will read, record and analyze the documents and data and write them into an article.

RESULT AND DISCUSSION

Blended learning

Etymologically, the term blended learning consists of two words: blended and learning. The word blended means mixture, together to improve the quality so that it gets better or a formula for a combination or fusion alignment While learning has a general meaning of learning, thus at first glance it means a learning pattern that contains elements of mixing, or combining one pattern with another. The blended pattern is the two main elements, namely class room lesson and online learning.

Blended learning strategy is a learning that integrates traditional face-to-face learning and computer-based learning (online and offline) as well as various communication options that can be used by teachers and students. Blended learning is a flexible learning strategy because it does not depend on the time and place to learn. It offers some convenience as computerized learning does not completely eliminate face-to-face learning.

In simple terms, it can be said that blended learning is learning that combines face-to-face (conventional learning, where educators and students interact directly with each other, each can exchange information about learning materials), self-learning (learning with various modules that have been provided) and online self-learning.

Blended learning is the present and future learning that needs to be mastered by teachers. The learning integrates traditional face-to-face learning and learning-based learning. The advantages are flexibility, participation, and learning has more learning time. The goal is to provide opportunities for various characteristics of students to occur independent learning, sustainable, and lifelong development, so that learning will be effective, more efficient and more interesting. Blended learning is proven to be effective in improving the quality of learning outcomes.

Implementing blended learning requires an application, namely Learning Management System (LMS). LMS is an application or software used to manage online learning, including several aspects, namely material, placement, management, and assessment. One of the requirements for its use in the learning process, educators and students must be connected to an adequate internet network. Some features of LMS that can support online learning process are: discussion forum, learning resource curriculum, quiz, assignment, academic information, and student data management.

Advantages of Blended Learning

Blended learning was developed due to the weaknesses that arise in face-to-face learning and e-learning. Besides being developed because of the weaknesses of both learning, blended learning was developed because of the advantages of face-to-face learning and e-learning. The advantages of blended learning revealed by Kusairi are:

1. Learners are free to learn the subject matter independently by utilizing the materials available online.
2. Learners can communicate/discuss with teachers or other learners which does not have to be done in class (face-to-face)
3. Learning activities carried out by students outside of face-to-face hours can be managed and controlled properly by the teacher
4. Teachers can add enrichment material through internet facilities
5. Teachers can ask learners to read material or take tests before the lesson
6. Teachers can administer quizzes, give feedback, and utilize test results effectively
7. Learners can share files with each other

Based on Kusairi's explanation above, it can be concluded that the advantages of Blended learning are that learning activities can be carried out in class and outside the classroom by utilizing technology to add subject matter and questions given in class or through online which are managed and controlled in such a way by the teacher so that learning activities can take place, as well as communication between students and between teachers and students can be established both when in class and outside the classroom (online) by forming a discussion group that utilizes technological developments in this era because learning without communication will not provide results in accordance with the

expectations of both teachers and students. Communication plays an important role in the learning process and is the key to creating an effective learning environment.

The Attractiveness of Learning in Era 21

In this 21st era, the widespread development of technology has made face-to-face learning less attractive. Some students feel that face-to-face learning is no longer effective and makes them feel bored quickly. They are more interested in utilizing existing technological developments to carry out the learning process, namely by e-learning. The attractiveness of e-learning in this 21st era is indeed great because the wider development of technology can facilitate students in carrying out the learning process anywhere and anytime.

The attraction itself is the ability of someone or something in captivating and attracting someone to like an object. Attractiveness can arise because there is a uniqueness or characteristic and ease in using or understanding something. In the learning process, attractiveness needs to be owned in order to attract or lure students into the learning process.

To be able to bring attraction to the learning process, teachers need to have teaching organization and teaching delivery strategies that are appropriate, unique, and provide convenience to students during the learning process. By having the right teaching organization and delivery strategies they can be interested in the subject or field of study. Teaching organization and delivery strategies play an important role in providing and maintaining the attractiveness of a subject or area of study.

Not only teaching organization and delivery strategies have an important role in the learning process, but teaching quality also has an important role. Why does teaching quality also have an important role in the learning process? Because the quality of teaching can affect the results obtained in learning. The quality of teaching is always related to the use of teaching methods or models that are appropriate to the needs in achieving the expected results under certain teaching conditions.

Thus, if you want to achieve results in accordance with the expectations of both students and teachers, teachers need to have the right teaching organization, teaching delivery, and teaching quality strategies, especially in this 21st era where most students want face-to-face learning in the classroom (face-to-face) to be eliminated and carry out the learning process online by utilizing technological developments and some students still want to continue using face-to-face learning. This can happen because each student has a different learning style. The learning style of students who use visual and audio may be successful but the learning style of kinesthetic students may not achieve the expected results and communication and interaction between students and between students and teachers that are carried out repeatedly or continuously both at school and outside school will build a good socialization spirit. To overcome these problems, there needs to be a strategy for organizing teaching, delivering teaching, and teaching quality that does not leave face-to-face learning in the classroom (face-to-face) and can take advantage of available technological developments. That way the attractiveness of the learning process will appear and obtain results in accordance with expectations for teachers and students.

Blended learning in Era 21

Blended learning can be used as a strategy for teaching organization, teaching delivery, and teaching quality because blended learning is able to accommodate extensive technological developments in the 21st era without having to abandon face-to-face learning. With blended learning, students will be able to compete and overcome educational challenges, especially for students at the university level who have great educational challenges. There are five educational challenges in higher education, namely:

1. New education models that bring unprecedented competition from traditional models.
2. Many new publications and research that are not well understood by decision makers.
3. Digital media is expected to become literacy in education for academic professionals.
4. Experimentation with innovative applications of technology is often considered an outside role of a researcher.
5. In the Open Source world, libraries are under pressure to develop new ways to support students (Sari, 2016).

The application of blended learning is appropriate to overcome these educational challenges. With Blended learning, teachers can provide innovation in the learning process because if they do not provide innovation, teachers will not get unexpected learning results and in the future the role of teachers will be replaced by technology, as stated by the Director of Diktis, Prof. Dr. Dede Rosyada that learning with conventional face-to-face systems is currently still not in accordance with technological developments in the 21st era and is instructional. However, if only using technology alone by applying e-learning in the learning process then the learning process will also not be successful, as research has shown.

conducted by Lukman and Wijaya with the title "Fun Learning in E-learning (Klasiber) for Islamic Education Students at the Prof. Dr. Hazairin University, Bengkulu" states that the learning process by applying e-learning is in bad condition because as many as 45.7% of 59 respondents stated that online lectures or e-learning models are not fun. Then with Blended learning teachers can prepare students to live in the 21st era by getting students used to using technology in the learning process, as revealed by Eggen and Kauchak that the standard for the learning process in this 21st era school or in the digital era is related to the application of technology. With blended learning, teachers can also make students more active in the learning process in class and online, and can make the learning process more fun. If teachers can make the learning process fun then students will be interested in following the learning process.

The application of blended learning in the learning process will help students accommodate their own learning styles. Those who have visual and audio learning styles will be given the opportunity to gain knowledge not only during face-to-face classroom learning with the teacher but they can also gain knowledge while outside the classroom online either through the internet or communicating with the teacher. Then for students who have kinesthetic learning style will be able to gain knowledge also during face-to-face classroom learning. Therefore, applying blended learning for teaching organization strategy, teaching delivery, and teaching quality will help teachers increase the

attractiveness of learning in this 21st era with students who are ready to compete to live in the digital era.

CONCLUSION

Blended learning is a learning model that can increase the attractiveness of the face-to-face learning process and is very suitable to be applied in the 21st era. Blended learning can accommodate extensive technological developments without having to abandon face-to-face learning in the classroom by combining face-to-face learning with e-learning. Blended learning allows students to continue learning and following the learning process. It can be an opportunity for teacher and student success in learning. Blended learning also helps teachers in preparing students to create a learning environment according to each student's learning style and can help students face future challenges.

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