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Submission date: 15-Aug-2022 10:45PM (UTC+0700)

Submission ID: 1882833998

File name: 42_SOSHEC2019_Atlantis_Scolar.pdf (1.97M)

Word count: 2375

Character count: 13631

Building Professionalism of Lecturers through the Development of Blended Learning

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Abstract—A particular university in Surabaya, Indonesia is one of a tertiary institutions that accommodates digital learning in a form of websites providing e-books, e-learning, journals, and online libraries to facilitate people. Lecturers in millennial era must be the center of change and become professional figures with responsive, critical of the various developments, and dynamics of civilization traits. The purpose of this paper is to describe ways to hone professional competence of the lecturers and to describe how to develop an e-learning media. Sharpening professional competence can be done by first developing themselves with knowledge about 21st century learning to prepare the students to have critical thinking skills, to be creative, innovative, communicative, and collaborative. Second, professional lecturers should be able to build a networking with colleagues and people around them. Third, professional lecturers should be able to interact in their social life. One of the ways to 12
close e-learning materials is through blended learning which combines learning delivery strategies using face-to-face activities, computer-based learning, and online learning. ADDIE steps also can be used as the development model with the stages of defining, designing, developing, and 12
disseminating. By developing blended learning, lecturers and students will be able to find learning materials from various sources to create a higher quality learning.

Keywords—professionalism; Blended Learning; 21st Century Learning

I. INTRODUCTION

One particular university in Surabaya, Indonesia 4
currently maximizing the provision of internet facilities to improve the quality of education. It applies an internet-friendly environment that people will 23
be easily access information. Written in a rule of law in Indonesia 2
number 20 year 2003 about National Education System (article 40 paragraph 2) [1], it is stated that educators and education staffs are obliged to: 1) create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical; 2) have a professional commitment to improve the quality of education; and 3) set an example and maintain the good name of the institutions, profession, and position in accordance with the

trust given to it. It means that lecturers must become the center of change and become professional figures that are responsive, critical to various developments, and dynamics of civilization that continue to occur around them [2].

According to Utami and Fatta [4] the use of application of internet-based learning can vary the teaching and learning process, and at the same time, can eliminate the boredom of the students. Within the scope of higher education, students are demanded to be more independent in accordance with the level of maturity of their age. The presence of e-learning media is certainly in accordance with the existence of supporting facilities, namely the availability of internet-based computer laboratories provided at this particular university in Surabaya, Indonesia. Based on the conditions above, lectur 20
must be actively adaptable to the changes. Therefore, the purpose of this writing is to describe ways of honing professional competence of lecturers, and describe how to develop e-learning media for the teaching materials.

II. METHOD

This research uses Resear 6
h and Development involving ADDIE development model. This model was developed by S. Thagarajan, Dorothy S. Semmel, and Melvyn I. Semmel. The ADDIE development model consists of four main stages: 1) Define; 2) Design; 3) Develop and Disseminate. It is also known as 4P Model.

III. RESULTS AND DISCUSSION

The research has some findings that will be discussed below.

A) How to Sharpen the Professional Competence of Lecturers

Professionalism of lecturers can be seen from the quality work of teaching and educating with set of goals that are achieved optimally. Lecturers professionalism is based on Government Regulation (*Peraturan Pemerintah*) Number 17 Year 2007 [4] regarding lecturers competencies that should 5
possessed including the professionalism, which in this case is

the ability of lecturers in mastering broad and deep subject matter [5], as well as creating new innovations that involves developing e-learning namely interactive learning that communicates through different instruments using the internet so that students can access extensive learning resources.

Furthermore, in Indonesia rule of law number 14 year 2005 article 20 [6], it is explained that in carrying out professional tasks, lecturers are obliged to: 1) plan learning, implement quality learning processes, and assess and evaluate learning outcomes; 2) continuously improve and develop academic qualifications and competencies in line with the development of science, technology and art; 3) act objectively and not discriminative on the basis of consideration of gender, religion, ethnicity, race, and certain physical conditions, or family background, and socio-economic status of students in learning; 4) uphold the laws and regulations, the law and the Code of Ethics of the Lecturer, as well as religious and ethical values; and 5) maintain and foster national unity and integrity.

There are three ways for lecturers to become professional. First, professional lecturers are ones who have fulfilled core competencies and expertise as educators. They are also obliged to have 21st century learning to prepare students to have critical thinking skills, be creative, innovative, communicative, and collaborative. Second, professional lecturers should be able to build a networking with colleagues and people around them. Third, professional lecturers should be able to interact in their social life. They are true education warriors, who carry out noble roles, duties and responsibilities.

B) Ways to Develop E-Learning

Professionalism is closely related to a competence. Therefore, one of the prerequisites for increasing professionalism is to increase competence. Professional competence can be improved through the development of e-learning so that lecturers are able to teach new materials lesson to their students, and universities are able to face any changes with confidence.

One of the ways for lecturers to develop lecture material is using blended learning. Blended learning is an e-learning model involving a learning process of utilizing various approaches. The approaches used can utilize various kinds of media and technology. In simple terms, it can be said that blended learning is learning that combines learning delivery strategies using face-to-face activities, computer-based learning (offline), and online computers (internet and mobile learning). The subject matter delivered through this media has graphics, text, animation, simulation, audio and video. The elements of blended learning combining face-to-face and e learning have six elements, namely face-to-face, independent learning, internet application, tutorial, collaboration, and evaluation [7]. The following steps are the development of blended learning.

1) Defining Phase

a) *Initial Analysis*: Lecturers in the early stages start with initial observations. From this observation, it is found that many lecturers in a certain public university in Surabaya, Indonesia who are still doing conventional learning. They are

still incapable of using the internet network optimally that has been facilitated. Not many lecturers have developed digital learning media, yet they are still having difficulties in creating e-learning media.

b) *Student Analysis*: Students are classified as people with a high level of thinking that can access learning resources and other works while in college so they do not have enough time to study face to face. With the analysis of the aforementioned students, the development of blended learning in Art Psychology material can help solve their problems and is suitable for Cultural and Arts students in a certain public university in Surabaya, Indonesia.

c) *Concept Analysis*: One particular subject studied by Arts and Culture students is Art Psychology which covers psychology in general, characteristics of art, creativity in general, music psychology, and art psychology. This course enables students to learn the mastery of concepts and skills in finding psychological relationships with works of art, artists, audiences.

d) *Task Analysis*: The assignments given in this material certainly related to the material that already exists in blended learning, namely a) following the recommended learning procedure; b) reading the material for understanding concepts; c) opening the video to adjust the concept and empirically, and d) carrying out existing tasks by looking for available or other sources.

e) *Formulation of Learning Objectives*: After analyzing the concept of the material and concept of the task, then the objectives are formulated as students are able to master the concepts, characteristics, and principles of the psychology of the performing arts, fine arts, the relationship between the performing arts and psychology, functions, and the elements in them.

2) Designing Phase

a) Determine the selected material, namely psychology of art, including concepts, the relationship between psychology and art, creativity, psychology of art, psychology of music and education, music and cognition, emotions, intelligence.

b) Determine the application that will be used for making the learning media. The application that will be used in making this media is Moodle.

c) Make visuals with a user friendly design to make it look attractive and in a more precise composition

d) Provide certain keywords in the learning media in order to appear on the first search on search engines

e) In each of the explanations the picture is printed in order to facilitate knowledge about what is meant

f) In making the media ask for help to programmers who have expertise in this matter, served as an editor to enter into the website and make an attractive appearance.

3) Developing Phase

a) *Media Validation by Experts*: Material experts are experts who validate the content or material to be developed before being tested, so that the contents of the media reach the user or audience and are in accordance with the truth of the material

b) *Media Revision Based on Advice from Experts during Validation*: The media was revised as best as possible in accordance with input from experts, both in the form of appearance and material that is still not perfect

c) *Limited Trials of Media Use*: This limited trial was conducted on several students who were randomly selected to be sampled

d) *Media Revision Based on Trial Results*: The media that has been tested on several students as samples is revised again if there are deficiencies in it.

e) *Media Implementation in a Wider Area*: During the implementation process, the effectiveness of the media developed was tested. As for some steps that can be done are: 1) Explaining to students about the media developed; 2) Showing the media that have been developed for student learning; 3) Conducting tests in accordance with the material and see the results of responses from students, and 4) Analyzing the final test results for the validity test evaluation.

4) Disseminating Phase

The dissemination stage is the final stage of the development process. It was said that the last process was because the dissemination stage was carried out to promote product development, the process of transmission, and find out the effectiveness of use in the learning process.

Based on the existing components in blended e-learning, the underlying learning theory is the theory of learning Constructivism (individual learning). The characteristics of constructivist learning theory for blended e-learning [7] are a) active learners; b) learners construct their knowledge; c) subjective, dynamic and expanding; d) processing and understanding of information; and e) learners has his own learning.

Individual learning in this theory show that students are active participants, who can build their own knowledge, subjectively, dynamically and developing. Then process and understand information, so students have their own learning. Students build their knowledge based on knowledge from experiences they have experienced themselves. The next learning theory that underlies the Blended e-learning model is cognitive learning theory. The cognitive approach emphasizes charts as organized structure of knowledge. There are identified six levels of cognitive learning, namely knowledge, understanding, application, analysis, and synthesis.

The final theory is the theory of social constructivism learning developed by Vygotsky. He stated that "The way learners construct knowledge, think, reason, and reflect on is uniquely shaped by their relationship with others." He argued that the guidance given by more capable others, allowing the learner to engage is the level of activity that could not be managed alone. "Social constructivism is also called collaborative learning. The characteristics of the learning theory are as follows: This theory makes students build knowledge, think, look for reasons, and be reflected in unique shapes through relating to others. Students learn from solving real problems, students also join a knowledge-generator. Teachers also enter as students together with their students. The form of the task will also be processed and knowledge assessed and created then build new knowledge

IV. CONCLUSION

The professionalism demands of lecturers must certainly be related and built through the mastery of real competencies in carrying out and completing assignments, as well as their work as educators. One of them is mastery of information technology especially in developing learning designs. By developing blended-learning, lecturers and students will look for material from various sources including books, the internet, with various applications so as to present higher quality learning. Of course if this is done continuously the professional competence of lecturers will be honed. Professionalism is not only due to the demands of the times, but basically it is also a must for every individual in the framework of improving the quality of human life. Professionalism requires seriousness and adequate competence, so that someone is considered worthy to carry out an assignment as a lecturer.

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