IMPLEMENTATION OF BLENDED LEARNING IN IMPROVING STUDENTS SELF EFFICACY

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Abstract:
The implementation of *Blended Learning* in students towards *self-efficacy* , turns out to have a big influence; Its role is important enough to make students have high self-confidence. By constructing high *self-efficacy* in individual students, this will grow and generate achievement, enthusiasm and the ability to deal with difficult conditions in the learning process. This is good for students to have in the process of seeking knowledge. In his research, the researcher explained the results of the implementation of *Blended Learning* on students' *Self Efficacy* . It also explains how important the existence of *Self Efficacy* is in individual students in their learning process.

Keywords: *Implementation of Blended Learning, Self Efficacy*

INTRODUCTION

Education is an essential component in the development and formation of quality human resources. Its existence is used to produce intelligent, adaptive and moral human beings to deal with dynamic development patterns. Of course, this requires humans to adapt to development; if they cannot, then this reflects the lack of education itself. Because education is seen as a process of forming human beings that allows them to grow and develop according to their potential and abilities (Nurafiah et al., 2013).

Well-managed education is the most crucial element in human life. Because of the importance of education for human survival so that humans can live according to their human dignity. Because education is a business process to acquire knowledge, in order to foster and develop human personality both physically and spiritually for a person or group of people in maturing their attitudes and behaviour through teaching and training.

To realize quality education, there needs to be development in the learning itself. Judging from its position in education, which is vital, of course, learning has a role that is quite dominant for individuals to gain knowledge and experience to live life. Because in learning, there is an educative interaction between educators and students in a learning environment. Based on the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is a teacher's interaction with students and learning resources in a learning environment. By law, educational interactions between educators and students mark learning. This only happens slowly but through the design, implementation and evaluation stages.

Today's learning model has undergone a drastic change due to technological developments. This raises a slight difference in the learning system between students, educators, or teachers in teaching and learning activities. So that the learning activities that are carried out experience several problems or face several obstacles that have fatal consequences for the quality of the insight competence of students if the learning process is not managed correctly.

Therefore educational institutions and teaching staff are required to have a strategy so that the learning process can be carried out optimally to optimize existing learning so that students continue to receive complete educational services to improve

students affectively, cognitively and psychomotor. The objectives of the Ministry of Education, according to Law No. 20 of 2003 that "The National Education System must ensure equal distribution of educational opportunities, quality improvement and the relevance and efficiency of education management to face challenges by the changing demands of local, national and global life so that it is necessary to renew education in a planned, directed and sustainable manner.

In addition to learning as a transfer of knowledge between educators and students, learning also plays a vital role in shaping the character or character of students in good behaviour. As it can be understood that character is a person's spontaneous nature in behaving so that it becomes a driving force and mover, not only a differentiator between himself and other people but as a differentiator between humans and animals along with all the traits that are inherent in humans. So that these traits are constant and become identical characters with personalities and morals that give rise to self-confidence to succeed in the learning process, or are called self-efficacy.

Self Efficacy is a trait that encourages students to act or try harder to achieve academic achievement with their abilities. Many students have various motives to achieve academic and non-academic achievements in ways that are not good in the process of achieving them because avoiding failure is a priority compared to success in gaining knowledge and learning experience from the failures experienced by students in the learning process. One of the ways that could be better for students is cheating or plagiarizing assignments given by the teacher. This action reflects a lack of morale or enthusiasm for Learning, which will ultimately lead to students' self-confidence.

The process of forming self-efficacy in each student is through motivation from internal and external components of students. Among them, Family, school environment and elements within the school, as well as within the students. The encouragement from several parties certainly dramatically influences the development of students so that they have optimal results. If self-efficacy is successfully formed in students, then in the learning process, the attitude of self-confidence will be appropriately maintained because self-confidence or self-efficacy has become the identity of students.

As an effort to increase self-efficacy in students, one of which is the application of Blended Learning. To existing conditions, Online Learning is currently also needed to continue educational goals. However, online Learning also hurts students. One of them is that it can reduce students' self-efficacy. The process, of course, requires parental supervision and high self-confidence. So it is necessary to use a combination of methods or methods between Offline and Online Learning to overcome this.
Blended Learning is often interpreted as a combination, mixing, or combining Learning patterns (Sari, 2019).

Blended Learning provides the best opportunity for a transitional learning period from e-learning classes. In the process, Blended Learning involves class or face-to-face as well as online Learning. Of course, this is considered effective in adding efficiency to classroom instruction and increasing discussion or gathering information outside the classroom.

Blended Learning is a learning solution to increase student self-efficacy. Its use makes it easier for educators and students in educational interactions in a learning environment by optimizing more flexible Learning accompanied by the use of technology. Students can develop their insights through individual online Learning and then discuss a learning process in the classroom. Of course, this will significantly affect the construction of high self-efficacy in students

RESEARCH METHODS
This study uses qualitative research emphasizing processes and meanings that are measured precisely using descriptive data on a phenomenon that occurs at the research location. The type of research approach is a case study. This shows that implementing Blended Learning on students' self-efficacy has a significant influence; Its role is important enough to make students have high self-confidence. Constructing high self-efficacy in individual students will grow and generate achievement, enthusiasm and

the ability to deal with challenging conditions in the learning process. This is good for students to have in the process of seeking knowledge.

The subjects in this study were the Principal, Teachers and Students at MI Nurul Ulum Kedopok, Probolinggo City. Primary data was obtained through interviews with several key informants, while secondary data was obtained from books, journals and scientific articles related to the research theme. Data were collected by interview, observation, and documentation.

After the data was collected, the researcher checked the validity of the data by checking colleagues and using the triangulation method. The triangulation used in this study was source triangulation, researcher triangulation, and method triangulation. This test aims to ensure that the data obtained in the field is genuinely verified and not engineered by researchers and is expected to be able to explain the phenomenon being studied.

After the data is obtained, then proceed with the analysis of the data. Data analysis is an essential part of the scientific method. Data analysis techniques in this study used data analysis techniques for Miles, Huberman, and balances as mentioned:

1. Data Condensation
   Data condensation is selecting, focusing, simplifying, abstracting, and transforming data that approaches the entire section of written field notes, interview transcripts, documents and empirical materials.
2. Data Display (Data Display)
   Presentation of data is an organization, unification, and inferred information. The presentation of data here also helps in understanding the context of the research because it performs a more in-depth analysis.
3. Data Verification
   Data Verification is a process to ensure the data entered is the same as the data from the source.

Then finally, after the data is reduced and presented, verification is carried out, and a conclusion is drawn, which can answer the phenomenon being studied, in this case, the Implementation of Blended Learning in Improving Student Self-Efficacy. The initial conclusions are still temporary and will change if solid evidence is not found to support the next data collection stage.

RESULTS AND DISCUSSION
Blended Learning Concept

Blended learning comes from blended learning; blend means to mix, and learning means learning. Blended learning combines face-to-face and online learning to increase students' active independent learning and reduce face-to-face class time. Blended learning combines direct teaching (face-to-face) and online teaching with a learning design that combines various delivery media, teaching methods and learning skills, introducing various choices of interaction media between facilitators and students.

Blended learning is a learning model that combines conventional learning activities (face-to-face) with computer-based learning (online and offline) based on instructions from the teacher, where material can be in the form of digital media that is used to assist the teaching and learning process. Blended learning has two main categories: increased forms of face-to-face activities and blended learning (Husamah, 2014).

In the concept of blended learning, learning conventionally usually carried out in the classroom is combined with learning carried out online independently and collaboratively, using information and communication technology infrastructure.
According to Husamah, blended learning is learning that combines various ways of delivery, teaching models, as well as a variety of various technological media. Therefore, students are expected to become active learners and be able to understand the material (Husamah, 2014).

Blended learning is a combination of the advantages of face-to-face and online learning. Online learning in blended learning is a natural extension of classroom learning that uses face-to-face models (Sharif, 2012).

Figure 2.1 The concept of Blended learning

In its application, blended learning has the most common characteristics, namely Students have the opportunity to interact socially and negotiate,
Students have enough time and feedback,
Students are guided to attend the learning process with full attention,
Students work in an ideal atmosphere that is a low level of stress or anxiety.
Thorne explained that blended learning is the most logical evolution in learning because it solves the challenge of adapting learning and development to individual needs (Sharif, 2012).

Blended learning is an opportunity to integrate the innovative and technological advances offered by online learning with the best interaction and participation from traditional learning. Blended learning combines multimedia technology, CD ROM video streaming, virtual classes, e-mail, and online text animation with traditional forms of in-class training (Rizkiyah, 2015).

Characteristics of Blended Learning

There are several types of conventional learning, such as training, classroom learning, and mentoring. However, various electronic learning options exist, ranging from e-learning classes, online support systems, templates, decision support tools and knowledge bases (Sutopo, 2012).

Mc Sporran and King said that blended learning is a mixed method that is chosen and used in various kinds of learning according to the needs of different users. Thus, blended learning means the use of two or more different learning methods, including a combination of the following:

1) Combination of face-to-face learning in class with online learning
2) The combination of online learning with access to instructors or learning members.
3) Combination of simulation with structured learning.
4) Combination of on-the-job training with informal sessions.
5) Combination of managerial training with e-learning activities.

According to Sharpen et al., the characteristics of blended learning are (Rusman et al., 2012) :

1) Provision of supplementary resources for related learning programs along traditional lines, primarily through institutional support of virtual learning environments.
2) Transformative learning practice level is supported by deep learning design.
3) A holistic view of technology to support learning.

Based on the explanation above, the characteristics of blended learning are supplementary sources, with traditional approaches also supporting virtual learning environments through an institution, deep learning designs at a time when the level of learning practices changes and views on all technologies used to support learning.

The characteristics of blended learning, when viewed from the media used, the learning media used for blended learning are not limited to technology (Sutopo & Ariesto, 2012):

1) Stand-alone, Asynchronous, or Synchronous online learning/training.
2) Supporting software (knowledge management tools).
3) Reading, CD-ROOM or other self-study.
4) Teletraining (telelearning) or other media.

Blended learning also has something to do with hybrid learning; both are a combination of two learning models. However, both have differences; Blended learning is carried out using face-to-face students with teachers and other students; at other times, the teacher gives assignments or material online. Hybrid learning is carried out using teachers teaching two dimensions simultaneously: online and offline. So two learning activities are carried out simultaneously. Namely, some students come to school/class to conduct face-to-face interactions while other students remain at home. The fundamental difference between blended and hybrid learning is that face-to-face and online learning are blended at different times. For example, meetings 1, 2 and 3 are face-to-face, while learning 4, 5 and 6 are online with various multimedia learning aids. Whereas hybrid learning, when the teacher explains the material through face-to-face learning, the teacher must provide facilities for students who study online from outside the learning place provided at the same time (Pratiwi, 2022).

Advantages and Disadvantages of Blended Learning

The advantages of using blended learning, as stated by Hariman, are as follows (Achmadi, 2015) :
1) Students not only learn more during online sessions in addition to traditional learning but can increase student interaction and satisfaction.
2) Students are provided with many options to supplement classroom learning, enhance what is learned, and opportunities to access different levels of learning.
3) Presentations can be delivered more quickly for students who learn using e-learning.
4) Not only learning in one direction sequentially, with blended learning, but students also have the opportunity to learn the material they want and set a flexible schedule and time for a subject.
5) Lower costs for institutions and students.

Meanwhile, the disadvantages of the Blended Learning learning model (Husamah, 2013) :
a) The media needed are very diverse, so it is not easy to apply if the facilities and infrastructure do not support it.
b) Not evenly distributed facilities students own, such as computers and internet access. Blended Learning requires adequate internet access, and if the network needs to be improved, it will undoubtedly make it difficult for students to participate in independent learning online.
c) Lack of knowledge of learning resources (teachers, students and parents) on the use of technology.

Blended Learning Implementation

Open and distance education providers have widely used blended learning. With the issuance of the Minister of National Education Decree No. 107/U/2001 concerning the implementation of distance-level education programs, several educational institutions, from elementary to secondary levels, organize open and distance education that can use blended learning.

There are six stages in implementing blended learning in the learning process so that the results are optimal: (Goddess, 2019) :
a) Determine the types and materials of teaching materials. Educators must understand which teaching materials are relevant to apply, some of which are conducted face-to-face and online.
b) Determine the rugged and excellent design of the blended learning used. The learning design is intended to be genuinely relevant and facilitates face-to-face and online learning systems. Things that need to be considered in learning design are (a) How teaching materials are presented, (b) which teaching materials are mandatory and which are enriching knowledge, (c) How students can access the

learning, (d) Supporting factors required, for example, software, whether group work or individual work is required.

c) Set the online learning format. The teaching materials provided are in the form of PDFs and videos. Also, there needs to be a notification of what hosting the teacher uses, whether Yahoo, Google, Facebook, or others.

d) Test the design that is made to find out whether this learning system is running well or not. Starting from effectiveness and efficiency are very concerning, whether it makes it difficult for students and teachers or makes learning easier.

e) Organizing blended learning properly by holding teacher directions or outreach regarding this system. Starting from introducing the tasks of each educational component, how to access teaching materials, and others.

f) Prepare criteria for conducting the evaluation. Examples of evaluations carried out are (a) Ease to navigate, (b) Content/substance, (c) Layout/format/appearance, (d) Interset, (e) Applicability, (f) Cost-Aeffectiveness/value (Sjukur, 2012).

Concept of Self Efficacy

Self-efficacy is the translation of a single word from Self-Efficacy. The first construct that introduced self-efficacy was Albert Bandura, who presented an essential aspect of social cognitive theory. Albert Bandura is well known for his social learning theory, one of the concepts in the flow of behaviourism, emphasizing the cognitive components of thought, understanding and evaluation. Albert Bandura is a psychologist known for social learning theory or social cognitive and self-efficacy. Bobo Doll is one of the most famous experiments in which children imitate the aggressive behaviour of the adults around them.

"Self Efficacy refers to beliefs in one's capability to organize and execute the courses of action required to produce given attainments (Bandura, 1997) ." Self-efficacy refers to a person's belief or ability to organize and carry out the actions necessary to produce specific achievements. Self-efficacy emphasizes the component of self-confidence that a person has in facing future situations in uncertain, unpredictability and often full of stress. This is not related to the skills a person has no matter how big, but Self-efficacy is related to individual beliefs about things that can be done with the skills he has no matter how big.

The word efficacy relates to human life habits based on the principles of character, such as integrity, humility, loyalty, self-limitation, courage, justice, patience, diligence, modesty and decency, which should be developed within oneself to externally, without coercion, exist in humans. Individuals are said to be effective if they can solve problems effectively, maximize opportunities, and continue learning and integrating other principles in a growth spiral.

Self-efficacy leads to self-assessment, whether a person can do good or evil actions, right or wrong, capable or unable to do something according to what is required, how the self can function in dealing with specific situations and can take the expected action. Self-efficacy is undoubtedly different from aspirations (ideals) because ideals describe something ideal to achieve, while self-efficacy describes self-assessment of abilities. (Bandura, 1997) . Self-confidence to handle something satisfactorily is undoubtedly related to cognitive factors. If someone has the confidence to succeed in the learning process, then someone will be motivated to achieve academic achievement.

Someone who has high self-efficacy will try harder to overcome existing challenges and do something to change the events around him. Meanwhile, someone with low self-efficacy tends to give up easily and feels incapable of the conditions. Self-efficacy is essential in one's enthusiasm to complete challenging work about achieving specific goals. The following is a simple description of how self-efficacy works in everyday life;For example, in a math lesson. Two people are given the same task by their teacher. The first person believes in his ability to complete the task the teacher gave quickly and accurately. In contrast, the second person doubts his ability to complete the task. Assuming that the other factors (ability and motivation) are constant, it is clear to predict

that the first person will be more successful in completing the task given by their teacher than the second person, who feels that he or she will not be able to complete the task.

Each individual self, of course, has a variety of Self-efficacy in various situations, depending on the following dimensions (Bandura, 1997) ;

a. The Level or Magnitude dimension relates to how much difficulty or task a person faces. In this case, the individual will tend to complete the task or take action on the task he feels capable of completing.

b. Generality dimension relates to the broad field of behaviour in which the individual feels confident in his abilities. In other words, it is a feeling of ability shown by someone in the context of various tasks, both through their behaviour, cognitive and affective.

c. The Strength dimension relates to the strength of one's beliefs about the abilities one has. More profound, this dimension relates to individual resilience and tenacity in fulfilling their duties.

Self-efficacy arises from gradual changes in complex cognitive, social, linguistic, and physical skills through experience. Each individual should consider, combine, and assess information related to their abilities, then decide on the right choices and efforts.

In education, especially in learning, self-efficacy is undoubtedly essential for each student. This is because the beliefs within each student also support achievement. When a student has high confidence in himself, it will impact the final result when he has finished a learning process. The output that will be generated or issued from within a student if he feels confident in himself, in other words, "I Can", will be good and positively impact his environment.

Most students who have succeeded in overcoming various conditions that tend to be challenging are influenced by the amount of experience gained, the difficulty level, and age maturity (emotional and physiological). The personal experience that each student goes through will also increase his self-efficacy, both success and failure experiences that students get. The experience of success passed by students will undoubtedly influence their success in overcoming difficulties in their life in the future. The more experience, the more positive achievements will be obtained, and self-efficacy will undoubtedly increase.

High self-efficacy will be very good for individual students because this self-efficacy will lead students to set challenging goals and persist in facing difficulties. Students will try harder to achieve their goals in the learning process. Student creativity in handling the problem arises due to high self-efficacy. If the results obtained are also positive or good, then this will make individual students more confident in their abilities. However, if there is a failure in the process, this will also not affect students with high self-efficacy. He will try to find a way that suits the conditions he faces.

In contrast to students who already believe "I cannot". This will significantly affect his actions in the face of the challenging conditions in front of him. He tends to avoid many tasks outside his abilities, so all activities carried out by this student will fail. When failure befalls him, his self-efficacy will not increase; it will decrease. Self-efficacy must be formed earlier so that it continues to develop with each process and is fostered by students. This is because it will affect later on their readiness to accept lessons, be it lessons that are easy for students to understand or vice versa. So that students keep going even when they encounter obstacles or problems in the learning process.

Students who can realize their potential or abilities will be able to optimize and direct their abilities towards a goal. Likewise, when students are aware of their abilities in the learning process, they will be motivated and try to get better academic performance with their abilities.

When the learning process occurs in the classroom, students with high self-efficacy tend to dominate the class. The activeness he shows is a form of trust or confidence that is in him. His behaviour will also be more organized and have definite goals in the learning process. Assignments and exams given by the teacher will not affect him because the stability of the belief within him becomes a solid fortress to achieve his goals. He will

continue to try several ways to achieve what he wants. Even though there are many difficulties and challenges in the subjects he faces, it will not abort his faith.

Conversely, students with low self-efficacy in class follow the direction of learning. In other words, the learning he faces could be more varied. He tends to avoid difficulties and challenges in the learning process. Will always feel unsure of his abilities. This will impact the goals to be achieved in the learning process.

Based on the description above, self-efficacy is a person's belief in his ability to overcome various conditions that occur in his life. The importance of self-efficacy can be seen in a person's actions in overcoming various conditions quite challenging or beyond his ability. The existence of self-efficacy in a person will undoubtedly be beneficial and encourage a person to believe that the various conditions currently experienced can be overcome and believe that he is strong enough to survive.

CONCLUSION

First, the implementation of blended learning in increasing the self-efficacy of students in MI. Raudlatul Islamiyah Sokaan Krejengan is: (a) the teacher prepares the steps for the blended learning model; (b) the teacher motivates students to receive the material well; (c) the teacher explains the learning objectives; (d) the teacher explains the concept of blended learning; (e) the teacher introduces and applies the blended learning model. Second, the strengths of implementing blended learning in increasing students' self-efficacy in MI. Raudlatul Islamiyah Sokaan Krejengan is (a) Increasing students' self-efficacy when learning offline; (b) Students can easily understand the material presented by the teacher and are enthusiastic when learning takes place; (c) The use of gadgets is directed at the process of exploring students' knowledge; (d) Students will remember material that is poorly understood during online learning and will then be asked to the teacher during offline learning; (e) Increase the interest and achievement of students; (f) Can easily convey learning anywhere and anytime; (g) Students are more independent in studying material sent by teachers at home through online applications; (h) Learning becomes less rigid and more flexible than usual.

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