IMPLEMENTATION OF MICROSITE LEARNING MEDIA IN THE BLENDED LEARNING MODEL TO IMPROVE STUDENT LEARNING OUTCOMES

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Abstract. The learning outcomes of students in English subjects in the blended learning model remain low because the learning media used are still limited to government textbooks. Along with the development of digital technology, microsite-based learning media have begun to be integrated into the blended learning model. Utilizing microsites within the blended learning model can create a more personalized and adaptive learning environment. This study aims to determine the effectiveness of microsite learning media in the blended learning model to improve student learning outcomes. This study aims to determine the effectiveness of using microsite learning media in the blended learning model to improve student learning outcomes. This study employed the Classroom Action Research (CAR) method, which was implemented in two cycles, each comprising four stages: planning, action, observation, and reflection. The data collection methods employed in this study included documentation, observation, and testing. The subjects of this study were 25 students of Package C Class X at SKB Grobogan in 2024/2025. The study results indicate that implementing microsite teaching media in the blended learning model can improve student learning outcomes, as evidenced by an increase in learning completion rates, with the percentage of learning completion in Cycle I at 32%, rising to 84% in Cycle II. From collecting documentation, conducting interviews, and analyzing test results, microsite learning media in blended learning effectively improve student learning outcomes.

Keywords: learning media, microsite, blended learning, learning outcomes

INTRODUCTION

Equivalency education is an educational service program that provides learning opportunities to individuals who are unable to participate in formal education due to various reasons. One of the levels of equivalency education is Package C, equivalent to Senior High School. Equivalency education has a strategic role in increasing the education participation rate and reducing social inequality. Non-formal education has advantages in implementing learning, namely being flexible and less structured, allowing learning processes, methods, strategies, and techniques not used in formal education (Sutarto et al., 2017). However, in its implementation, equivalency education faces various challenges, particularly in terms of the quality of learning and student learning outcomes. Some causes include the diversity of economic backgrounds, age, limited learning time, and varying levels of motivation.

Along with the development of digital technology, learning through blended learning models has begun to be widely applied as an alternative that can overcome the limitations of learning time. Since the COVID-19 pandemic, SKB Grobogan has implemented a blended learning model to meet the diverse learning needs of its students. According to Tim Pengembang Pamong Belajar, (2020: 5), Blended learning is a learning model that combines various learning strategies, as well as online and offline learning. To achieve learning objectives or attain Basic Competencies (KD),

a combination of face-to-face activities and online learning, also known as e-learning, is employed. In blended learning, learning materials are delivered through a combination or mixture of graphic, text, animation, simulation, audio, and video media. Additionally, this model integrates face-to-face learning with online learning, allowing students to access it flexibly. In the blended learning model, the teaching media used must provide easy access to both face-to-face and online interactions.

Learning with a blended learning model requires the selection of appropriate learning methods and media to achieve specific competencies, and these must be tailored to the needs of students, the abilities of educators, and the facilities and infrastructure available in educational units. Asyar (in Muhammad Ghani Majid, 2019: 51) stated that a conducive learning environment can be created through the learning media used by educators, allowing the learning process to occur efficiently and effectively. Meanwhile, according to Newby, Stepich, Lehman, and Russel (in Kristanto, 2016: 4), learning media can be used as a tool to achieve learning goals. The purpose of using learning media is to facilitate communication and improve learning outcomes.

The selection of appropriate learning methods and media can help students effectively receive and understand the material presented by educators. This is because the use of learning methods and media in the classroom can have a positive impact on increasing student learning outcomes. Students will be motivated because the learning applied will be easier to understand and comprehend.

The success of an ongoing educational process can be measured by the learning outcomes of students and the effectiveness of the learning process. Student learning outcomes are crucial and require attention from both educators and parties interested in education. Therefore, matters related to student learning outcomes need to be studied to capitalize on them.

Based on the results of observations and interviews with Package C educators at SKB Grobogan, it is evident that the characteristics of Package C students at SKB Grobogan vary in terms of knowledge, abilities, and motivation. Based on the results of observations of teaching and learning activities at SKB Grobogan, there are still many students who pay less attention to the educators delivering lesson materials, talk to their friends next to them, do not take notes on the lesson materials, and some are even busy playing with their cellphones. This is because the learning that is carried out is still centered on educators, the learning method used is conventional, namely lectures, and the limitations of teaching media that rely only on printed modules available from the government. These teaching and learning activities make students less independent, passive in their approach to teaching and learning, have low learning motivation, and lack mastery of the material, ultimately affecting the learning outcomes of students, which are less than optimal.

Based on interviews with 5 students from the Package C class X, it is evident that one of the subjects considered to have a high level of difficulty for students is English. At the Package C level, English material is often considered abstract and difficult to comprehend, especially in text-based materials, such as Descriptive Text. This material requires students to understand the structure of the text, master vocabulary, and compose descriptive sentences that are appropriate to the context. However, the learning process carried out is still conventional, less interactive, and not contextual. This causes low learning motivation and difficulties for students in developing writing skills and understanding the structure of descriptive texts.

With these facts in mind, it is necessary to utilize learning media that can foster students' interest, motivation, and engagement in learning English. The learning media must be able to facilitate access to learning materials that can be accessed anytime and anywhere, regardless of the students' location; this aligns with one of the key advantages of non-formal education, namely the

flexibility of learning anytime and anywhere. Learning media can be used as a tool or means by educators in conveying information or knowledge to students so that students can understand and master the concept easily (Hutauruk et al., 2022: 4). According to Newby, Stepich, Lehman & Russel (in Kristanto, 2016: 4) the use of learning media aims to facilitate communication and improve learning outcomes.

In the blended learning model, microsite-based teaching media can serve as a learning solution to make the learning experience more interactive, engaging, enjoyable, and easily accessible. According to Arifiyanto (in Mustaqimah et al., 2023), a microsite or microsite is a small web page that is separate from the main website. Several links can be loaded into a microsite that is designed as a single unit and formed into a mini-website. Its use aims to ensure that multiple links that need to be loaded can be launched on one site, making it more practical and easier to access. According to Antara (2023). Microsites can be used as an alternative form of fun learning media and can be accessed by students via gadgets or mobile phones that most students have. A microsite enables educators to present materials in a variety of formats, including text, images, videos, audio, and quizzes, all integrated on one platform, which greatly supports students' understanding of descriptive text material.

Several previous studies have shown the impact of implementing microsite teaching media on improving student learning outcomes. Research conducted by Dolu and Suciptaningsih (2024) indicates that the implementation of learning using the s.id microsite has improved learning outcomes and enhanced students' literacy skills. The percentage of completion in cycle I was 53%, increasing to 83%. The obstacles encountered in Cycle I can be overcome effectively in Cycle II, resulting in fewer obstacles in Cycle II. In Cycle II, all indicators of success have been achieved, so the research is considered successful and does not need to be continued in the next cycle.

Research conducted by Putra et al. (2024) also demonstrates that microsites can enhance learning outcomes. The achievement of learning outcomes starting from pre-cycle, cycle I, and cycle II has increased. The completion rate in the pre-cycle was 24%, far from the standard; the completion rate in cycle I was 58%, not yet meeting the standard; and the completion rate in cycle II was 82%, which met the learning completion achievement indicator of 70%.

Based on the background above, the author is interested in conducting a study titled "Implementation of Microsite Learning Media in the Blended Learning Model to Improve Student Learning Outcomes." This study aims to explore the effectiveness of microsite learning media in the blended learning model in improving the learning outcomes of Class X Package C students at SKB Grobogan. This study has several novelties, including the use of microsites integrated into blended learning, and the research was conducted on non-formal education, which is still rarely touched upon compared to formal education.

METHODS

This research was conducted using the Classroom Action Research (CAR) approach. Classroom action research is a type of research that examines the cause-and-effect relationship of treatment, as well as the process of treatment implementation from initiation to impact on the subject of the action (Arikunto et al., 2015, p. 4). In general, the implementation of PTK consists of four stages that are usually passed through, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection.

This classroom action research (CAR) is planned through two cycles, each cycle includes the following stages: planning, action, observation, and reflection. However, if the success indicator of completeness is not achieved after two cycles, the next cycle is carried out with the same stages

as the first and second cycles until the success indicator is achieved, as determined in the classroom research flow. According to Wiriaatmadja (Miftahussurur & Pramono, 2016), if changes aimed at improving the quality of learning have been achieved or show success, then the cycle can be ended.

Before entering Cycle I and Cycle II, educators determine the class that will be the subject of classroom action research (CAR) by examining the class, subject, and material with low evaluation results to be the focus of research. The next step is to prepare the syllabus, lesson plans, and test instruments. Observation instruments for educators and students that will be used as data collection instruments during the action. From the results of observations on learning evaluations at SKB Grobogan, it is evident that the low evaluation results are in the English subject, specifically for the Descriptive Text material in the Class X Package C. There are 25 students in the Package C Class X at SKB Grobogan.

Classroom Action Research (CAR) is typically conducted in at least two cycles. In general, there is no difference in principle between cycle I and cycle II, where each cycle has four stages, namely: planning, action, observation, and reflection. Reflection is conducted after Cycle I ends between educators and observers. The entire course of activities, from planning to the end of cycle I, is a cycle. Weaknesses identified in Cycle I are recorded and recommended for improvement in Cycle II. The results of the recommendations in Cycle I are used as a reference for the implementation of Cycle II. The implementation of Cycle II represents an improvement over the weaknesses identified in Cycle I. It is hoped that, following the improvement in cycle II, the results will be better than those in cycle I. If the results in the cycle meet the criteria for completing the learning outcomes that have been determined, then the research is considered successful and does not need to be continued in the next cycle.

RESULTS AND DISCUSSION

In cycle I, the learning media used by educators are still limited to learning videos, PowerPoint presentations, WhatsApp groups, and Google Forms. Students are still heavily reliant on face-to-face explanations in class, as they often struggle to grasp the content of lesson materials when studying independently outside the classroom.

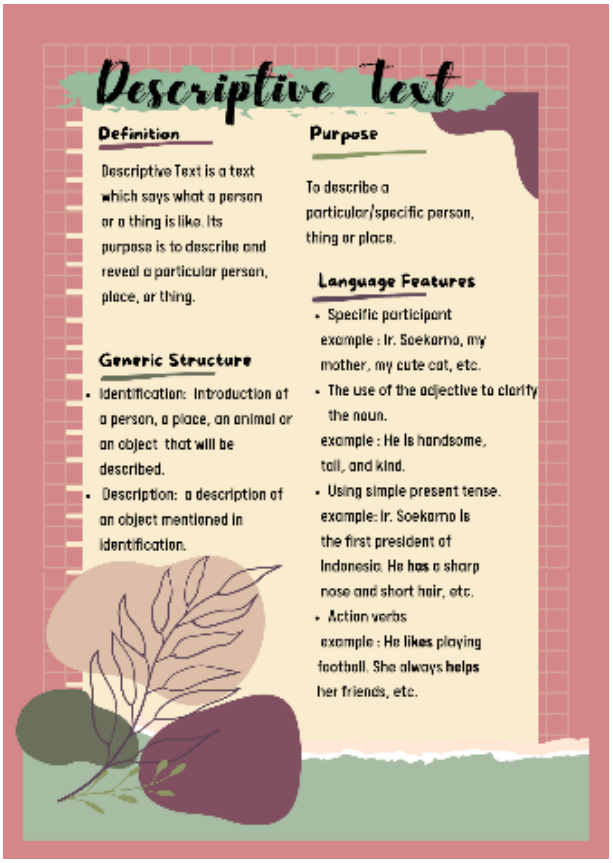

Figure 1. PowerPoint material displayed in Cycle I

Based on the results of the first research cycle, the learning outcomes of students in the basic competencies of descriptive text material remain low. The average learning outcomes of students in cycle I reached 59.92, with learning completeness still at 32%. These results still cannot meet the KKM standard. Data on the learning outcomes of students in Cycle I are presented in Table 1.

Table 1. Learning Outcomes in Cycle I

No	Achievement	Cycle Result I
1.	Highest score	84
2.	Lowes score	22
3.	Average score	59,92
4.	Complete	8
5.	Uncomplete	17
6.	Learning completion	32%

The results of the cycle I tested, as shown in the table above, indicate that only 8 out of 25 students, or 32%, successfully reached the KKM limit (> 70); the remaining 17 students, or 68%, had not yet completed it. During the research cycle, I, the researcher, observed that many students still paid less attention to the lesson and lacked concentration while participating in the learning process. Of course, this has an impact on learning completeness, which still cannot meet the researcher's expectations, because learning completeness is still below 75% of the number of

students who achieve KKM ≥70, since the indicator for this classroom action research is that 75% of the number of students achieve KKM ≥70.

In cycle II, the learning media used are interactive digital learning media based on the microsite s.id. This microsite, s.id media, includes several links that are integrated and related to learning materials, allowing students to access them more flexibly and enjoyably. The microsite s.id media used in this study is a learning media created by Package C educators called Binggo (Learn English Go). In a microsite, there are several links, including attendance, pre-tests, teaching modules, learning videos, MP3 materials, vocabulary learning, quizzes/post-tests, and individual assignments. The English microsite media can be seen in the following image display:

Figure 2. Microsite home page view

The results of the data analysis in Cycle II showed an increase in student learning outcomes, as indicated in Table 2.

Table 2. Learning Outcomes in Cycle II

No	Achievement	Cycle Result II
1.	Highest score	88
2.	Lowes score	66
3.	Average score	80,16
4.	Complete	21

5.	Uncomplete	4
6.	Learning completion	84%

The data obtained in Table 2 show that the average learning outcomes of students are 80.16, while the learning completeness is 84% , with 21 students having completed the course and 4 students not having completed it. This is because, based on the results of observations in Cycle II learning, students have been able to concentrate on the learning, and the classroom conditions are better than in Cycle I.

The completion rate was 84%, as nearly all students achieved good test scores. This indicates that the success indicator—over 75% of students meeting the KKM—has been met. Therefore, the learning process using the blended learning model, supported by a microsite media based on descriptive text competencies, is deemed successful, allowing the cycle to conclude.

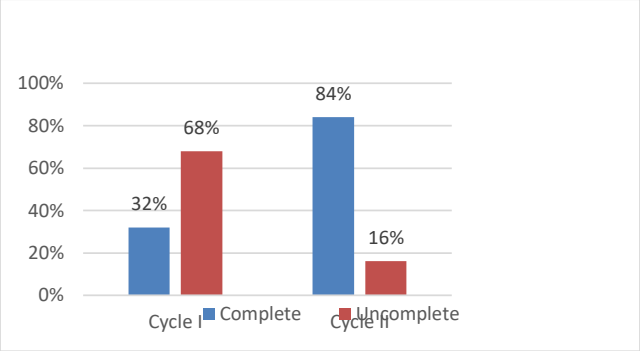

Figure 3. Learning Completion Score Diagram

Student learning outcomes are significantly influenced by the ongoing learning process, particularly in the use of instructional media. Based on the results of an interview with one of the English subject educators at SKB Grobogan, it shows that most educators at SKB Grobogan still use conventional learning, namely teaching and learning activities that only focus on educators; there is no reciprocal relationship between students and educators, so that students appear passive and only listen to the material presented by the educator. Students are not active in asking questions. When the lesson is taking place, students take notes on the lesson material, and there is little interaction between students and educators in the classroom.

During independent or online learning activities, educators at SKB Grobogan primarily use Zoom meeting applications, WhatsApp groups, and YouTube, which limits students' access to learning materials in blended learning activities. This also has an impact on student learning outcomes. This problem can be overcome by implementing effective and student-centered learning strategies, which can improve student learning outcomes, especially in English subjects, particularly for descriptive text material. One method used is the microsite teaching media.

The discussion in this classroom action research is based on the results of observations, followed by evaluation and reflection activities. In general, the learning process can be carried out well by educators in a coherent manner, although not yet perfectly. Based on the results of observations and reflections in cycle I, it can be seen that the implementation of learning using microsite media on descriptive text material has not been optimal, students' attention has not been fully focused on the material because there are still many students who chat with their friends when explained how to use microsite learning media, so that many students have not been able to

understand how to learn using microsite teaching media. This situation is the cause of many students' learning outcomes not meeting the KKM.

Figure 4. Students are accessing material via a microsite

The implementation of the learning process in Cycle I was less than optimal, which had an impact on student learning outcomes. Based on the test results conducted at the end of cycle I, the average score was 59.92, and learning completion reached only 32%. In this cycle, 8 students completed the learning, while 17 students did not, so it can be concluded that Cycle I did not succeed in achieving the indicators. The success that was set must be continued into the next cycle.

Based on the results of Cycle I, reflection and learning improvement were implemented as actions to enhance learning for the next cycle. Improvements were made in Cycle II, specifically by providing examples and direct practice on how to use microsite teaching media. These improvements are intended to further enhance learning in cycle II. Cycle II explains that educators implement all learning plans prepared at the reflection stage of Cycle I. The implementation of learning in accordance with the learning plan prepared by the researcher shows that students experience a significant increase in learning outcomes. This is evident from the test scores or learning outcomes of students who have improved.

This improvement can be achieved because the students' attention is already focused on learning activities. Students can already fluently use and apply microsite teaching media in their learning activities, allowing students in the blended learning model to utilize microsite teaching media at their own pace and learning style, without needing direct explanations from educators. According to Wijoyo et al. (2016, pp. 6-7), blended learning can improve learning outcomes. The improvement in the results of cycle I reflection makes learning in cycle II more effective.

The implementation of learning improvements in Cycle II showed changes that resulted in an increase in student learning outcomes, specifically in student test scores, which also increased. Based on the test results conducted at the end of Cycle II, an average score of 80.16 was obtained,

with a learning completion rate of 84%. In this cycle, 21 students completed learning, while 4 students had not yet completed it.

Table 3. Data on the increase in cycle I and cycle II

No	Achievement	Cycle Result I	Cycle Result II	Increase
1.	Average Score	59,92	80,16	20,24
2.	Learning Completion	32%	84%	52%

The results of this study are in line with several previous research results, such as the results of research conducted by (Hafis & Kasmirah, 2024) entitled "Implementation of Microsite-Based Learning Media Using the Linktree Platform on Function Limit Material" shows the results of the study, namely that after the implementation of microsite-based learning media, there was a significant increase in student learning outcomes. This demonstrates that microsites can serve as an effective alternative learning medium for enhancing student understanding and providing educators with insights for developing creative, innovative, and interactive learning experiences. Research conducted by (Sarbunan et al., 2024) entitled "Implementation of Microsite Learning Media for Class V Students of SD Negeri 64 Ambon" shows the results of the study that the implementation of microsite learning media can provide a conducive and interactive learning atmosphere that is able to overcome monotonous and unpleasant learning problems, so that it will also have an impact on student learning outcomes. Meanwhile, research conducted by (Winarni & Suciptaningsih, 2024) entitled "Implementation of PBL-Based Microsites on Money, Income, Savings, Investment, and Financial Literacy Materials to Improve Digital Literacy and Financial Literacy", the results of the study showed an increase in learning outcomes from cycle I. This increase can be seen from the addition of learning completeness in cycle I, which had only 16 people, with a percentage increase of up to 53% in cycle II, where learning completion reached 26 people, resulting in a percentage of 87%.

CONCLUSION

Based on the research and discussion results, the use of microsite learning media in the blended learning model effectively improves student learning outcomes in the English subject, particularly for the Descriptive Text material. The percentage of completion in Cycle I was 32%, while in Cycle II, it reached 84%. The obstacles in Cycle I can be overcome well in Cycle II, so that no more obstacles are found. In Cycle II, all indicators of success have been achieved, so the research is considered successful and does not need to be continued in the next Cycle.

This research can contribute to the world of education because it has several novelties from previous studies, including: the use of microsite media in Package C equivalency education, the research was conducted with the subjects of Package C equivalency education students, the learning model in the form of blended learning in non-formal education, focusing on Descriptive Text material in English subjects.

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