

THE EXPERIENTIAL EVALUATION OF BLENDED LEARNING IN AESTHETICS SUBJECT

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Abstract—Industrial Revolution 4.0 is currently being developed by the Government, carried out by inviting universities to begin implementing technology in learning design, which later underlies the implementation of blended learning practices at Universitas Negeri Semarang. The author has practiced blended learning by applying online classroom as a learning method in Aesthetic subject, that held in the fourth semester of the 2018/2019 academic year. In implementing blended learning, evaluation is needed to find out how effective the application of online learning as a method in blended learning in aesthetic subjects at the Department of Arts, Faculty of Language and Art, Universitas Negeri Semarang. The objectives in this study are 1) To describe how the design and implementation of Online classroom in aesthetic subjects, 2) To find out the results of student experiences from online classes in aesthetic subjects. This study uses a mixed method, using qualitative and quantitative. Experiences evaluation will be analyzed based on quiz data and assignments as well as surveys related to online classroom of blended learning using elena.unnes.ac.id system. The results of experiential evaluation will be describe and analyzed based on data presented in graphical form. The results showed as follows, during the online classroom in blended learning as well as surveys given to students, it shows that the blended learning method is suitable for students in aesthetics subject. Students consider this learning method, and interested because it is not monotonous and they can create and use technology in lecture activities. In addition, the author also provides quizzes, assignments and discussion forums online. Quiz results and assignments given to students show that if they are able to obtain a good enough score, this indicates that the learning material uploaded by the lecturer is good enough for students to understand.

Keywords — education, evaluation, experience, blended learning, art, aesthetic

I. INTRODUCTION

The era of the Industrial Revolution 4.0 was in sight. That era was marked by the use of digital technology, artificial intelligence, big data, robots, and so on, or known as the disruptive innovation phenomenon that encouraged automation and transferring data in manufacturing technology. The development of technology is getting faster over time. For example, we can see that only in a period of 6 months, a cell phone brand can issue a series of the latest mobile phones. Technological development happened not without a reason, but as a response to the needs and character of the community. Today, our society has the ability to get information quickly using only internet technology. The convenience provided by technology has

changed the character of people who prefer it to something practical, fast and more individualistic. Changes in character that occur in society have encouraged the education sector to adjust the education system so that it can meet the needs and character of its students as one of its stakeholders. Most of the people currently on education are Generation Z, the generation born between 1995 - 2010 and the generation born when technology is developing, so they depend on technology and prefer something that is instant. This is in accordance with the opinion of Garrison & Kanuka [1] who revealed that the information provided by the internet as well as the current communication technology has changed society, so there is little reason to believe that it would not be the information that changed tertiary education in the 21st century. This is supported by Hicks, Reid, and George [2] who reveal that there is a demand that universities provide a wider and more diverse population, to meet emerging patterns in education that involve technology-based practices in the curriculum. The source of this transformation is based on the ability of online students to be able to do learning together and separately and connect with the student community wherever and whenever, without being bound by time, place or situation. Young [3] revealed that the President of Penn State University explained that the merging of class-based and online education as one of the biggest educational trends at the moment. Combining face-to-face learning with online is often referred to as blended learning.

Industrial Revolution 4.0 also currently being developed by the Government, carried out by inviting universities to begin implementing technology in learning design, which later underlies the implementation of blended learning practices at Universitas Negeri Semarang. The author has practiced blended learning by applying Online Classroom as one of learning methods in Aesthetic subject, that held in the fourth semester of the 2018/2019 academic year. In implementing online classes, lecture are conducted full online, by utilizing the features of the elena.unnes.ac.id system, such as discussion forums, assignments and quizzes. An evaluation is needed to find out the results of student experiences of the implementation of online learning in the aesthetic subject at the Department of Arts, Faculty of Language and Art, Universitas Negeri Semarang. Further action can be taken regarding recommendations for implementing blended learning in order to continue to be able to achieve learning outcomes.

II. METHODOLOGY

This study used a mixed method, using qualitative and quantitative. Experiential evaluation analyzed based on quiz data and assignments as well as surveys related to online blended learning on the elena.unnes.ac.id system. The results of experimental evaluation will be describe and analyzed based on data presented in graphical form.

Data collected in this study used four ways, namely: observation, interviews (survey) and literature. Observations are made by making direct observations on the implementation of blended learning. Observations made in the aesthetic subject that held in the fourth semester of the 2018/2019 academic year, Interviews were conducted to obtain the depth of information directly. The data were conduct direct interviews and surveys to students through elena.unnes.ac.id. By conducting the interview directly it is expected that various kind of information will be explored regarding the implementation of blended learning in the aesthetic course. Surveys are carried out online on the Elena system to students. The survey is presented in English.

III. RESULT AND DISCUSSION

A. Blended Learning: Implementing Technology in Learning Design

Whitelock & Jelfs [4] defines blended learning as a combination of traditional learning with an online web-based approach as well as a combination of media and tools in an e-learning environment. Blended Learning is a deep redesign learning by utilizing technology in supporting the learning process [1]. They argue that blended learning is an effective and low-risk strategy that prepares universities in facing technological developments that will come in the next few years. When society and technology fundamentally change the way we communicate and learn, surely this will change the way we think. The internet and communication tools provide unlimited time and place flexibility and education. Blended learning is defined as something that is simple / simple and complex [1]. Referred to as simple / simple, because this is an integration between face-to-face learning with online learning, while what is meant by complex is the implementation of blended learning that requires unlimited design possibilities and their application to many contexts.

Blended learning is considered as effective learning, because it is able to facilitate inquiry communication [1]. Furthermore, they explained that the inquiry community provided a balance of open communication and unlimited access to the internet. The community is also synonymous with open dialogue, discussion and forums for debate which are characteristic of education at tertiary institutions, and blended learning has the ability to facilitate these conditions. Ellis & Bliuc [5] explains that in blended learning, the focus is not only on the outcome stage but also on the appropriate use of technology to achieve the desired goals (learning outcomes). Lecturer must be able to utilize technology appropriately so that learning outcomes can be fulfilled, which means they must be able to display learning material

that can be understood by students only by learning it via internet.

Learning design provides opportunities to improve the quality and variety of teaching and learning through e-learning. Creating learning designs has a number of benefits, such as helping academics who have limited time by providing guidelines that can be used [6]; make the design process more explicit and shareable [7]; allows for better idea communication and as a stimulus to improve the quality of learning [8]. This encourages the development of blended learning as a learning design.

Blended learning has only begun to be intensively carried out at Universitas Negeri Semarang starting in 2019 through elena.unnes.ac.id. Elena (Electronic Learning Aid) is an elearning site developed by Universitas Negeri Semarang (UNNES) based on MOODLE version 2.0 to support activities academic. MOODLE is an acronym for Modular Object Oriented Dynamic Learning Environment is an open source software package under the GNU / GPL (Public License) which is useful for creating and conducting courses, training and education internet based developed by Martin Dougiamas since the 90s. In the beginning, its appearance in 2009, this elearning site called ILMO which later changed its name become Elena. Elena's e-learning site can be accessed through the address <http://elena.unnes.ac.id>. Elena.unnes.ac.id provides a lot of fitur that can be used by lecturer and student such as Online Classroom, Quizzes, Assignment, Forum, Discussion, Survey, etc.

Each learning method certainly has positive and negative sides that must be dealt with, also with the blended learning method which is currently being intensively carried out at Semarang State University. Based on the results of implementation blended learning through elena.unnes.ac.id, there are several advantages of blended learning, including:

1. Students have the opportunity to repeat material that is poorly understood by using the replay option.
2. Students have flexible time to study.
3. Students have the flexibility in using media for online learning, either through cellphones or laptops.
4. Can support the activities of lecturers who have official assignments to leave campus
5. Paper less, supports conservation as Universitas Negeri Semarang vision.
6. Lecturers can control plagiarism on a given assignment, because it will be uploaded online.

In addition, research conducted by Azizan, F.A. [9] also found several benefits of blended learning, including:

1. Increasing social interaction, communication and collaboration

With the existence of blended learning, students and lecturers and students can communicate to exchange knowledge, opinions and experiences through technology. In the elena system (online learning system at Universitas Negeri Semarang), they can communicate with each other through discussion forums.

2. Offers Flexibility and Efficiency.

Blended learning is a learning design that combines offline and online learning, where what is meant by offline

learning is face to face between lecturers and students in a class, while online is done through the internet. In implementing online learning, lecturers can submit material via video or teleconference that can be attended by students online. This learning activity is also supported by learning material uploaded by lecturers through an online learning platform.

3. Expanding Range and Mobility

The use of wireless technology has made it easier for the education sector because it is possible to carry out learning wherever and whenever without having to be tied to a time and place. The combination of mechanisms in the delivery of material, instructor's approach, technology and learning situations supports individualistic but also collaborative and interactive learning. Therefore, the use of technology in learning has encouraged students to have experience in interactive learning.

4. Optimizing Development Costs and Time.

Singh [10] explains that full-online learning may cost too much in the production process (requires diverse resources and expertise), but by combining virtual collaboration and face-to-face learning using simpler material, such as e-learning recording, assignments in the form of text as well as power point presentations, require a fee fewer and lower expertise, so blended learning is considered more effective.

Furthermore, based on the results of observation the author also found several weaknesses of blended learning, including:

1. Lack of control to understand the extent to which students understand the lecture material, because they can not see the emotions / expressions of students while attending lectures.
2. The user interface used at Semarang State University is not as free as before, where the department can act as an admin so that it allows modifications according to the department's needs.

Azizan, F.A. [9] also found several weaknesses of online learning, including:

1. Lack of interaction between lecturers and students
2. It is difficult to get active participation from students and involvement in group discussions.
3. Lack of spontaneity and improvisation
4. Weaknesses are related to resources and infrastructure, such as slow internet access, and the need for special tools to be able to access data through the internet.

Based on the discussion above, it can be said that blended learning is a learning method that has an advantages and disadvantages. But if we look at it from another side, blended learning is considered appropriate for Generation Z who is very familiar with technology. Along with the development of technology, the education sector must also adapt learning methods to the character of students who are mostly Generation Z who are accustomed to using technology. In addition, this is also intended so that the university, students and lecturers are able to compete in global competition that is completely technological. Seeing

this, the author begin to apply the practice of blended learning in lecturing activities.

B. Blended Learning through Online Classroom as a Learning Design in Aesthetics Subject

Several previous studies have explained that blended learning has benefits and is considered effective in dealing with current world developments. Although several universities in several countries have implemented blended learning since many years ago, but blended learning has only begun to be intensively carried out at Universitas Negeri Semarang starting in 2019 through elena.unnes.ac.id.

As a new learning design, there are certainly several challenges faced in implementing blended learning, both by the teaching team and students. Based on the results of discussions with several lecturers in the visual art department who have tried to practice blended learning There are several challenges that will be faced in implementing blended learning.

First, technology will continue to change, so that both lecturer and students must maintain flexibility and be able to adapt to technological improvements over time. Second, Azizan, F.A. [9] revealed that the ability of lecturer to produce attractive and targeted learning media in blended learning must also be improved, so that it can be accepted by students from all walks of life and meet all student needs. Third, there needs to be a change in mind-set and commitment to position higher education institutions in the field of teaching and learning [1]. Higher education needs to realize that they must keep abreast of the times by utilizing technology in learning in order to meet the needs of today's students. Fourth, there needs to be sufficient preparation in implementing blended learning and not everyone is willing and able to do so. In implementing blended learning, instructors must prepare learning materials well in advance and the content of the material must be interesting and easy to understand. The limited direct interaction between lecturers and students causes learning material to be presented effectively and efficiently in order to achieve learning outcomes.

Online lectures are learning methods where lectures are carried out online, starting from material explanations, discussions, quizzes and assignments. In conducting online lectures, the author uploads material in the form of powerpoints and videos related to phylosofical aesthetics. In addition, the author also uploads quizzes, discussion forums and assignments to the Elena system. Unlike the traditional learning, in online lectures, quizzes are conducted online using the quiz feature provided in the elena system and the place to work on the quiz is freed, meaning that students can work on campus or at home or even the cafe and can do it anytime as long as it is still before the quiz deadline ends. Assignments in online lectures are also given online and students collect the assignments by uploading them to the online system. Discussion forums on the elena system are also used to see student participation and provide space to ask questions related to material that is poorly understood during online lectures. Tasks and quizzes have deadlines to work on that are set up on the elena.unnes.ac.id.

As a prospective teacher or artist, students are required to have a variety of theoretical knowledge and understanding of aesthetic philosophical concepts as a basis for creating and analyzing various phenomena of art. This requirement is important as one of the cultural capital in forming creative, appreciative, responsible and professional graduates in their fields. In this context, the Aesthetics course is given to students of fine arts study programs.

In accordance with the description of the course, this teaching material contains brief explanations of the philosophical concepts of aesthetics from the various thoughts of experts, both from the ideas of Western aesthetic experts and from the thoughts of Eastern aesthetic experts. By mastering this teaching material, students are expected to have the knowledge and understanding of aesthetic philosophical concepts as a basis for creating and in practicing analyzing various phenomena of art given through structured lecture assignments.

To enrich knowledge and understanding, students can independently study suggested source books. The learning outcomes of the suggested source books will certainly strengthen the knowledge set in understanding the subject matter of lectures. In addition, beside reading books, another thing that needs to be done is to learn more about philosophical studies of western and eastern aesthetics whose source of information is not from Indonesia, but from other countries out there. One method that can help with these information needs is through online classrooms.

The course, using online classroom is not carried out throughout the semester but only in four meetings, at the remaining meetings, learning is carried out offline by face-to-face meeting in class. In the four meetings, some material on philosophical aesthetic knowledge from several countries outside Indonesia was presented. Besides that the author also uploads quizzes, discussion forums and assignments as an evaluation of the course. Students are given the opportunity to search for independent information online.

C. The Experiential Evaluation of Blended Learning in Aesthetics Subject

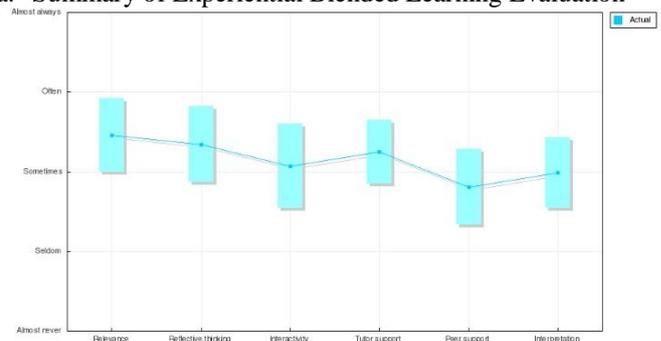
After carrying out blended learning in Aesthetics subject, the author conducted a more in-depth evaluation by giving an online survey on the elena system to the students. This online survey was carried out in an effort to collect data from students which was then used to find out more about how their experiences while carrying out learning using online lecture methods through elena.unnes.ac.id. The number of students to be evaluated is 22 students who are members of 1 class. The survey is presented in English, therefore to facilitate students in understanding the questions in the survey, the authors provide guidance when filling out the survey by interpreting each question into Indonesian.

The survey consisted of 26 questions. In filling out the survey, students have 5 answer options : (1) Almost Never; (2) Seldom; (3) Sometimes; (4) Often; (5) Almost Always. There are 6 aspects assessed in the survey regarding the implementation of experiential blended learning :

1. Relevance :Assessing the relevance of courses studied with practice in the professional world.
2. Reflective Thinking :Assess the existence of critical thinking during learning.
3. Interactivity :Assess communication activities between students during the learning process.
4. Tutor Support:Assess the tutor's performance in lectures.
5. Peer Support : Assess the support provided by fellow students.
6. Interpretation : Assess student understanding during lectures.

The following are graphs showing the student's assessment of each aspect of the assessment.

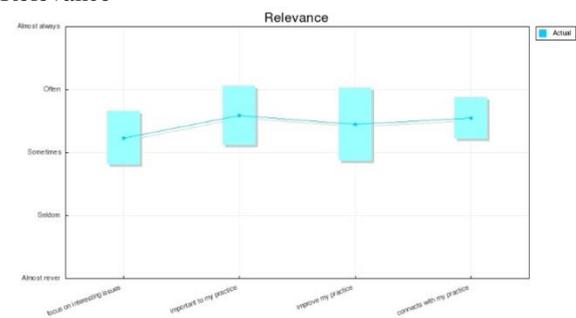
a. Summary of Experiential Blended Learning Evaluation



Graphic 1. Summary of 6 aspect assessed in the survey regarding the implementation of experiential blended learning

According to graphic 1, the survey results show a summary of overall student assessments in the 6 aspects can be seen if the blended learning method gets a pretty good response because it gets an assessment mostly above sometimes, meaning that students can absorb lecture material online quite well. The highest rating is on relevance and tutor support, which shows if the material provided is quite relevant to the professional world they will face in the future. While the assessment of tutor support indicates that the learning model used by the tutor is quite interesting and encourages students to participate actively.

b. Relevance



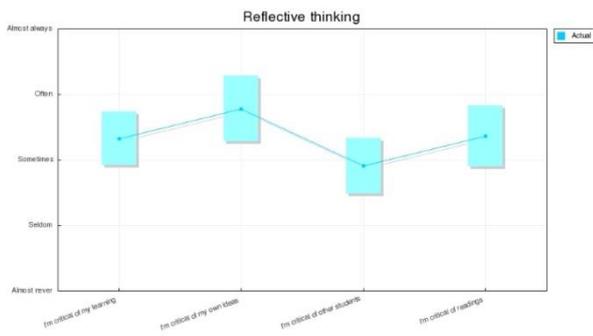
Graphic 2. Result of Relevance aspect in the survey regarding the implementation of experiential blended learning

In the aspect of relevance, there are four elements of questions asked to students. Those several question are (1) My learning focuses on issues that interest me, (2) What I

learn is important for my professional practice, (3) I learn how to improve my professional practice, (4) What I learn connects well with my professional practice. In filling out the survey, students have 5 answer options : (1) Almost Never; (2) Seldom; (3) Sometimes; (4) Often; (5) Almost Always.

The results of student answers collected in graph 2 show that student assessment on aspects of relevance. The highest score is the relevance of the subjects studied with the world of practice. This indicates that students think this subject is quite important because it will be useful in the future when they work.

c. Reflective Thinking

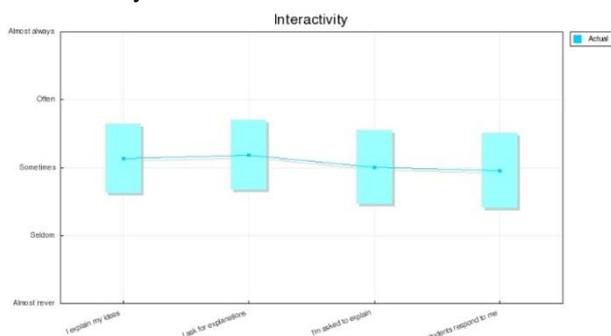


Graphic 3. Result of Reflective Thinking aspect in the survey regarding the implementation of experiential blended learning

The second aspect is Reflective Thinking aspect, there are four elements of questions asked to students. These questions include (1) I think critically about how I learn, (2) I think critically about my own ideas, (3) I think critically about other student's ideas, (4) I think critically about ideas in the readings. In filling out the survey, students have 5 answer options : (1) Almost Never; (2) Seldom; (3) Sometimes; (4) Often; (5) Almost Always.

The results of student answers collected in graph 3 show the student's assessment of the Reflective Thinking aspects. The highest assessment is on the ability to think critically by each student. This shows if the learning that is carried out triggers students to be able to think critically in solving problems / problems faced.

d. Interactivity

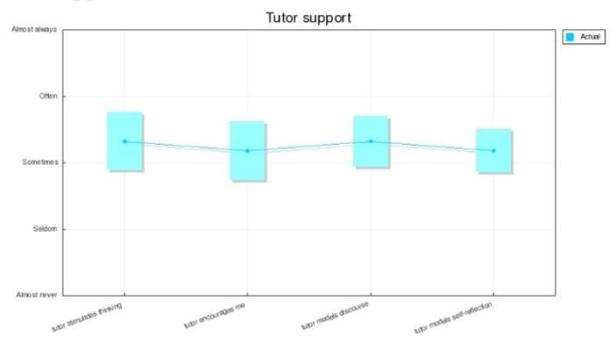


Graphic 4. Result of Interactivity aspect in the survey regarding the implementation of experiential blended learning

The third aspect is Interactivity aspect, there are four elements of questions asked to students. These questions include (1) I explain my ideas to other students; (2) I ask other students to explain their ideas; (3) Other students ask me to explain my ideas; (4) Other students respond to my ideas.

In the graphic 4 shows the student's assessment of aspects of interactivity. The highest evaluation is in the communication activities between students in the discussion process, where students express their opinions about each other. As explained earlier, that in aesthetic course is not fully implemented online, but there are also meetings that are face-to-face. In this face-to-face meeting, discussions were also held using the Windows Shopping model. As we see the results of student responses, reflecting on how they carry out the task of window shopping, which certainly requires discussion to be able to present presentations that are interesting and easy to understand.

e. Tutor Support

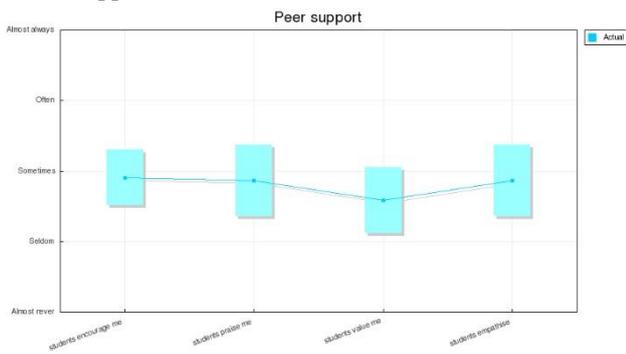


Graphic 5 Result of Tutor Support aspect in the survey regarding the implementation of experiential blended learning

The fourth aspect is Tutor Support aspect, there are four elements of questions asked to students. These questions include (1) I explain my ideas to other students; (2) I ask other students to explain their ideas; (3) Other students ask me to explain my ideas; (4) Other students respond to my ideas. In filling out the survey, students have 5 answer options; (1) Almost Never; (2) Seldom; (3) Sometimes; (4) Often; (5) Almost Always.

The highest assessment is on the second aspect, about the tutor's ability to stimulate and invite students to actively participate / participate in the learning process and the learning model used by the tutor is considered quite interesting. In addition, a good assessment of the learning method shows if the blended learning method applied by the teacher gets a positive response from students. This is because the use of technology in accordance with the characteristics of students who are generation Z

f. Peer Support

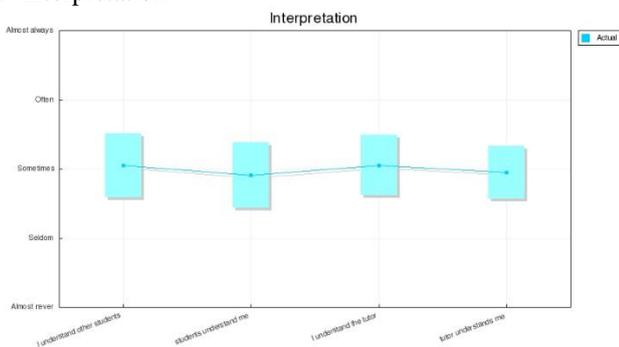


Graphic 6 Result of Peer Support aspect in the survey regarding the implementation of experiential blended learning

The fifth aspect is Peer Support aspect, there are four elements of questions asked to students. These questions are about the response of student is that (1) Other students encourage my participation; (2) Other students praise my contribution; (3) Other students value my contribution; (4) Other students empathise with my struggle to learn. . In filling out the survey, students have 5 answer options; (1) Almost Never; (2) Seldom; (3) Sometimes; (4) Often; (5) Almost Always.

Graphic 6 shows the student's assessment of the aspects of peer support during the learning process. If we pay attention, the assessment on peer support can be said to be not too high. This can be explained by the characteristics of the Z generation that are easy to get information quickly and tend to be individualistic. The individualistic nature that tends to cling to them, causes the encouragement / support among peers is not so high. Even so, the assessment of the encouragement of other students for their active participation can be explained from the discussion forums conducted on the elena system. The forum encourages student activity because the lecturer will provide additional value to students who are active in the forum.

g. Interpretation



Graphic 7 Result of Interpretation aspect in the survey regarding the implementation of experiential blended learning

The sixth aspect is Tutor Support aspect, there are four elements of questions asked to students. These questions include (1) I make good sense of other students' message; (2) Other students make good sense of my message; (3) I make good sense of the tutor's messages; (4) The tutor makes good sense of my messages. In filling out the survey, students have 5 answer options; (1) Almost Never; (2) Seldom; (3) Sometimes; (4) Often; (5) Almost Always.

In the graphic 7 shows the student's assessment on aspects of interpretation. The highest score is on the students' understanding of the explanation given by the tutor. This indicates that the blended learning that has been implemented can be absorbed quite well by students

IV. CONCLUSION

Based on the evaluation of experiential blended learning conducted by looking at the results of assignments given during blended learning and surveys given to students, it shows that the blended learning method is suitable for aesthetics course for Visual Art Department student in Universitas Negeri Semarang. Students find this learning method interesting because it is not monotonous and they can be creative and utilize technology in lecture activities. In implementing blended learning, the author uploads learning material in the form of power points and videos. In each material uploaded, the author presents theories and examples of questions in aesthetics courses. In addition, the author also provides quizzes, assignments and online discussion forums. The quiz results and assignments given to students show that if they are able to get a good enough grade, this shows if the learning material uploaded by the lecturer is good enough to be understood by students.

Based on the results of experiential blended learning evaluations, the authors provide several suggestions regarding the practice of blended learning , (1) Lecturers should prepare blended learning materials in a mature and interesting; (2)The need for material recommendations in blended learning. According to the author based on the evaluation results, material uploaded to the Elena system should include power points, videos made by the lecturer, discussion forums, quizzes and assignments. This is intended so that students' understanding of learning material can be more in-depth. In addition, the existence of a discussion forum will require active participation from students; (3) Lecturers can combine the practice of face-to-face and online lectures. With the existence of a blended learning, the lecturer can improve the efficiency and effectiveness of learning on material that is considered quite difficult, but has little time. If students are able to learn the material first before face-to-face meetings, the learning process can take place more effectively because the lecturer does not need to explain everything from the beginning, but only needs to emphasize points that are considered important.

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