Proceeding of International Conference on Language Pedagogy
Vol 1. No. 1, pp 331-339, 2021
ISSN: 2809-4808
DOI: https://doi.org/10.24036/icolp.v1i1.58

Blended Learning Integrated Creative Problem Solving in Bahasa Indonesia Learning at University

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Abstract

Students learn Bahasa Indonesia in universities, which helps them write scientific articles as a sort of academic scientific activity. Students are taught how to write scientific papers in a systematic manner, how to choose themes, the relationship between topics and content, and how to employ bahasa Indonesia rules in accordance with the PUEBI. However, students subjects do not correspond to the content, they are confined in stringing words, the resulting writing is not cohesive and coherent, and it does not follow Bahasa Indonesia norms. Using a blended learning strategy that incorporates creative problem solving, the research intends to aid the process of learning to write scientific articles and increase the quality of student writing. Descriptive approaches are used in the investigation. The findings revealed that incorporating technology into the learning process can boost students comprehension and creative thinking abilities. Students gain new skills in writing scientific papers through Bahasa Indonesia learning based on blended learning integrated creative problem solving. Students may quickly access the learning process, evaluations are conducted in a transparent manner, and time is saved. Using blended learning integrated creative problem solving to learn for students in higher education is particularly helpful in learning to write scientific articles

Keywords: Blended Learning, Creative Problem Solving

Introduction

Due to constraints on community activities, the COVID-19 epidemic poses a difficulty for human activities, particularly teaching and learning. Throughout the epidemic, learning was conducted via the blended learning technique in conjunction with internet services. Learning is critical to reaching goals, and teachers serve as facilitators, mentors, and motivators, encouraging students to study diligently at home (Prahmana et al., 2021). Throughout the COVID-19 program, universities will continue to provide Bahasa Indonesia courses in a hybrid or blended format. The learning process is facilitated through the use of the licensed Microsoft Teams 365 service and is supplemented with face-to-face lectures in the classroom with a fixed number of students in accordance with the rector's circular. Students from all faculties of study programs enrolled in Bahasa Indonesia classes will attend hybrid lectures during the odd semester of 2021/2022. This course is effectively delivered Tomlinson (2018), weekly for two credits totaling 100 minutes and results in lively interactions between students and lecturers. Students must adhere to approved health guidelines in order to attend lectures. The transition to distance education and learning during the COVID-19 pandemic posed significant challenges for educators and students alike. We provide an online technique for transitioning from traditional face-to-face training to entirely online instruction. The asynchronous component of DLPCA was accomplished through the broadcast of pre-recorded lecture videos on YouTube, which enabled students to study and advance with their learning at their own pace. Instructors must develop strategies for increasing their interaction with students and

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sustaining their interest and engagement in online programs. According to the survey, the majority of students are satisfied with the DLCPA plan. This technique is regarded as a manageable and successful alternative that may be extended to provide complete online teaching (Lapitan et al., 2021).

Students are required to write scientific articles as a result of their academic environment. Students are expected to be proficient in the writing of papers, scientific articles, and theses, as well as manuscripts for publishing in scientific journals. This is consistent with the curriculum Kementrian Riset Teknologi dan Pendidikan Tinggi (2016), which demonstrates that graduates at competency level 6 (D-4/S-1) are capable of documenting, storing, securing, and rediscovering material in order to assure its validity and avoid plagiarism. Students are tasked with expressing their scientific concepts through scientific writing. Additionally, students are not permitted to engage in acts of plagiarism that jeopardize their morale when it comes to sustaining the value of honesty while citing other people's work.

It is conducted interactively during online and offline (hybrid) courses in the Bahasa Indonesia (Hughes, Lo, Xu, et al., (2019); Guangying, (2014)). Lectures are designed to be more engaging and accessible to all students in attendance. According to the reality on the ground, it was discovered that when students study online, some of them have difficulties due to inadequate internet networks. It was also difficult to join the Microsoft Teams service during student interviews if the professor had opened the lecture channel and the lecturer's voice could be faintly heard. Additionally, students stated that material presented in the form of power points did not appear on their monitor screens. However, e-learning augments lectures (Darmika, I Putu, Gede Gunatama, 2017). According to Husamah (2014), good e-learning is easy, beautiful, and easily available to students on their own. This occurrence impairs the learning process's efficiency. Even the material cannot be received properly if students encounter these barriers, preventing them from achieving their learning objectives optimally.

Students are also organized into groups during online lectures, just as they are during class, in little spaces on the lecture channel. Students debate lecture themes in groups of 4-5 students. Following that, student representatives will report the outcomes of their conversations, and other groups will respond. They will then obtain confirmation from the course professor, ensuring that students have a firm grasp on the lecture material and scientific publications. This action is simply a shift of media from in-person to online.

Additionally, based on the results of student interviews, it was determined whether, when students were assigned to produce scientific papers, they were confined in their ability to assemble words and sentences into a scientific work text. When students' scientific work was corrected, it was discovered that the topics they chose did not correspond to the content. Additionally, the produced work lacks cohesiveness and coherence, and students do not adhere to Bahasa Indonesia standards when writing (Leakey & Ranchoux, 2006). This becomes a barrier for students when they are not provided with adequate stimulus and supplements throughout the lecture process, as students are less critical during the learning process (Fogleman et al., 2013).

In light of the issues identified, a learning strategy is required that minimizes difficulties encountered during the Bahasa Indonesia learning process. This can be overcome through the use of blended learning, which provides students with a variety of learning opportunities, allows for direct feedback, and allows students to collaborate on tasks (Bueno-Alastuey & López Pérez, 2014). Additionally, because students receive an intensive and engaging learning experience, the blended learning method can be a predictor of students' cognitive and affective capacities (Cerna, 2018);(Maqableh & Alia, 2021).

Ferney (2012); Hubackova (2015); Hughes, Lo, & Xu (2019) the blended learning method is ideal for Bahasa Indonesia learning because it allows for flexibility and consistency in the learning process while cooperating with technology to produce a more effective learning environment. (Leakey & Ranchoux, 2006). Blended learning can assist students in developing ideas, sharing learning experiences,

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and honing their public speaking skills (Mendieta & Barkhuizen, 2019). If students have been assisted during the learning process through blended learning, then blended learning has the following characteristics: improving student interest in learning, with 59% of students reporting increased interest in learning. 75% of students believe this strategy aids in a more in-depth understanding of the content. The learning method is 30% face-to-face and 70% online (Jeffrey et al., 2014).

When teaching Bahasa Indonesia in colleges using the blended learning technique, it is also necessary to combine creative problem solving. Tomlinson (2018) says that this strategy is highly suited since it can help students enhance their creative thinking abilities and foster critical attitudes. Additionally, it enhances the learning process and students' ability to think creatively in order to solve difficultie (Kim et al., 2019). Numerous surveys conducted by Mayes and Marison Jeffrey et al. (2014) indicate that a substantial number of teachers are interested in online learning. Additionally, Bates and Sangra stated that online learning should require direct instruction in order to facilitate feedback between teachers and students. As a result of this research, blended learning appears to be the optimal form of instruction.

The application of blended learning Integrated creative problem solving is extremely useful in the classroom since it is effective at resolving challenges encountered by students. Creative problem solving is critical for cognitive development and enhance students' creativity and capacity for creative problem solving Kim et al. (2019) in accordance with the blended learning method's implementation. Additionally, the professor directs students to create scientific articles based on their experiences and close to their daily lives (Lieto et al., 2019). As a result, it is believed that the blended learning strategy that incorporates creative problem solving will be able to motivate students to study independently and boost student creativity when they are learning to write scientific articles.

Methods

The research technique is descriptive, describing blended learning strategies that incorporate creative problem solving into scientific writing exercises. This research was conducted on students enrolled in the third semester of the Putera Batam University's 2021/2022 academic year. This study utilizes the blended learning method of integrated creative problem solving to scientific writing skills, which benefits students significantly because students are instructed autonomously in both online and offline lectures. Lecturers give facilities for the learning process, enabling students to overcome obstacles encountered when attempting to solve problems (Kashefi et al., 2012). The study employed interview formats and observation sheets. The interview style is used to elicit information from students regarding issues that arise during the learning process in order to resolve the issue. Observation sheet for observing the actions and learning process of writing a scientific paper online and offline.

Result and Discussion

Each world of education plays a critical role in enabling students to participate in academic activities such as writing scientific papers. Writing scientific articles requires avoiding plagiarism, adhering to Bahasa Indonesia guidelines, and relying on facts that can be accounted for. As a result, students must be instructed and become accustomed to writing scientific articles about their own experiences and lives. Students must also exercise creativity in the production of their scientific work, from topic selection to word selection. Students are required to undertake literature reviews in journal writing in order to be able to solve their difficulties creatively through cooperative conversations (Katz-Buonincontro & Ghosh, 2014). As a result, lecturers must be prepared to facilitate learning using the blended learning method.

(Jeffrey et al., 2014) identified eleven benefits of blended learning for teaching students how to write scientific papers. First, students engage in direct interaction with learning. You must be able to establish

ISSN: 2809-4808
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an engaging, interactive, and complete learning environment as a lecturer. Students are encouraged to take pleasure in studying and to communicate with one another during each meeting.

Second, it is capable of interacting with pals. If online lectures are conducted using Android or laptops, students can communicate immediately during lectures via Microsoft Teams media. Student satisfaction was significantly influenced by teachers' performance and accessibility to websites. Mobile phones and laptops were the most frequently utilized devices for internet access. Students said that they acquired and comprehended knowledge in the same or superior manner to that which they did prior to the implementation of exclusive e-learning. (Bani Hani et al., 2021). When lectures are delivered online, they are blended in such a way that students present in class can also participate in group activities and develop interactions. Students converse with one another and ask questions as a means of communicating.

Third, group talks and opinion exchanges. Students are guided to hold group discussions and presentations on the theme of scientific work during the lecture's third meeting. Students present the outcomes of their group talks. Students listen to and respond to their classmates' presentations by asking questions, disputing, and providing a variety of responses to the questions given. Students are given ample opportunity to debate in detail. Even the group presenters respond to queries from their classmates both in-person and online.

Fourth, access the e-library for virtual classes. The campus is entirely digital and has its own fiber optic network, which considerably facilitates online lectures. Students can surf through e-library access on campuses with suitable infrastructure and information systems. The e-library contains UPB subscriptions, e-resources, an online catalog, an online magazine published by UPB, a repository hosted by UPB, and trial access. All of this e-feature library's and services are geared toward assisting students in the process of authoring scientific articles. Students easily obtain citations from publications when completing autonomous and structured tasks. Additionally, it aids in the thesis preparation process and the publication of scientific journals (open journal system).

Fifth, online evaluation. Students were given assignments and tests to assess their comprehension. Students' assignments take the form of drafts of scientific publications on topics chosen by them. Exercises are gathered via the assignment menu on the Microsoft Teams service and can be graded instantly online by course lecturers using the integrated assessment indicators.

Sixth, e-tuitions. Electronic lectures are an excellent way to boost knowledge, skills, and attitudes during this pandemic (Nurhadi, 2020). Students can study online from the comfort of their homes, participate in online discussions, submit assignments, and take online tests. This is a support that ensures the learning process is carried out properly and in line with the specified assessment indicators in order to achieve the desired learning results.

Seventh, access to and maintenance of educational blogs. Students are guided to educational blogs (Purwanto, 2019). However, students do not yet have a dedicated learning blog for their blended learning lessons. Utilizing blogs as interactive media has been shown to boost students' motivation and excitement for studying (Sartono, 2016).

Eight, online conference. During the epidemic, the university increased its participation in online webinars for students. This is to ensure that students are aware of the advancement of science in their field of expertise and in fields beyond their field of study. Weekly online webinars are open to all students. This online webinar activity features presenters and resource persons who are experts in their subjects from various colleges around the country and around the world.

Ninth, youtube is a great place to find skilled lecturers. In today's globalized world, the use of devices and computers is becoming increasingly popular across all demographics, including students. Students report that they watch YouTube nearly every day. Thus, learning can be supplemented by

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viewing professional lectures on YouTube in relation to the meeting's learning subjects (Samosir et al., 2018).

Tenth, online education via video and audio. Online learning can be linked with video and audio playback via blended learning. It seeks to boost students' excitement for learning by requiring them to watch films and listen to audio on a consistent basis. Additionally, students who study while working will be more motivated to study in evening sessions.

Eleventh, laboratory that is virtual. Virtual laboratories are a type of online classroom where students interact with virtual materials and equipment just as proficiently as they do with actual materials and equipment.

According to student interviews, the benefits of blended learning are extremely beneficial and improve student passion for learning. Active, thorough, and timely learning are all possible (PAK TW). Additionally, learning is aided through e-learning, which students can access at any time and from any location. Students believe that blended learning (BL) integrated creative problem solving is limited in terms of interactions with the lecturer, group work, peer engagement, class participation, and the capacity to ask technical questions. The findings indicate that students view F2F to be superior to BL because social components expected of students in an F2F environment may be absent from netiquette frameworks. Few research examines students' relative perceptions of face-to-face (F2F) and blended learning (BL) in periods when Covid-19 is used or not used. F2F learning is more favourably evaluated than BL because students perceive BL to have restrictions in terms of interactions with the lecturer, group work, peer engagement, class participation, and the capacity to ask questions regarding technical topics. Qualitative evidence indicates that students choose F2F over BL because social features expected in an F2F context may be absent from netiquette frameworks (Mali & Lim, 2021).

There are four quadrants for establishing integrated learning Chaeruman (2019), namely (a) direct synchronization (face to-face). Face-to-face lectures are also held in conjunction with online lectures via Microsoft Teams 365. Students take an active role in the educational process. (b) Synchronization via the internet.For two credits, the lecture procedure is conducted online. Students participate in lectures and retain lecture material effectively. However, if there is a network interruption on the student's internet connection, students can depart Microsoft Teams 365 automatically. Even the lecturer's voice was occasionally heard by students. Online lectures are, in fact, quite beneficial for students, particularly those who study while working. Students can access and attend lectures from anywhere in accordance with the established class schedule. (c) stand-alone asynchronous.Students can be directed to study independently during lectures utilizing blended learning, with the direction and guidance of course lecturers. Students attend lectures, listen to lecturers explain concepts, listen to lecturers and students raise questions, and listen to their friends' perspectives during the lecture. (d) Working collaboratively in an asynchronous manner.Lectures are supplemented by group discussions. Students make every effort to participate in online group discussions. The speaker facilitates the activities of the discussion forum. Additionally, this practice teaches students how to speak verbally in scientific forums. Additionally, students can show respect for one another and listen to their classmates' perspectives. This activity can be completed concurrently by online and offline students.

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Figure 1. Quadrant of Blended Learning Setting

The following four principles of blended learning were utilized throughout the investigation. To begin, blended learning utilizes a variety of technology to accomplish educational goals. Write scientific articles throughout the learning process. Second, the integration of many ways of learning in order to attain optimal learning outcomes. Thirdly, the integration of various forms of educational technology with face-to-face instruction. Fourth, integrating educational technologies and work assignments to have a positive effect on learning.

Carman (2002) outlines the technical design of blended learning integrated creative problem solving that integrates it into the learning process. First, live events: synchronous direct or face-to-face learning in the same location at the same time or in various locations at the same time. Second, self-paced learning combines with autonomous learning to enable students to study online at any time and from any location. Thirdly, cooperation: combining teacher-parent collaboration, teacher-student collaboration, and student-student collaboration. Fourth, assessment: teachers are required to be able to conduct a variety of assessments, both online and offline, both test and non-test (class projects). Fifth, ensuring that performance support material is created in a digital format that is accessible to students both online and offline (Husamah, 2014).

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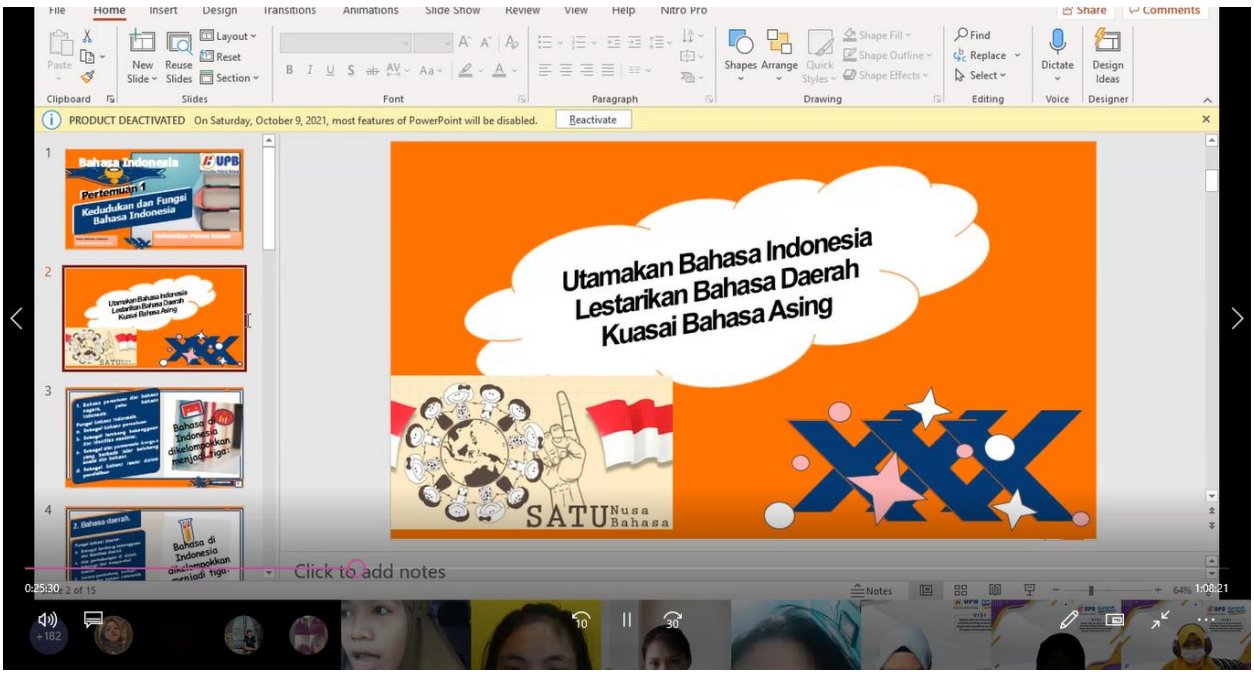

Figure 2. Bahasa Indonesia Learning Process with Blended Learning

Conclusion

Bahasa Indonesia learning may be extremely engaging and innovative when paired with a combination of online and offline lecture methods (hybrid), or what is referred to as blended learning. The learning method that incorporates technology aids in student comprehension and enhances students' ability to think creatively. Bahasa Indonesia learning through blended learning and creative problem solving is extremely beneficial and provides students with new writing experience for scientific articles. Students have easy access to the learning process, evaluations are conducted in a transparent manner, and time is saved. The learning process is customized to the students' needs through the use of blended learning Bohle Carbonell et al. (2013) such that the lesson topic is easy to comprehend.

Acknowledgments

The author would like to express his appreciation to the promoter and co-promoter, as well as to the Universitas Putera Batam.

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