



Profile of Blended Learning Implementation in Learning Activities

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Study aims to describe and analyze of blended learning implementation in learning activities. The method applied in this research is a literature review that is sourced from the results of previous studies that have been selected from Google Scholars. The steps applied in this study are identifying journals/articles about blended learning, analyzing the definition of blended learning, synthesizing opportunities and activities in implementation of blended learning, analyzing barriers to implementing blended learning, and making conclusions. From the results of the analysis of 30 selected works of literature, the implementation of blended learning can be done by teaching it as a learning model, teaching it by combining it with other learning strategies or models, teaching it with the help of an LMS, and teaching it with the help of social media. Furthermore, the application of blended learning is able to support activities that can train students' 21st century skills. The implementation of blended learning requires careful planning and requires an understanding of student characteristics and the availability of supporting facilities and infrastructure. This study can provide an overview of the opportunities to apply blended learning in learning activities.

INTRODUCTION

The rapid development of access and sources of information requires the world of education to innovate in the learning process. Students need to be trained so that they have skills that are in line with the progress of the times. Relevant skills are needed to successfully adapt and be able to contribute to the 21st century. The abilities of the 21st century include four things known as the 4Cs namely: critical thinking and problem solving, creativity and innovation, communication and collaboration. Education should be able to prepare students to master these various skills (Isbandiyah & Sanusi, 2019).

In general, the ability to think logically and rationally in students who are still in high school is illustrated through tests organized by PISA (Program for International Student Assessment). The 2018 PISA report released on December 3, 2019, shows that the average score of Indonesian students for science is 396 and 60% of Indonesian students have science skills below the minimum competency (Kemendikbud, 2019). Based on the results of the PISA test, it can be seen that in general, the ability of Indonesian students is still low and only able to reach the second level of the six levels of thinking in the questions given by PISA (Sani & Prayitno, 2020). Changes are needed to prepare students so that they can compete with the times. One effort that can be done to train students' thinking skills through learning that integrates technology because students who have thinking skills will be able to process new information or knowledge so that they can find possible solutions to a problem, as well as the mastery of technology that will make them able to adapt to the times.

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