



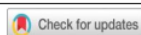
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Improving Individual Innovative Behavior and Post-COVID-19 Student' Learning Outcomes Through Project-Based Blended Learning

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ABSTRACT

Objective: This study aims to improve individual innovative behavior and learning outcomes and determine differences in individual innovative behavior and student learning outcomes after being taught with Project Based Blended Learning synchronous and asynchronous online models followed by face-to-face offline models in the post-COVID-19 era. **Method:** The research used a quasi-experiment; the control class samples were 33, and the experimental class was 33 students. Data were collected using questionnaires, test instruments, and observation sheets, and the collected data were analyzed using descriptive statistics, gain tests, and t-tests. **Result:** The increase in individual innovative behavior and learning outcomes before and after teaching in the control class in the moderately effective category is lower and significantly different compared to the experimental class in the practical category. The final score of individual innovative behavior and learning outcomes of the control class is lower and significantly different than that of the experimental class. **Novelty:** Blended Learning in this research is integrated with Project-Based Learning with synchronous and asynchronous online models to produce project products assigned to be used in practical courses.

INTRODUCTION

The post-COVID-19 era has significantly impacted technological change and human life. Changes in technology and human life have consequences for technological advances in education (Azman et al., 2020; Laoli et al., 2022; Mallisza et al., 2021). Lecturers must modernize the learning system by integrating and utilizing the latest technology to create innovative, exciting teaching materials and make it easier for students to learn (Indarta et al., 2021; Timor et al., 2021). Lecturers must be able to create and utilize teaching material products that attract attention and make learning more accessible (Ziliwu et al., 2022). The emergence of new technologies must also be followed by efforts to develop individual innovative behavior and innovative application of technology. Innovation is a process that involves generating and implementing ideas. Individual behavioral innovation is a multi-stage process, starting from identifying problems, coming up with ideas and solutions, combining mutually supportive ideas, forming a support network, realizing ideas, developing new products, and improving work processes. The inappropriate use of learning models and methods can cause a low quality of education.

Blended Learning is a student-centered, self-paced, flexible, and resource-rich learning approach to complement face-to-face learning offline (Stein & Graham, 2020); a series of content blocks sequenced to create a learning experience (Utami & Vioreza, 2021); combination of physical and online learning (Han & Ellis, 2019); elements are a combination of face-to-face and e-learning, applications, tutorials, collaboration, and evaluation (Zahari, 2019); lecturers and students undergo self-directed online learning to gather initial information, be active in classroom learning, and participate in online

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