

Correlation Between Blended Learning Model With The Perspective Of Learning Effectiveness For Nursing Student

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ABSTRACT: The learning model is one of the enabling factors that influence the achievement of students. That students have a good learning outcomes, the lecturer must choose appropriate learning models. But in fact not all lecturers choose the most appropriate learning model with the demands of learning outcomes and student characteristics. The study design was descriptive quantitative correlation. Total population of 785, the number of samples are 202 were taken by purposive sampling. Techniques of data collection is done by cross-sectional, and then processed through the Spearman test. The results showed no significant relationship between classroom lecture method in the context of blended learning models to study the effectiveness perspective, the p value of 0.001. There is a significant relationship between e-learning methods in the context of blended learning models with perspective of activities study of nursing students, the p value of 0.028. There is a significant relationship between learning model of blended learning with the perspective of nursing students' learning effectiveness, p value 0.167. Researchers recommend to future researchers conduct more research on the comparison between the effectiveness of the learning model based on student learning centers with the e-learning models and its impact on student achievement of learning competencies, as well as to the implications for other dimensions of learning outcomes and others.

Key words: Blended Learning, Effectiveness Study, E-learning Models, Face to face, Nursing Student, Quantitative correlation.

1. Background

Electronic learning (e-learning) is one form of evidence of the development of Information and Communication Technology in education in the modern era (Husamah, 2014). The development e-learning is rapidly and its implications has shifted the conventional teaching methods towards the modern innovative learning model, among others is the model teaching and learning based on IT. Currently the proper designation for students is the C-Generation is a learning community that behaves keep abreast of technological modernization, because the students are now in a state heavily influenced by ICT. Feature C-generation interpreted with a new generation which is characterized by the connection, convergence, collaboration, creative content, and contextual (Afrianto, 2011). Make ICT as a learning community and enabling factors are also important instruments for transforming the knowledge, attitudes and skills. Refers to the phenomenon, the lecturer started to make changing to the teaching and learning model, made into an innovative and modern in accordance with the demands of the students. Lecturer should choose a model that is considered to be a more effective learning but can support the achievement of learning out-come indicators effectively. Lecturer consider Blended learning as one of the many innovative learning models that are effective in supporting the achievement of learning competencies in nursing educatio. Blended learning is an instructional model that is relevant and effective Blended Learning is a learning model that combines face-to-face sessions and e-learning session by using the Modular Object-Oriented Dynamic Learning Environment (MOODLE).

This learning model requires support facilities, including internet, wifi, peronal computer, and other supporting applications. Through this model, students can access learning independently without bounded time and place. It can also form a student become an independent person in learning and more aware of the essence of learning for them (Husamah, 2014) Inline with the results of a random survey of 20 nursing students in Nursing School at Indonesia, obtained data that 90% have personal comuter, laptop, gadgets or accessible through personal modem or wifi, they agreed that the gadget or laptop is an important means to access the learning of MOODLE. Based on this phenomenon researchers interested in conducting research on the relationship effectiveness of blended learning models to study the effectiveness of student learning perspective Nursing.

2. Purposes of Research

- 2.1 Identify the relationship effectiveness of the method face to face session with the perspective of effectiveness learning to students at School of nursing Indonesia.
- 2.2 Identify the relationship effectiveness of e-learning methods with the perspective of effectiveness learning to students at School of nursing Indonesia.
- 2.3 Identify the relationship effectiveness of blended learning model of learning with the perspective of effectiveness learning to students at School of nursing Indonesia

3. Research Method

Research desain is the correlational quantitave descriptive. Data collection was performed by cross sectional. The dependent variable consisted of a face to face session variables (X1), variable Flipped class Learning (X2), and blended learning variable (X3). Independent variable (Y) is the perspective of the effectiveness of learning. The population of research were nursing student at Institution X Indonesia, totaling 508, samples were taken through purposive random sampling approach amounts to 202. The

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research instrument is based on the conceptual framework and review of literature related to blended learning. The questionnaire of this study consists of three types of questionnaires, namely a questionnaire about face to face learning, Flipped class learning, blended learning form Guttman Scale with answer model Yes or No. the answering is Yes given score 2 and the answering is No given score 1. The data collection method is done by cross-sectional, meaning that this research focus time measurements or observations of the independent and dependent variable data in one time within a period of study. One time here means that all respondents were measured at the same time and the dependent and independent variables measured in the study at the same time as well. Data that has been processed and analyzed by univariate to determine the description of face to face learning, flip class learning and teaching effectiveness perspective. To determine the variables X1 and X2 with Y performed bivariate through chi-square test

4. Result of Research

4.1 Relationship Between Effectiveness Face to Face Learning Model with Perspective of Learning Effectiveness to Nursing Student

to ask the experts felt figures and clearly know the difficulties that can discuss and solve the problem together. Teacher is seen as someone who is certainly capable of both psychological and academic major and influential role in the learning process. Coupled reinforcement (reinforcement) and support (support) of the teacher can be used as the impetus that encourages students to learn. This will have an impact on the effectiveness of learning a brand. However, there are students who also considered that the method of face-to-face learning is less effective in their learning. This is in line with Husamah (2014) which states that the weaknesses or limitations of the method of face to face learning in relation to the characteristics and learning styles of each student can create rigidity in teaching and learning. This is the assumption that the factors affecting the researchers found that students consider the effectiveness of the method of face to face learning in blended learning models considered less effective in the learning process of students.

4.2 Relationship Between Effectiveness e-Learning Model with Perspective of Learning Effectiveness to Nursing Students

Tabel 2th: Relationship Between Effectiveness e-Learning Model with Perspective of Learning Effectiveness to Student At Nursing School – Indonesia

Effectiveness e-Learning	Effectiveness of Learning Perspective						Total		p value
	Less Effective		Effective		Most Effective				
	N	%	N	%	N	%	n	%	
Less Effective	0	0	0	0	0	0	0	0	0,028
Effective	9	52,9	5	29,4	3	17,6	17	100%	
Most Effective	3	21,1	10	55,1	4	23,8	15	100%	
TOTAL	4	23,8%	10	53,0%	7	23,3%	21	100%	

Table 2 shows that the existence of a significant correlation between the effectiveness of e-learning methods and perspectives of learning effectiveness for student of Nursing School Institution, indicated with p value 0.000. Relationship effectiveness of e-learning methods with the perspective of the effectiveness of student learning can be formulated that the level of effectiveness of e-learning methods in learning is very effective. But there are also students who feel less effective learning and there are also students who feel less effectively learn the methods of e-learning e-learning although the method has been very effective that 39 people (21.1%. Based on the results study on the relationship of e-learning method with learning effectiveness perspective for students demonstrate effective e-learning methods is very effective. This is in line with research Husamah (2014) in which some of the factors that support the effectiveness of learning with e-learning methods in the blended learning model of the ability to

Tabel 1th: Relationship Between Effectiveness Face to Face Learning Model with Perspective of Learning Effectiveness to Student At Nursing School – Indonesia

Effectiveness Face to face learning	Effectiveness of Learning Perspective						Total		p value
	Less Effective		Effective		Most Effective				
	N	%	N	%	N	%	n	%	
Less Effective	0	0	0	0	0	0	0	0	0.001
Effective	9	64,3	4	28,6	1	7,1	14	100%	
Most Effective	3	20,7	10	54,8	4	24,5	17	100%	
TOTAL	4	23,8	10	53,0	4	23,3	20	100%	

Table 1th shows that the existence of a significant correlation between the effectiveness of face-to face learning model and perspectives of learning effectiveness to students in school of nursing Indonesia, indicated by p value 0.000. Relationships face to face learning model with learning effectiveness perspective to student show that face to face learning models are very effective for student learning perspective. This is in line with research by Berke and Wiseman, quoted from Wakefield, Carlisle, Hall, Attree (2007) who argue that it takes teachers as facilitators who can share their knowledge and actively interact together in order to achieve learning objectives. This is supported by Husamah (2014) that the method of face to face learning easier for teachers providing direct reinforcement immediately to the student. This will increase motivation to respond and interact actively in their learning process for students. Based on the above statement of the experts can be assumed by researchers that students still need a face to face learning sessions with a figure who is able to lead them and guide them in learning. Students still need a place

analyze instruction from a distance, circumstances conducive environment, and motivation in learning. Learners who are aware or strong motivated to learn will use the time provided teachers with independent learning. Environment that is conducive to both external and psychological environment played a role in the learning process. Based on the above statement can be assumed by the researchers that the ability to analyze the instructions or tasks contained lecturer in online learning modules in this case MOODLE is the means of e-learning at the University of Pelita Harapan and a strong motivation to learn independently and coupled to enable other material they repeat back subjects such as video material that they can rotate whenever and wherever they judge to make the e-learning method has been considered to be effective against their learning. But there are also assessing student e-learning methods are less effective in their learning. This is in line with research Wakefield, Carlisle, Hall, and Attree (2007) who explains that the topics are taught using e-learning does not suit them. Many participants did not engage with e-learning. Lack of awareness of e-learning component, coupled with access to a computer that is inconsistent probably contributed to their learning process. This then makes the researchers found students' ability to use computers and access capabilities can be a factor that lowers the motivation of student learning using MOODLE applications that have an impact on the lack of effectiveness of their learning using MOODLE e-learning in the lesson plan.

4.3 Relationship Between Effectiveness Blended Learning Model with Prespective of Learning Effectiveness for Nursing Students

Tabel 3th: Relationship Between Effectiveness Blended Learning Model with Prespective of Learning Effectiveness for Nursing Students

Affectivities Model Blended Learning	Effectiveness of Learning Perspective						Total		p value
	Less Effective		Effective		Most Effective				
	n	%	n	%	N	%	n	%	
Less Effective	0	0	0	0	0	0	0	0	0,0167
Effective	10	50,0%	7	35,0%	3	15%	20	100%	
Most Effective	3	20,9%	10	54,9%	4	24,2%	18	100%	
TOTAL	40	23,8%	17	53,0%	47	23,3%	100	100%	

The data showed a significant correlation between the effectiveness of blended learning models and perspectives of learning effectiveness for students are effective with the correlation indicated by p value 0.000. Relationship effectiveness of blended learning model of learning with the perspective of the effectiveness of student learning can be

formulated that the level of effectiveness of blended learning model of learning is very effective. Based on the results of research on the relationship model of blended learning with learning effectiveness perspective shows blended learning model of effective and very effective for student learning perspective. This is reinforced by the opinion Pradnyawati, Suparta, Sariyasa (2014) blended learning based learning is one good option to improve the effectiveness, efficiency and greater appeal in the interaction between people in a learning environment. Supported by research Nugroho (2013) regarding the effectiveness of the use of e-learning based MOODLE linked to learning outcomes in subjects Information and Communication Technology in 5 high school students showed that there was an increase of activity in the experimental group compared to the control group 56.25% of its activity level high and 43.75% of its activity level being. It is also an effect on student learning outcomes where there are significant differences in learning outcomes between the experimental group and the control group where the mean value in the experimental group while the control group 81.485 77.60. Gecer and Dag (2012) in the study "A blended learning experience" at Kocaeli University Faculty of Education students also said blended learning environment to support active participation of the students' learning activities and indicate to follow the learning content, online assignments and projects are also considered interesting and useful to them. Blended learning model of learning which is a mixture of face-to-face learning methods and e-learning is seen capable of supporting the learning styles of students either audio, visual, and kinesthetic where students through the application means MOODLE has been given by the teacher in the form of a video which can learn anytime and anywhere only contains audio and visual learning styles considered effective for unique and different from the student. But there are also assessing student learning blended learning models are less effective in their study can be analyzed also that it depends also on their motivation for learning. No matter how good learning models are provided in the absence of a strong learning motivation of the individual to learn then it will affect the effectiveness of their learning.

5. Conclusions

The conclusions obtained from this study is that there is a significant relationship between efektivitas method of face to face with the perspective of nursing students' learning effectiveness with p value 0.000. The same thing was also a significant relationship between efektivitas methods of e-learning with the perspective of nursing students' learning effectiveness with a p value of 0.000. Likewise, there is a significant relationship between efektivitas learning models of blended learning with the perspective of nursing students' learning effectiveness with p value 0.000.

6. Recommendation

Based on the results of this research study is necessary to assess the student's perspective on the application of learning models to achieve satisfactory academic indicators. The results of this study provide suggestions for lecturers in nursing education institutions to continuously make learning model based innovative with Student Centered Learning through the use of information

technology. Leadership team leader in nursing science courses can consider this study as an input to consider the formulation of policies relating to the development of quality learning, innovative based on Student Centered Learning and technology-based informasi.

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