PEMANFAATAN BLENDED LEARNING UNTUK MENINGKATKAN KEMANDIRIAN BELAJAR SISWA KELAS AKUNTANSI DI SMK N 7 YOGYAKARTA TAHUN AJARAN 2014/2015

THE USE OF BLENDED LEARNING TO IMPROVE STUDENTS' SELF DIRECTED LEARNING IN ACCOUNTING CLASS AT SMK N 7 YOGYAKARTA ACADEMIC YEAR OF 2014/2015

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Abstract

Based on the pre-research questionnaire in accounting introduction class at SMK N 7 Yogyakarta, 64,68% students have self management, 75,00% students have desire for learning and 71,00% students have characteristics of self control. This shows the self directed learning is low. Thus, the type of this research aimed to improve students' Self Directed Learning of Class X AK 1 SMK N 7 Yogyakarta Academic Year of 2014/2015.

The research is done in two cycles uses one kinds of data collection techniques is questionnaire. The data collected was analyzed by qualitative analysis using three steps, data reduction, data presentation and conclusion formulation. The analysis is completed with descriptive quantitative analysis to calculate the score of Self Directed Learning.

Based on the research result, the implementation of Blended Learning is able to improve students' Self Directed Learning of the class X AK 1 SMK N 7 Yogyakarta academic year of 2014/2015. It is proven by the improvements of X AK 1's average score of Self Directed Learning from 73,66% on the first cycle and reaches to 79,60% on the implementation of the second cycle. This improvement shows that using Blended Learning is able to improve students' Self Directed Learning of class X AK 1 SMK N 7 Yogyakarta.

Keywords: Blended Learning, Self Directed Learning, Accounting Class

Abstrak

Kuesioner yang diberikan sebelum penelitian di mata pelajaran akuntansi di SMK N 7 Yogyakarta menunjukkan bahwa siswa yang mempunyai manajemen diri sebanyak 64,68%, siswa yang mempunyai keinginan belajar sebanyak 75,00% dan sebanyak 71,00% siswa mempunyai pengendalian diri. Sehingga, penelitian ini bertujuan untuk menyelesaikan permasalahan diatas yaitu meningkatkan Kemandirian Belajar siswa kelas X AK 1 SMK N 7 Yogyakarta tahun pelajaran 2014/2015.

Penelitian ini dilakukan dalam dua siklus dengan menggunakan metode pengumpulan data yaitu angket dimana data yang terkumpul kemudian dianalisis dengan analisis data kualitatif melalui tiga tahap, yaitu reduksi data, penyajian data dan penarikan kesimpulan.

Analisis kualitatif tersebut kemudian dilengkapi dengan analisis statistic deskriptif untuk menghitung skor Kemandirian Belajar.

Berdasarkan hasil penelitian disimpulkan bahwa implementasi *Blended Learning* dapat meningkatkan Kemandirian Belajar Siswa Kelas X AK 1 SMK N 7 Yogyakarta Tahun Pelajaran 2014/2015 dibuktikan dengan adanya peningkatan skor Kemandirian Belajar kelas X AK 1 dari 73,66% pada siklus pertama dan mencapai 79,60% pada siklus kedua. Peningkatan ini menunjukkan bahwa *Blended Learning* mampu meningkatkan Kemandirian Belajar siswa kelas X AK 1 SMK N 7 Yogyakarta.

Kata kunci: *Blended Learning*, Kemandirian Belajar, Mata Pelajaran Akuntansi

INTRODUCTION

Educational process is directed to increase about the knowledge, ability, skills and attitude development and values in the framework of establishment and self learners (Sukmadinata, 2004: 4). This educational process can be achieved through many levels i,e. primary, secondary and tertiary.

The success of learning occurs when there is positive interdependency between teachers and students. According to Suryabrata (2007: 233), in the learning process there are two factors that affect the success of learning namely internal and external factors. Internal factors include non social factors and social factors. External factors include the physiology factors and psychology factors. The learning process contains a set of lesson apperception teachers process up to the learning evaluation. Furthermore, Suryabrata states that learning evaluation is designed to measure the extent of student knowledge that can be obtained after getting knowledge presented by the teachers. Evaluation of learning is to explore a variety of things including knowledge and students' self directed learning. After an evaluation, the teacher can see the students' learning sustainability. At this time, learning is directed to student-centered learning then the teacher should be able to find out the students' self directed learning.

According to Knowles (1975), students' self directed learning can be known from the student has decision rights in setting of learning goals, students can manage their activities, and students can make outcome evaluations. Students' self directed learning can be improved by using learning strategies. According to Kemp (1995) explains that learning strategy is a learning activity that should be done by teachers and students in order to achieve learning goals effectively and efficiently. Concurs with the opinion above, Dick and Carey (1985) also points out that the learning strategy is a set of learning materials and procedures that are used together to create students' self directed learning outcomes (Sanjaya, 2006: 126).

Students' self directed learning is needed in accounting subject. Accounting subject not only in class but also in life. Accounting is the science that deals with aspects of life. People doing things that relate to accounting. When shopping in a store or supermarket and save money in a bank must meet accounting. It can be concluded that the accounting relating to financial matters in everyday.

Students' self directed learning is needed by students and school. SMK N 7 Yogyakarta is one of favorite high school in Yogyakarta city. Students of SMK N 7 Yogyakarta have a good capability and adequate school facilities. Researchers conducted observations in class X AK 1 at SMK N 7 Yogyakarta to get a picture of the students during the learning of accounting takes place. The method of accounting used by teachers in teaching is lecturing and training methods. Lecture method and this training method is the traditional method that is still used by the teacher.

Based on the pre-research questionnaire in accounting introduction class, 64,68% students have self management, 75,00%

students have desire for learning and 71,00% students have characteristics of self control. It shows that self directed learning is low.

In order to solve this problem, teacher needs a learning model that can improve students' self directed learning in accounting learning process. The purpose of learning model which can increase the self directed learning is that students can have a good self management, desire for learning and characteristics of self control.

The learning model is used to direct the learning process so that students can understand the subject matter well. The learning model must be adapted to the characteristics of learners and the facilities available at the school. The learning model must be able to support learners to learn independently.

One of the learning model that can improve students' self directed learning is blended learning. According to Annisa Sari (2013: 42), blended learning can improve self directed learning. Blended learning provides many ways of learning materials and the learning process through a combination of face to face with computer media. Face to face can be done with discussion, speech and games. While computer media can help to its internet system or normally we call learning through e-learning. E-learning can be delivered with various types there are documents, PDFs, images, and so on. By using the computer media, blended learning is a possible solution can improve students' self directed learning.

Therefore, the researcher believes that to resolve this problem could be by implementing blended learning. Thus, researchers are interested in doing research with the title "The Use of Blended Learning to Improve Students' Self Directed Learning in Accounting Class at SMK N 7 Yogyakarta Academic Year of 2014/2015".

RESEARCH METHOD

1. Research Type

This study is Classroom Action Research which done collaboratively with the teacher to carry out the research.

In this research, researcher used Margaret Riels action research model. In Margaret Riels model there are two cycles where each cycle consists of four steps there are learn and plan, action, collect and analysis data, and reflection.

2. Research Subject and Object

The subject of this research is 32 students of Class X AK 1 at SMK N 7 Yogyakarta academic year of 2014/2015. While the object of this research is the use of Blended Learning to improve students' self directed learning in class X AK 1 at SMK N 7 Yogyakarta Academic Year of 2014/2015.

3. Research Instruments

Instruments which are used on this research are:

a. Field notes

Field notes is used to record learning process using blended learning. Specifically, the field notes will obtain data on students' self directed learning, situations, conditions, facilities and infrastructure during the learning process by using blended learning.

b. Questionnaire

The questionnaire is used to find data on students' self directed learning. The process of making the questionnaire relies on a framework that is primarily used in the statement. Researcher use questionnaire items in Murray Fisher, Jennifer King and Grace Tague's research with the title is Development of a Self-directed Learning Readiness Scale for Nursing Education. The framework is described as follows:

Table 1. Framework from Self Directed Learning Guidelines

No	Aspects	Items
1.	Self management	1,2,3,4,5,6,7,8,9,10,11,12,13 and 14*
2.	Desire for learning	15,16,17,18,19,20,21,22,23,24,25,26 and 27*
3.	Characteristics of self control	28,29,30,31,32,33,34,35,36,37,38,39,40,41,42 and 43*

*) Negative statement

This framework from self directed learning guidelines is adopted from self directed learning theory according to Knowles (in Fisher, King and Tague; 2001).

Component in self directed learning there are:

1. Self management.

   According to Thoresen and Mahoney (1974), self management happen when nothing control direct external. Self management is intentional someone behavior to reach life outcome. It can be concluded that self management is someone behavior from self internal to reach life outcome.

2. Desire for learning.

   Desire in *Kamus Besar Bahasa Indonesia* is definite as want, wish or feeling from self internal to want do something. According to Gagne, learning can be defined as a process where an organization to change their behavior as a result of experience (Dahar, 2011: 2). It can be concluded that desire for learning is feeling from self internal to learn as a result of experience.

3. Characteristics of self control.

   According to Freud (1911, 1959), the concept of self control is the desire for immediate gratification and the delay gratification. Self control concept refers to an individuals' decision or ability to delay immediate gratification of desires in order to reach larger

alternative goals. Buker (2011). It can be concluded that characteristics of self control is characteristic of someone' decision to immediate or delay gratification in order to reach the goals.

According to Knowles, there are indicators from each components:

1. Self management
   a. I manage my time.
   b. I am self disciplined.
   c. I am organized.
   d. I set strict time frames.
   e. I have good management skills.
   f. I am methodical.
   g. I am systematic in my learning.
   h. I set specific times for my study.
   i. I solve problems using a plan.
   j. I prioritize my work.
   k. I can be trusted to pursue my own learning.
   l. I prefer to plan my own learning.
   m. I am confident in my ability to search out information.
2. Desire for learning
   a. I want to learn new information.
   b. I enjoy learning new information.
   c. I have a need to learn.
   d. I enjoy a challenge.
   e. I enjoy studying.
   f. I critically evaluate new ideas.
   g. I like to gather the facts before I make a decision.
   h. I like to evaluate what I do.
   i. I am open to new ideas.
   j. I learn from my mistakes.
   k. I need to know why.
   l. When presented with a problem I cannot resolve, I will ask for assistance.
   m. I often review the way nursing practices are conducted.
   n. I need to be in control of what I learn
3. Characteristics of self control
   a. I prefer to set my own goals.
   b. I like to make decisions for myself.
   c. I am responsible for my own decisions/actions.

d. I am in control of my life.
e. I have high personal standards.
f. I prefer to set my own learning goals I evaluate my own performance.
g. I am logical.
h. I am responsible.
i. I have high personal expectations.
j. I am able to focus on a problem.
k. I am aware of my own limitations.
l. I can find out information for myself.
m. I have high beliefs in my abilities.
n. I prefer to set my own criteria on which to evaluate my performance.

Table 2. Scores for alternative answers

Alternative Answers	Scores	
	Positive Statements	**Negative Statements**
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

4. Data Analysis Technique

a. Descriptive Data Analysis with Quantitative Percentage.

Data obtained from observation, called quantitative data that shows the change of students' self directed learning related with aspect is prepared. Data from the questionnaire presented in a quantitative form. The analysis involves three steps, they are:

1. etermine the procedures in giving score for each indicator of students' self directed learning.
2. Calculate the score for each indicator.
3. The following formulas for measuring students' self directed learning:

$$\% = \frac{\text{Score of Students' Self Directed Learning}}{\text{Maximum Score}} \times 100\%$$

b. Qualitative Data Analysis, there are: data reduction, data presentation and conclusion withdrawal.

RESEARCH RESULT AND DISCUSSION

There are two cycle in this research:

The first cycle are consist of four steps:

1. Learn and Plan

In this step, researcher with teacher arranging the lesson plan under Blended Learning strategy, preparing material uploaded on e-learning or group, arranging the questionnaire guidance and field notes as the instruments, uploaded the materials which have been consulted to the teacher.

2. Action

Action step, combination between face to face and online learning.

3. Collect and Analyze Data The researcher used questionnaire and field notes to collect the data related to Students' Self Directed Learning during the implementation of first cycle.

   a. Self management owns 67,91% students.
   b. Desire for learning owns 77,88% students.
   c. Characteristics of self control owns 75,20% students.

4. Reflection

The score of Students' Self Directed Learning contributed by less than 75% students on the class.

The steps of second cycle consist of:

1. Learn and Plan, there are: preparing the lesson plan by determining the reflection on the first cycle, arranging the lesson plan under Blended Learning strategy, preparing material uploaded on e-learning or group,

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arranging the questionnaire guidance and field notes as the instruments, uploaded the materials which have been consulted to the teacher.

2. Action

There are combination between face to face and online learning (students had downloaded material from forum or group online, students doing tasks from the forum or group online)

3. Collect and Analyze Data

The researcher used questionnaire and field notes to collect the data related to Students' Self Directed Learning during the implementation of second cycle. The result of the data collection is:

a. Self management.

The first indicator is self management owns 77,01% students

b. Desire for learning.

The second indicator is desire for learning owns 81,97% students

c. Characteristics of self control.

The third indicator is characteristics of self control owns 79,83% students

4. Reflection

On the second cycle students were having good preparations about self management, desire for learning and characteristics of self control from students. The problems in the first cycle can be completed in the second cycle. Teacher and researchers were able to convince the students to actively search for the material before class. Teacher and researchers were able to prepare the subject matter earlier. Group in facebook is the easily tool and effectively in the case of online learning. Teachers and researchers

are able to encourage and motivate students to be active in e-learning, it is evidenced by the students actively participate in e-learning, download materials and doing the task. The use of the forums as e-learning is less effective because students feel difficult. However, researchers have to explain the ways to access the forum. The result of the implementation of Blended Learning on the second cycle shows that there is an improvement of X Ak 1 Students' Self Directed Learning score from 73,64% to 79,56%.

Below are the results of the use of Blended Learning based on the questionnaire.

Table 7. The Improvement Analysis

Indicators	Average Score (%)		Improvement (%)
	First Cycle	**Second Cycle**	
Self management	67,91	77,01	9,10
Desire for learning	77,88	81,97	4,09
Characteristics of self control	75,20	79,83	4,63
Average of Students' Self Directed Learning	73,64	79,56	5,92

The table above shows that the score of Students' Self Directed Learning increases from 73,64% to 79,56% after the implementation of the second cycle. Besides, the improvements of students who are able to reach the successful criteria also increase from 23 students to 25 students on last cycle.

Based on the relevant research entitled *"Strategi Blended Learning Untuk Peningkatkan Kemandirian Belajar Dan Kemampuan Critical Thinking Mahasiswa Di Era Digital"* by Annisa Ratna Sari, M.S.Ed, the improvement of international class's average score of Self Directed Learning from 14,3% on the first cycle and reaches to 83,7% on the implementation of third cycle. Thus, the score improvement is 69,4%. Compare with Annisa Ratna Sari M,S.Ed research can be concluded that the improvement of this research is not highly improvement, because the score of Students' Self Directed Learning increases from 73,64% to 79,56% after the implementation of the second cycle. This research improvement is not significantly because the difficulties in explaining the use of e-learning to the students, e-learning less varied and self management indicator covers the internal factor from students which is the most hard to improve under implementation of Blended Learning.

From the discussion on the third indicators of self directed learning in outline obtained an increase in the score at each indicators. Hence, it has been proven that by the implementation of Blended Learning is able to improve the students' self directed learning on the basic competence of entry journal and adjusting journal of the student of Class X AK 1 SMK N 7 Yogyakarta Academic Year of 2014/2015.

CONCLUSION

Based on the research result and discussion, the use of Blended Learning is able to improve Students' Self Directed Learning in SMK N 7 Yogyakarta. The judgment is proven by the increase of Students' Self Directed Learning score that is collected by questionnaire for three indicators from 70,22% on the pre research to 73,66% on the first cycle and reaches to 79,60% on the implementation of the second cycle. In addition, the increase of the number of students who are able to reach the successful criteria from 23 students on the first cycle and 25 out of 32 students on the last cycle ensure the result that under the Blended Learning, the Students' Self Directed Learning is increase classically.

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