

Elementary School Teachers' Insight to Rotation Models of Blended Learning

Devie Reztia Anjarani
Universitas Madura
Indonesia
devie@unira.ac.id

Yuliarsih
Universitas Madura
Indonesia
yuliarsih@unira.ac.id

Chairul Fajar Tafrilyanto
Universitas Madura
Indonesia
chairul_math@unira.ac.id

Harsono
Universitas Madura
Indonesia
harsono@unira.ac.id

Correspondance : yuliarsih@unira.ac.id

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Abstract

Blended learning, which is mostly used in higher education, is introduced to Elementary Schools teachers through teaching and learning English. This study aimed at exploring the teachers' responses on their attitudes towards the implementation of blended learning as an interactional teaching and learning tool in English course. Method of this research is qualitative research where Observation, questionnaire, and interview were given to 24 elementary school teachers who are also students of English in Open University. The result showed around 45.8% of them have already had PC or laptop and only 8.2% really have problem in internet connection. Further, 50% of teachers stated that rotation blended learning is ease their teaching and learning.

Keywords: *blended learning; rotation model; elementary schools' teachers.*

1. Introduction

Technology may have disadvantages in influencing human life, but in other side, in gives so many advantages especially in education. Specifically, the use of technology brought progressive changes in teaching methods. Teachers may improve their innovation and creativity by using technology, which indirectly impacted the accessibility of education to all areas in Indonesia. Extraordinary innovations in the field of technology have made learning more favorable (Dham, 2022), The technology-enabled learning environment and helping them access peers and teachers globally, moreover the technology helps increase students' engagement and focus (Sinha, 2022).

Blended learning is one of the teaching methods supported by advanced technology. Blended learning usually involves a series of on-site class sessions that are supplemented by the use of the web or a-learning-management system for access to learning resources, task taking, assignment, or grades (Moore and Kearsley, 2012). Further, Rao (2019) stated Blended Learning is an approach that provides innovative educational solutions through an effective mix of traditional classroom teaching with mobile learning and online activities for teachers, trainers, and students. Blended learning offers



four models namely the rotation model, The flex model, The self-blending model, The enriched-virtual model. The rotation model is mostly used in teaching and learning activities.

Rotation models can be defined as Learning that students do consistently online, independent, and face-to-face learning with educators (Rahmah and Sukmara, 2022). Dwiyoogo (2018) states that blended learning with rotation model is a program that requires students to make rotations in a schedule and time that has been set by educators. Further, Dewi et al (2019) added Rotation model includes at least one station which might include activities such as small or full-class instruction, group project, and individual tutoring.

The Merdeka Belajar Curriculum requires teachers to have the ability to use technology in the learning process. However, there are still many teachers who experience difficulties in using technology and increasing student literacy. It is caused by a lack of knowledge and understanding of how to use technology, or discomfort with using it. Akram et al (2022) stated teachers faced difficulties in making the best use of ICT in their instructional practices due to inadequate technological competencies, yet the transitory phase improved their digital skills.

Teaching using technology may be more popular in higher education than in lower ones. Generally, lectures in universities in Indonesia utilize the technology tools, both as the main media and supporting media (Syarifah and Handayani, 20189). Fortunately, the positive effect of COVID-19, where all schools level, included elementary schools, started to involve technology in its teaching and learning activities. According to Jannah et al (2020), The success of integrating digital technology in elementary schools largely depends on the role of the teacher. Elementary school teachers must have adequate knowledge and skills about 21st Century Education, which includes three primary skills: life and career skills, learning and innovation skills, and literacy, media, and technology skills (to produce the 2045 golden generation (Padmadewi, 2023).

The researchers, then, interested to find out elementary school teachers' response to the involvement of technology in education through ICT-based teaching methods such as Rotation method as one of Blended Learning model by conducting the study entitled Elementary School Teachers' Insight to Rotation Models of Blended Learning.

2.Method (Capitalized first letter, Times New Romans, Bold, 10 pt)

The Research Approach

The method used in this study is qualitative research. Creswell (2009: 4) states that qualitative research is a study to investigate and understand the meaning individuals or groups assume to be a social or a human problem. It is used to find out and know why and how a social phenomenon happens. The type of research used is phenomenology, which is identifying elementary school teachers' insight of Rotation Models of Blended Learning.

Subjects Of the Study

The research subjects were 24 elementary school teachers who are also took English Class in Open University. Those 24 elementary teachers consist of 4 men and 20 females with the age range around 25-38 years old.

Data Collection

Qualitative data sources include interviews, observations, documents, or text. Total population sampling is used as a sampling technique where all members of the population. According to Sugiyono (2014:68), total population sampling is a sampling technique where the whole members of population are treated as sample Total population sampling was used by the researcher to determine the sample, because the population in this research was less than 30. The data is collected by using several instruments such as observation, interview, and questionnaire. The questionnaires were distributed to all respondents consisting of 10 statements, and it was validated by the experts While the interview was done to the elementary school teachers.

Analysis Techniques

The data analysis techniques used were data condensation, data display, and drawing conclusion. The validity test of the data used source triangulation (Miles, Huberman, & Saldana, 2014). The data condensation was carried out to classify the results of interviews and questionnaire into data tables to find answers from each respondent. The data display was done to present the results of identifying aspects related to the use of rotation model of blended learning. The conclusion was drawn to determine the results of the research questions from the discussion related to the insight of using rotation model of blended learning by elementary school teachers.

The writers analyzed the questionnaire by using Riduwan's score interpretation (2008). The interpretation is used to find out the teachers' insight related to the used rotation model of blended learning. The interpretation are as follows:

Table 1. Riduwan's Interpretation

Scale	Interpretation	Result
1	Item Percentage of 0 - 20%	Very Insignificant
2	Item Percentage of 21 - 40%	Insignificant
3	Item Percentage of 41 - 60%	Neutral or Moderate
4	Item Percentage of 61 - 80%	Significant
5	Item Percentage of 81 - 100%	Very Significant

3. Findings and Discussion

Findings

Exploring the teachers' insight of blended learning, this section displays the findings and discussion based on the result of observations, interviews, and questionnaire. The questionnaire consists of ten questions/statements, and it is distributed to all 24 elementary teachers who students in Open University are also. Those ten questions cover statements related to teachers' capabilities in operating PC, teachers' preferences, teachers' awareness to blended learning, and the obstacles they face while applying blended learning.

Table 2. Elementary School Teachers' Insight toward Rotation Model of Blended Learning

Statements	5	4	3	2	1
"I can operate PC included Ms Word, Ms Power Point, Excel, etc"	4 (16.6%)	11 (45.8%)	6 (25%)	3 (12.5%)	0 (0%)
"I can connect to internet and do browsing"	16 (66.6%)	2 (8.3%)	3 (12.5%)	2 (8.3%)	1 (4.2%)
"Blended learning is interesting and helpful"	4 (16.6%)	10 (41.6%)	4 (16.6%)	4 (16.6%)	2 (8.3%)
"Using ICT tools in teaching simplify my learning activities and my work"	14 (58.3%)	6 (25%)	2 (8.3%)	0 (0%)	0 (0%)
"Rotation model of blended learning support the flexibility of learning and teaching activities"	6 (25%)	8 (33.3%)	7 (29.2%)	2 (8.3%)	1 (4.2%)
"This method helps to improve my creativity thinking"	3 (12.5%)	11 (45.8%)	5 (20.8%)	3 (12.5%)	2 (8.3%)
"The implementation of Rotation model of blended learning is easy for a beginner"	12 (50%)	6 (25%)	4 (16.6%)	1 (4.2%)	1 (4.2%)
"I don't have laptop or PC to apply blended learning"	0 (0%)	2 (8.3%)	1 (4.2%)	3 (12.5%)	18 (75%)
"Internet connection is bad in my home area"	2 (8.3%)	5 (20.8%)	1 (4.2%)	1 (4.2%)	15 (62.5%)
"I do not get used to Technology"	3 (12.5%)	2 (8.3%)	0 (0%)	0 (0%)	19 (79.2%)

The result shows various responses from the elementary school teachers who applied rotation blended learning in the class. For the statement related to the capability in operating PC, the highest presentation is on scale 4 which is (45.8%) with 11 teachers. It shows that most of the teachers are capable of operating PC or laptop. Next is statements related to preferences and awerness of rotation blended learning. On statement number 3, 10 teachers (41.6%) showed it is significant that blended learning is interesting, while 4 teachers (16.6%) stated blended learning is very much interesting.

Based on table 2, 14 teachers (58.3%) stated Using ICT tools in teaching simplify my learning activities and my work, while 12 teachers (50%) stated that the implementation of Rotation model of blended learning is easy for a beginner. This percentage showed most elementary school teachers are aware and also think blended learning especially with rotation model is easy and helpful for them.

Last is statements related to obstacles in using or operating blended learning. 18 teachers (75%) chose that it is very insignificant for the statement number 8 "I don't have laptop or PC to apply blended learning". It means 75% of teachers have already had PC which could support them in doing rotation model of blended learning. Further, only around 5 teachers (20.8%) have internet connection in their home area. It showed around 80% of teachers could access good internet connection. Further, 3 teachers (12.5%) said they are very much unfamiliar with technology. The percentages gave us the description that the majority of teachers are able to handle the obstacles they may find in applying rotation blended learning, while only the minority still struggling with technology and internet connection.

Those questionnaire results are strengthened by the result of teachers' interview in the following.

- Mr. Humaidi : "I am getting used to using PC or laptop since pandemic Covid-19, I don't have any problem in operating Microsoft Office and others online application."
- Ms. Yunita : "I don't think operating laptop is difficult. I usually used it to make some documents learning medias for my class."
- Ms. Annisak : "I don't have any PC or laptop, but my son does. He sometimes helps and guide me in using it, or when I am working on my assignment paper."
- Mr. Surya : "Laptop is available at my home, but internet connection is bad since I live in concession area. So, whenever I have something to do with internet, I will go to the café with free wifi in the centered of Pamekasan City."
- Ms. Vita : "with rotation model of blended learning, I can learn every time I have time. I don't need to wait till I meet my teacher in class. Even at night I still can learn by browse the material and assignment through the e-learning provided by the University."

Those five statements are sample from the teachers interview which probably could be the representative of teachers' perception to rotation model of blended learning. The small part of the interview result showed most of teachers have PC and laptop and in the same time face some problems or obstacles such as internet connection issues and being unfamiliar with technology. Fortunately, those obstacles can be solved well.

Discussion

Hybrid and Blended learning are, at first, more popular in high level of education, but the pandemic "force" all level of education in Indonesia to be able to apply both online and offline learning and teaching method. Starting from elementary schools to post-graduate study program used kinds of teaching method which involves the technology and the teachers become the key in the successful of this method application. The questionnaire and the interviews showed various results and statements from students who are also teachers in elementary school. Clearly from the findings, we can see that most teachers are getting used to the use of technology and they also can handle the problems they face well. A few teachers are still struggling with the use of blended learning, but still they were able to solve the problem.

The capability of teachers in operating technology such as PC or laptop ensures the application of hybrid or blended learning to elementary school students could go well. Teachers as the frontliners of education need to improve their skills especially in using digital learning methods. Shafie, Majid, & Ismail (2019) stated that the professional development of educators through digital based technology training and literacy is very crucial to ensure that the quality of education of the students is improving. of course, it is good news for the improvement of education in Indonesia, because the equality of opportunity in education can be reached especially for all over Indonesia citizen. This is in line with Platt et.al (2014), they claimed that online education has the potential to transform education by expanding opportunities with new pedagogical methods hence making it reliable for both educators and students.

Based on questionnaire and interview, rotation model of blended learning also supports the flexibility of teaching and learning. Students have wider time to learn with various media, such as scientific journals, e-books, teaching-learning applications, etc. The flexible and blended learning approaches provides an opportunity for learners to exchange some of the face-to-face contact hours that normally occurs in the classroom for contact and interaction that occurs in an online or any other flexible setting (Mbaka and Mwenda, 2021). Blended learning environments allow students to access a variety of media for multimodal learning—video for visual learning, podcasts for auditory learning, and hands-on activities for kinesthetic learning.

4. Conclusion

The response provided shows that the teachers are basically familiar with the use of technology, and they know e-learning and blended learning methods. Obstacles might be found but most teachers could handle it well so that the application of rotation blended learning is still going well. Rotation model of blended learning based on teachers' insight is also easy and flexible to be applied to elementary school students. Therefore, research that can be done later is the development of other models in e-learning in elementary schools.

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