IMPLEMENTATION OF MULTI-BLENDED LEARNING MODEL IN ENGLISH TEACHING AT THE REMOTE AREA SCHOOL IN BURU-MALUKU

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ABSTRACT

Multi-blended learning model was combination of four learning models. They were independent learning model, face to face learning model, small group learning model, and online learning model. This research employed descriptive qualitative method. The research sample consisted of one teacher and 36 students at SMA Negeri 2 Buru, Maluku. The collected data employed observation and interview, and then the data is presented descriptively. The result study was used to explain the challenges faced by teacher and students' perception in implementation of Multi-Blended Learning Model in English teaching at the remote area school. The challenges faced in independent learning model were low interest and motivation to learn independently, low control and sufficient attention from parents, low support from parents, and low economic level of students' parents. The second challenges faced in face to face classroom learning model were limited teaching time, large number of students in one class, and different English ability in one class. Several obstacles found in small group learning model were limited teaching time, and large number of students in one class. The obstacles found in online learning model was that some students did not have internet data package, so they could not update information and new materials optimally. Students' perception that multi-blended learning model was very helpful for students to collaborate and interact among students and teacher. Students became enthusiastic to learn independently and understanding of teacher's material well through video tutorial available on the teacher's YouTube content.
Keywords: Multi-Blended Learning Model, English Teaching, Remote Area

INTRODUCTION

Education has a very important contribution in improving the quality of the nation. Therefore, the quality of student learning needs serious attention by planning and implementing learning models that can help to improve the quality of student learning in mastering their knowledge which is their goal in pursuing education at school. The learning model is a very important part of education, especially in schools in remote areas. Buru-Maluku is a city located in a remote area which requires a different learning model from schools located in other developing areas. Learning model in remote areas school must be specifically designed according to the students' needs, so that the teaching and learning process can run

well. Teaching and learning process is based on how much the quality of student learning to achieve the targeted knowledge.

The obstacles in online learning using the Zoom Meeting platform were that the internet network was not smooth, the teacher's voice was not clear, the discussion process was not optimal, and students could not concentrate well. Online learning made students sleepy and got bored quickly because it was not effective in interacting directly with teachers and other students. Another obstacle was the limited availability of books in the library to support students' independent learning, (Saidna et al., 2022). Therefore, online learning model using Zoom meeting platform was replaced by using the WhatsApp application and learning videos using YouTube Platform. Creating WhatsApp group between the teacher and the students gave teacher access to answer the students' questions and inquiries about the material and the course and to deliver announcements to them especially that the teacher could check that the students had received and read the messages sent to them through the single blue arrow and the two blue arrows respectively, (Niveen, 2016). Learning English through YouTube video can support students in learning English independently and giving a wider opportunity to improve students' English skills. YouTube is as an educational technology facilitating learning that are more independent, more fun, interesting, motivating, and learning more effectively and efficiently, (Dabamon & Yunus, 2021).

Combining between independent learning, face to face learning, small group learning, and online learning are named Multi-Blended Learning Model. It can be concluded that the Multi Blended Learning Model is more effective for implementation in remote areas school or 3T areas (Terdepan (Frontier), Terpencil (Remote) & Terbelakang (Underdeveloped)), Buru-Maluku compared to the Blended Learning Model. Multi-Blended Leaning Model is relevant to the needs of students in remote areas and the independent learning curriculum where the independent learning curriculum forces teachers to be more creative and innovative in using various learning methods and models in schools. The institutional commitment is as foundation of effective blended learning. Otherwise the facility and access should be improved and appropriate with the learning conditions and the satisfaction of user will be increased and the learning will be more effective, (Ratna & Marisa, 2016).

Analyze the needs of students and teachers and school condition in remote area school in implementing Multi-Blended Learning Model as a suitable learning model in English teaching at the remote area school, Buru-Maluku, researcher tries to find out the students' perception towards implementation of Multi-Blended Learning Model in English teaching at the remote area school in Buru-Maluku, and to find out the challenges faced by the teacher in Implementation of Multi-Blended Learning Model in English teaching at the Remote Area School in Buru-Maluku. It is important to know both students' perception towards implementation of Multi-Blended Learning Model and teacher obstacles in implementing Multi-Blended Learning Model to do evaluation and development in the next study, so that the urgency of this research in designing Multi-Blended Learning Model as a learning model to increase English teaching the quality of English teaching and learning in the remote area of Buru, Maluku can be achieved.

MATERIALS

Multi-Blended Learning Model

Multi-Blended Learning Model is designed based the needs of students and teachers and school condition in remote area with the purpose to increase English teaching the quality of English teaching and learning in the remote area of Buru, Maluku. The statement above is supported by Suprihatingrum (Saidna, et al., 2021) opinion, which states that the learning model is a conceptual framework that describes systematic learning procedures for managing student learning experiences to achieve particular desired learning objectives. Blended learning is becoming a trend as a learning model in a pandemic situation. Blended learning combines various learning model activities including face to face classrooms, live e-learning, and independent learning (Harvey, 2021). Blended learning model will be a promoting learning model in remote areas in unexpected situations such as in the pandemic era (Rully et al., 2021). Multi-Blended Learning Model is a learning model that is suitable for using in remote areas school so that Multi-Blended Learning Model is expected to provide a proportional contribution to the government and schools that carry out learning in remote areas (Saidna et al., 2021). Combining online learning models and face to face learning models, namely hybrid

learning and blended learning approaches in the covi-19 era can provide an interesting learning experience for students (Jitendra, Keely, & lovel, 2021).

Peer group learning model can improve the quality of students learning. Students' learning result in peer group model increase significantly than students' achievement learned in conventional model (Solfema & Syafrudin, 2018). Peer group model have an influence on language learners in attending classes, class room performance, prior preparation for lessons, changing attitudes in language learning, using language outside classrooms and inspiring others in learning English. Peer group in teaching and learning model can itself use as new approach in enhancing language skill of the student and can encourage students in learning English to be independent (Shavindra & Dimuthu, 2018).

WhatsApp group is very effective in helping students interact naturally with contextual language and can develop students' vocabulary, grammar, reading comprehension and writing (Sabri, 2019). WhatsApp can be s guide for future application use in teaching and learning activities (Nagaletchimee, 2019). YouTube can be a useful learning resource for young learners. To optimize the benefit if using YouTube a learning sources, there is needed innovative strategy (Ni Kadek, 2020). YouTube helped students to learn English vocabulary, to make learning English very interesting, to comprehend the contents of YouTube videos in a very easy manner, get relevant materials to learn English language, acquire English language better by writing down the major points in a diary while watching videos, to develop speaking skills watching YouTube videos, and to enhance listening comprehension. The use of YouTube in English language learning has numerous positive impacts on EFL learners' English language proficiency (Tania, 2023).

Using YouTube in the classroom can bring efficiency in teaching and learning. Teacher should be well planning in using YouTube in the classroom (A. Srinivasacharlu (2020). YouTube as a platform for sharing and watching videos, and it can help students to learn independently because students can access English learning through videos that can be viewed anytime and anywhere. Learning English by watching video on YouTube help students for pedagogical learning of English with content, good pronunciation, unfamiliar word, familiar with accent, and a lot of information and knowledge through the videos that they watch for learning, (Hendriwanto, Tifani, & Ramnita, 2021).

The impact of blended learning environment on students' deep learning are on active behaviors in class, students' interaction towards learning platform, and cognitive aspect. Teachers need to implement a method that can facilitate students' in deep learning and design complex learning steps so that students' behavior occur regularly (Xiaojun & Jiong, 2019).

Multi-Blended Learning Design

Multi-Blended Learning is a learning model that uses four approaches at once. In a sense, this model uses an independent learning model, face to face classroom learning model, small group learning model, and online learning model. In small group learning model, teacher always uses peer group method than jigsaw method because according teacher, peer group more effective than jigsaw group method, and in online learning model, teacher uses WhatsApp application and YouTube flatform. Learning model design of Multi-Blended Learning for schools in remote areas as in the following figure:
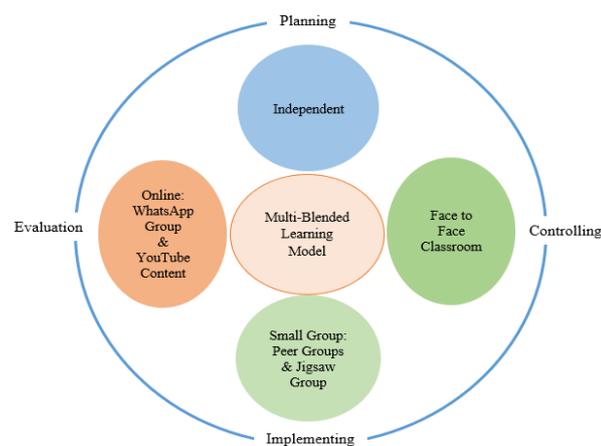
Figure 1. Multi-Blended Learning Model Design

English Teaching

Learning system is one of several challenges of English language teaching in remote area. Learning administration must also be updated to be totally online, for example, learning materials employing audio, video, YouTube, and Google forms. Lecturer still require aid, training, and technical direction in order to prepare for change as a facilitator, (Mazulfah et al, 2021). Limited learning facilities and infrastructure, Schools do not have human resources for educational personnel, Limited internet quotas, Limited internet network access, Lack of teacher ability to use information technology, and Economic limitations of parents are the obstacles

faced by teacher in remote area in implementing independent learning through a blended learning model at SMA Negeri 12 Buru, (Siti Hajar et al., 2022).

The support of the principal, Movement teacher able to position himself as the driving teacher, supporting from fellow teachers, Availability of adequate school facilities and infrastructure are the factors that support and hinder the role of driving teachers at SMP Negeri 2 Jikumerasa, (Vivi et al., 2022).

Remote Area

Limited telecommunications equipment on the part of students and school, the network is unstable, and internet cost are not free. Discipline and motivation of students in doing assignments is low, lazy to attend to study, and lack of support from parents and the government (Putu, 2020). Various challenges such as technological challenges related to internet connection; pedagogical challenges related to the lack of digital skills of teachers and students, and the high cost of teaching online; and social challenges such as lack of interaction between teachers and students and lack of physical space at home to receive lessons must receive attention to provide solutions (Fernando, Patrizia, & Tiziana, 2020).

METHODS

The method used in this research is descriptive qualitative design and the purpose of this research is to describe the challenges faced by teacher in implementing Multi-Blended Learning Model in teaching English at the remote area, Buru-Maluku. Blended-Learning Model are: (1) Independent Learning Model; (2) Face to Face Classroom Learning Model; (3) Small Group Learning Model; and (4) Online Learning Model (Using WhatsApp application and YouTube platform). The respondents of this research were the English teacher at SMA Negeri 2 Buru. It was located at remote area, Buru, Maluku-Indonesia.

The researcher was conducted by doing observation, interviewed the respondents at the school and documentation. The subject of this research are one English teacher and 36 students of MIPA class III in SMA Negeri 2 Buru. The respondent was senior English teacher at the school that really used Multi-Blended Learning Model in teaching English. 36 students were as respondents, but the researcher take three samples results that had background were low economic, middle economic and high economic students.

The main difficulty faced by English teacher respondent was limitation economic of students, so they cannot access internet maximally. The data were collected from June to August 2023. Respondents were Senior High School in remote area in the Regency of Namlea, Provinces of Maluku-Indonesia.

Two aspects were explored through the interviews: (1) how students' perception towards the implementation of Multi-Blended Learning Model in teaching English at the remote area school in Buru-Maluku; (2) what were the challenges faced by teacher in implementing Multi-Blended Learning Model in teaching English at the remote area school in Buru-Maluku.

RESULT AND DISCUSSION

Students' perception towards implementation of Multi-Blended Learning Model in English Teaching at the remote area school in Buru-Maluku

Based on the results of data analysis collected through an interview to describe students' perceptions towards the implementation of Multi-Blended Learning Model in teaching English at the remote area school in SMA Negeri 2 Buru, researcher put three question to the students. The first, what do you think about Multi-Blended Learning Model?; The second, how do you feel about Multi-Blended Learning Model?; the third, How do you understand the teacher's material?. Students' perceptions towards the implementation of Multi-Blended Learning Model in teaching English at the remote area school in SMA Negeri 2 Buru be presented below:

1) Multi-Blended Learning Model is Helpful

   Multi-Blended learning model was very helpful for students to increase collaboration and interaction among students, and to increase interaction between students and teacher. It helps students to complete all assignments given by the teacher, both individual assignments and group assignments. Students can do homework together with their friends, and they can discuss each other.

2) Multi-Blended Learning Model increase students' motivation

   Multi-Blended Learning Model was very interesting learning model. Students have high motivation to do all tasks given by teacher, both individual homework and group homework. By Multi-Blended Learning Model, students were more enthusiastic to learn independently. They are more active to discuss, giving

question, and answer quizzes or games given by teacher in the class. Multi-Blended Learning was flexible learning model and it was not monotone.

3) Increase students' understanding of material

Multi-Blended learning model improve students' ability to understand the material. All materials which were not understood by students in class, they can study the materials again through video tutorial available on the teacher's YouTube content. Students are free to learn all the material that has been taught by teacher and material that will be taught by teacher at the next meeting. Video tutorials can also be watched offline by downloading the videos.

The result of this study is supported by several primary literature sources as follows: Peer group learning model increase significantly the quality of students learning (Solfema & Syafrudin, 2018). Peer group in teaching and learning model enhance students' language skill, and can encourage students in independent learning (Shavindra & Dimuthu, 2018). WhatsApp group is very effective in teaching and learning activities, and it can increase students' vocabulary, grammar, reading comprehension and writing (Sabri, 2019). Teacher needs innovation strategy to optimize the advantages of YouTube as a learning sources for students (Ni Kadek, 2020).

The challenges faced by the Teacher in Implementation of Multi-Blended Learning Model in English Teaching at the Remote Area School in Buru-Maluku

There are four suitable models of teaching English in implementation Multi-Blended Learning at the Remote Area School, SMA Negeri 2 Buru. They are Independent Learning Model, Face to Face Classroom Learning Model, Small-Group Learning Model, and Online Learning Model.

Based on research findings, the challenges faced by teacher in implementing Multi-Blended Learning Model in teaching English at remote area school, SMA Negeri 2 Buru were:

1) Independent Learning Model

In independent learning model, teacher gives homework to students to work at home. Both independent and group assignments were given to the students to increase the students' quality of learning independent.

Based interviewed from teacher, there were four challenges faced by teacher in implementing Independent Learning Model. Teacher as respondent said that students need a good control and sufficient attention from parents to learn independently. Not all children have a high interest in Independent learning, and they need parental support to study or do homework given by the teacher at school. Economic limitation of students caused students cannot access internet. As a result, students cannot do their assignments and study optimally. In addition, there was challenge faced by teacher for students' parents that parents cannot get update information from teacher caused they do not have data package. In fact, there are some parents of students who do not have mobile phones.

High interest and motivation in the students themselves to learn independently are very important points that determine the success of self-study learning. They need support, good control, sufficient attention from students' parents to improve students' independent learning and to increase the quality of students learning.

To solve those problems teacher creates WhatsApp group for students' parents to establish good communication with parents of students to convey all the strengths and weaknesses of each child, and teacher creates class groups for students where students who have internet facility at home are responsible for their friends who don't have internet facility or data package, so that they can study together in group. Class group for students created by teacher also consider the location or distance where students live.

To improve the quality of teaching and learning, teacher who teach at remote area school in Buru, Maluku-Indonesia have quite tough teaching challenges especially on the issue of free internet access.

2) Face to Face Classroom Learning Model

According teacher through interview that there were two challenges faced by teacher in implementing Face to Face Learning Model. Limited teaching time and large number of students in one class. It is not enough to be able to handle 36

students in one class. In addition, the level of students' understanding of English material is varies in one class. There are those whose ability to understand English material is very low, low, medium, and high. Students who have a low ability to understand English material, they need more time to be given an understanding of material. They need more time to practice working on various question. This resulted in the teaching and learning process not being optimal, and time was over.

Students' low abilities to understand English material, even far below the abilities of other students result in these students feeling inferior or insecure with friends whose English skills dominate the class. Students with low abilities feel inferior in conveying their ideas, insecure about speaking in English, inferior in answering quizzes or games given by the teacher. In learning English at the school, there are no groupings of students who have the same English skills, so that in one class, there are students who dominate the class and there are students who have very low English skills. As a result, the students who have low abilities in English feel inferior or insecure with other friends who have high English abilities. Limited time to teach students as many as 36 students in one class, and the ability of students to understand the material is different. Those are big challenges for teacher who teach English in remote area school in Buru-Maluku.

The teacher's solution in overcoming face to face classroom learning model problems are that the teacher gives special treatment to students who have the slow ability to understand the material, and the teacher provides additional hours for learning outside the classroom. To overcome children who are insecure or lack self-confidence with other students whose dominate in the class, the teacher provides reinforcement to students who are insecure, so they are not insecure with their friends who have English skills far above average.

3) Small Group Learning Model

In small group learning model, teacher used peer group model and jigsaw group model of learning. According to the teacher, peer group model of learning was more often used by teacher in teaching English in the class than jigsaw group because teacher consider that peer group was more effective than jigsaw group.

Challenges faced by teacher in small group learning model are the greater number of students in one class, and not all students have opportunity to perform in

one meeting. The teacher is not able to make all students perform in one meeting, so that the teacher has not been able to measure the level of the students' ability to understand the material, and teaching time is over, so that learning outcomes are less effective. The first group performance run safely according to the time duration. In the next group, the teacher does random, namely selecting several groups to represent other groups. Groups that have not had opportunity to appear at one meeting, they will be selected to take performance at the next meeting. This technique is carried out randomly and continuously at each meeting. Peer group learning model and Jigsaw group learning model get the same treatment.

Teacher overcomes all problems by performing randomly for groups that cannot perform at one meeting. Furthermore, the teacher provides additional learning outside of teacher's teaching hours in class for groups that have not had the opportunity to perform at one meeting. In addition, for groups that do not have the opportunity to perform in class, the teacher gives the groups an assignment to complete the task via video, and then the students send the video via WhatsApp group. The teacher conducts an assessment to measure the quality of student learning based on performance in class and video assignments given by the teacher to students, whether group assignments or individual assignment, as well as performance assignments in class and via video.

4) Online Learning Model

Teacher use WhatsApp Application and YouTube Platform in online learning model. WhatsApp application is used by teacher to give students information, share some tasks, discussion, and give students' parents information related to the students' strengths and weaknesses as well as all students' problems at school. Whereas, students use WhatsApp to ask questions to the teachers and other students, and to discuss. Teacher make group WhatsApp for students and for student's parents for communication.

YouTube Platform is used by teacher to make learning videos. The teacher creates YouTube content to upload learning videos, then students can learn through these learning videos before studying material in the class, and students can also learn through these learning videos to understand the material that has been taught in depth.

Challenges faced by teacher in online learning model are for students who do not have internet data package, they always miss learning. The students who do not have internet data package cannot update information and new learning materials. They cannot learn the materials uploaded by teacher through the teacher's YouTube content optimally. As a result, this greatly disrupts the smoothness and effectiveness of the teaching and learning process at schools, so that the quality of students learning and quality of teacher teaching cannot provide the expected outcomes in accordance with the targets to be achieved from the use of the Multi-Blended Learning Model at remote area schools.

Teacher solves all challenges are by making learning groups in WhatsApp with the member of group based on the completeness of the students' facilities and the economic level for every student. Students who do not have data package will be one group with the students who have internet facility at home or data package. The students who have data package or internet facility can help their friends to download teacher's tutorial video on teacher's YouTube content, so that the students do not have internet facility can learn teacher's material offline.

The result of this study is supported by several primary literature sources as follows:

Limited telecommunications equipment, unstable network, internet cost, low discipline and motivation, lazy, low support from parents and government (Putu, 2020). Various challenges such as technological challenges, pedagogical challenges, and social challenges must receive attention to provide solutions (Fernando, Patrizia, & Tiziana, 2020).

Multi-Blended Learning Model is a learning model that is suitable for use in schools in remote areas (Saidna, et al., 2021). Hybrid learning and blended learning approaches in the covi-19 era can provide an interesting learning experience for students (Jitendra, Keely, & lovel, 2021). Students can learn better and provide a better learning experience by combining between ICT and traditional learning in the classroom (Subrata, Samit, & Venkatesh, 2018).

CONCLUSION

Based on the findings and discussion above, it can conclude that combining several learning models, namely Independent learning model, face to face learning model, small group learning model, and online learning model or Multi-Blended

learning model is very helpful for students to improve their independent learning and their motivation. WhatsApp group help them to interact among students and with their teacher. Teacher's video tutorial using YouTube platform help them to understand all teacher's materials that were not understood by students in class.

In implementation Multi-Blended Learning model at the remote area school, SMA Negeri 2 Buru, teacher faced some challenges included low interest in Independent learning , economic limitation of students caused students cannot access internet, limited teaching time and large number of students in one class, the level of students' understanding of English material is varies in one class, the number of students is too many in one class, so that not all students have opportunity to perform in one meeting, students do not have internet data package.

To solve this problem teacher uses WhatsApp group and tutorial video on YouTube content. WhatsApp group is created to build good communication with parents of students to convey all the strengths and weaknesses of each child, and to interact with the students. The second, Teacher creates video tutorial on YouTube platform to help students learning independently. They can learn teacher's material by online and offline, and anytime and anywhere.

Multi-Blended learning model needs to test for its effectiveness experimentally. Suggestion for researchers is to make improvements of this research by doing experimental research to test the effectiveness of Multi-Blended learning model in the remote area schools.

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