Formulation of Blended Learning Lecture Activities Based on the Assessment of Lecturers and Students of the Economic Education Study Program FKIP Universitas Riau

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Abstract
This study aims to formulate blended learning lecture activities based on lecturer assessments and student assessments of the Economics Education Study Program, FKIP, University of Riau. The background of this research is the use of blended learning models that will be used in lecture activities. This study uses a type of quantitative research. This research was conducted at the Economics Education Study Program, FKIP, University of Riau. The size of the population is 92 respondents, with a sample of 19 lecturers and 73 students of the Economics Education Study Program, FKIP, University of Riau. The data collection technique was carried out by distributing questionnaires. The data analysis technique used is descriptive analysis. The results of the study show that face-to-face lecture activities and structured assignment lecture activities are effectively formulated into blended learning while independent learning lecture activities cannot be formulated into blended learning, because the results of lecturer and student assessments show differences in assessment of independent learning lecture activities.
Keywords: Lecture Activities, Blended Learning

INTRODUCTION

Education in the era of Society 5.0 must be prepared to improve the educational model that is already running with standard qualifications into a pattern of education that develops by creating innovation and empowering technology. The rapid development of technology in this era is changing the world of education in higher education which is growing and also increasing new qualities for educators and students. Universities in the era of society 5.0 implement learning activities that are not focused on book teaching materials, but educators must also develop to seek and obtain information from various sources such as the internet and social media and adapt learning activities to RI Minister of Education and Culture policy No. 3 of 2020 concerning Higher Education Standards namely, there are three forms of learning in 1 credit, namely face-to-face, structured assignments and independent activities.

Harimurti (2017) Learning activities can be in the form of planning from a pattern that is used as a guide in planning learning that will be implemented in the classroom. With this learning model, the lecture process will be more effective and in accordance with the times where everything is related to science and technology and the challenges of the 21st century where universities must develop curricula and produce graduates who have data literacy skills, technology literacy and noble literacy based on understanding religious beliefs.

Chaeruman (2017) defines that blended learning is an effort to utilize synchronous learning activities, such as face-to-face interactions with instructors and collaborative work with colleagues as a complement to synchronous learning activities carried out individually by study participants. The existence of blended learning facilitates interaction between

lecturers and students as well as students and students who can use it to exchange information about learning. Universities that apply the blended learning model during the pandemic have certainly made good use of advances in learning technology, so that they can produce quality students who are in line with the demands of the times.

The use of blended learning learning models has been used in several universities to facilitate the learning process in lectures, by utilizing the blended learning learning model lecturers and students can carry out the lecture process by combining conventional learning systems and all-digital learning systems. For this reason, it is necessary to explore the experience of lecturers and students by conducting an assessment of learning that has been carried out offline and online during the Covid-19 outbreak and to be able to formulate and determine what proportion of the form of lecture activity is so that a formulation of a suitable and effective form of learning activity is obtained. blended learning which will later be developed by the Economics Education Study Program at the University of Riau. Based on this explanation, the researcher raised this matter to become a research topic with the title "Formulation of Blended Learning Lecture Activities Based on Assessments of Lecturers and Students of the Economics Education Study Program, FKIP University of Riau"

RESEARCH METHODS

This study uses descriptive research methods with a quantitative approach. Quantitative descriptive method is research that describes the quantitative data obtained regarding the state of the subject or phenomenon of a population. This research was conducted at the Economics Education Study Program, FKIP, University of Riau. This research was conducted in October 2022 – February 2023.

The population in this study were the Lecturers of the Economics Education Study Program and Students of the Economics Education Study Program. Syahza (2021) sample is a representative part of the population. Sampling in this study was carried out using a saturated sample technique, this technique was carried out by taking all members of the population as samples. The number of samples used in this study were 19 lecturers and 73 students of the Economics Education Study Program, FKIP, University of Riau. The data collection technique used was a questionnaire. The data analysis technique in this study is descriptive analysis.

RESEARCH RESULTS AND DISCUSSION
Lecture Activities based on Lecturer Assessment

Table 1. Descriptive Data on Lecturer Activities Variables based on Lecturer Ratings

Interval	Category	Frequency	Percentage (%)
85-100	Very good	0	0
69-84	Good	16	84,2
53-68	Pretty good	3	15,8
37-52	Not good	0	0
20-36	Very Not Good	0	0
Total		**19**	**100%**

Source: Data Processed Results, 2023

Based on the table above, it can be seen that 16 students with a percentage of 84.2% said they were good and 3 people with a percentage of 15.8% said they were quite good. So, it can be concluded that lecture activities based on the lecturer's assessment are quite good.

Lecture Activities Based on Student Assessments

Table 2. Descriptive Data on Variable Lecture Activities based on Student Assessments

Interval	Category	Frequency	Percentage (%)
85-100	Very good	5	6,8
69-84	Good	60	82,2
53-68	Pretty good	8	11
37-52	Not good	0	0
20-36	Very Not Good	0	0
Total		**73**	**100%**

Source: Data Processed Results, 2023

Based on the table above, it can be seen that lecture activities are based on student assessments, namely as many as 5 people with a percentage of 6.8% said it was very good, as many as 60 people with a percentage of 82.2% said it was good and as many as 8 people with a percentage of 11% said it was quite good. So, it can be concluded that lecture activities based on student assessments are quite good.

Discussion

The results of the discussion show that (1) Offline and online lecture activities are quite good so that they can be formulated into blended learning.

Table 3.

Interval	Category	Lecture (%)	Student (%)
85-100	Very good	0	0
69-84	Good	84,2	82,2
53-68	Pretty good	0	0
37-52	Not good	0	0
20-36	Very Not Good	0	0

Source: Data Processed Results, 2023

Based on the results of a comparison of lecturer assessments and student assessments of lecture activities, it can be concluded that (a) face-to-face lecture activities with indicators of management of learning implementation, enthusiasm for learning and learning outcomes are appropriate when carried out in offline lecture activities, so that face-to-face lecture activities can be formulated into blended learning. The results of this study are in line with research conducted by Titis Wulandari, et al (2020) which shows that students perceive offline face-to-face lectures as better than online lectures, because students find it easier to understand the material and easy to interact with teaching staff online. directly without any constraints and obstacles; (b) structured assignment lecture activities with indicators of increased learning activity and increased learning motivation are appropriate if carried out in offline lecture activities, so that structured assignment lecture activities can be formulated into blended learning. The results of this study are in line with research conducted by Santi Maudiarti (2018) which shows that lecturers consider face-to-face activities and structured assignments to be applied in blended learning; (c) independent learning lecture activities with indicators of initiative in learning, organizing and directing themselves, not depending on others, responsibility in learning and being active in learning have different statements or assessments by lecturers and students, on indicators of initiative in learning the lecturer states that initiative in learning can be seen in offline lecture activities, while students state that initiative in learning can be seen in online lecture activities, on indicators of self-regulation and self-direction, not depending on others, and responsibility in learning lecturers

and students state that these indicators exist in offline lecture activities, while the active indicators in learning the lecturer states that active learning can be seen in online lecture activities and students state that being active in learning can be seen in offline lecture activities.

Based on these differences in assessment, independent learning lecture activities cannot be formulated in blended learning. The results of this study are in line with research conducted by I Kade Suardana (2014) which states that there are still many students who show learning activities that still depend on the presence of lecturers in class, students still depend on information conveyed by lecturers, so that the class atmosphere becomes passive, in research This also states that the presence of lecturers in class triggers student courage and students still experience difficulties in making inferences about problems in independent online learning. Based on the results of the study, it can be concluded that (2) the lecture activities that have been formulated have proportions.

Table 4.

No	Lecture Activities	Offline (%)	Online (%)
1.	Face to face	69,8	30,2
2.	Structured Assignments	66	34,2

Source: Data Processed Results, 2023

Based on the table above, it shows that face-to-face lecture activities can be formulated into blended learning with a proportion of 69.8% offline and 30.2% online and structured assignment lecture activities can be formulated into blended learning with a proportion of 66% offline and 34.2% online. The results of this study are in line with research conducted by Nurul Riyawati Jannah (2021). which shows that a learning can be said to be blended learning if the proportion is 30% - 79% where the proportion is a combination of two learning activities, namely offline and online.

CONCLUSION

In this study it can be concluded that face-to-face lecture activities are suitable to be formulated into blended learning with a proportion of 69.8% offline and 30.2% online, structured assignment lecture activities are suitable to be formulated into blended learning with a proportion of 66% online. offline and 34.2% online, independent learning lecture activities do not have a proportion, because the results of the assessment of lecturers and students there are differences in the assessment of independent learning lecture activities, so they cannot be formulated into blended learning.

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