

Development Of Blended Learning Education Evaluation Courses

Ismail Marzuki*¹, Zulfiati Syahril², Rusmono³

^{1,2,3}Pascasarjana Universitas Negeri Jakarta

¹Universitas Muhammadiyah Tangerang

*author1 Ismail Marzuki E-mail:ismailmarzuki@umt.ac.id, IsmailMarzuki_9902917007@mhs.unj.ac.id

ABSTRACT

The purpose of this research is to develop blended learning in educational evaluation courses by producing a learning material product. Producing printed main products in the form of learning materials for educational evaluation courses in the Islamic Religious Education study program, online classes for online learning, guide books for lecturers and guides for students as a prerequisite for studying educational evaluation courses with a blended learning design. The method used is the method of research and development. This study uses the Dick and Carey model which consists of three stages, namely planning, development, and evaluation. In conclusion, the product learning material is very suitable for use, after improvements are made based on suggestions and input from experts.

Keywords

Blended learning, educational, evaluation, learning materials, online learning

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Introduction

Improving the quality of education is of course inseparable from the learning process. The learning process is an essential activity in education. Updates need to be done to improve the quality of education, which begins with the learning process. The learning process is essentially a communication process in which there are various activities, one of which is the delivery of learning material. Starting from an understanding of educational technology, Januszewski & Molenda (2008: 1) *Association of Education Communication & Technology (AECT)* defines: "Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technological processes, and resources". (Januszewski, A. & Molenda, 2008) Based on the above definition educational technology is the study and ethical practice in facilitating learning and improving performance through the creation, use and management of processes and technological resources in an appropriate manner. The current understanding of learning has shifted and changed from a few years ago. *Improving* (improvement) is related to improving product quality that causes more effective learning, changes in capabilities that have an impact on real-world applications. *Performance* (performance) relates to the ability

of students to use and apply the abilities they have just acquired. *Creating* (creating) refers to research, theory and practice in the manufacture of learning materials, learning environments and learning systems and several *settings* different, formal and non-formal. *Using* (utilization) refers to the theory and practice associated with bringing students in touch with learning conditions and resources. *Managing* (management) is concerned with individual management and information management which refers to the problem of organizing people and planning, controlling storage and managing information. *Technological* (technology) contains systematic applications or science or knowledge organized for practical tasks. *Processes* (processes) are a series of activities directed at specific results. *Resources* (resources) have been expanded with technological innovation and with the development of new insights into how technological tools can help learners to learn. Currently the role of educators has been replaced by the latest educational technology products, such as: *audio, video, audio video* and even the internet, but the role of educators as models (role models) that stimulate the development of the hidden potentials of students will never be replaced. The goal in education is not only reason (*cognitive*), but also attitude (*affective*). Although some of the roles of education have been replaced by technological

products, the image of educators must remain good and can be done if educators keep up with the efforts to improve the four aspects of competence, namely pedagogic competence, personal competence, social competence, and professional competence.

Based on preliminary observations through interview activities carried out on April 15 2019 with ten active students in the sixth semester of the PAI FAI UMT study program, it shows that the difficulties faced by students when carrying out learning educational evaluation courses are (1) incomplete optimal discussion of the material because wide range of material. This causes some material to be left behind / not discussed so that students have difficulty repeating the learning material. (2) The learning is carried out face-to-face in the lecture room (class room), namely by the method of lecturing and group presentations which are carried out in a monotone so that it creates a feeling of boredom for students. (3) In some educational evaluation materials that have calculating characteristics such as finding validity and reliability values are the main difficulties in educational evaluation learning, and (4) in educational evaluation courses, some materials are needed that must be implemented with direct practice such as: measurement technique practice. and educational assessments, test formulation techniques and learning outcomes tests, validity and reliability test techniques for learning outcomes and item analysis techniques. Furthermore, when viewed more deeply based on the theory of learning methods, the lecture method is a method of providing descriptions or explanations to a number of students at a certain time and place. Furthermore, Majid (2013: 194) states that lecturing as a learning method is a method used in developing the learning process through narrative method. (Majid, 2013) Then Syfa (2014: 81) states that the lecture learning method is verbal information on learning materials to a group of listeners to achieve certain learning objectives in relatively large numbers. (Syfa S., 2014) So it can be revealed that the face-to-face method is a teaching method in which educators teach by delivering information and knowledge to achieve certain learning objectives to a number of students at a certain time and place. The face-to-face method with a source of knowledge only from educators is less effective if it is used as the only source of

learning in transferring knowledge to students (Widiara & Life, 2018). It's time for the learning process to be supported by the concept of *e-learning learning*. The application of *e-learning* is one of the learning technology innovations that integrates information and communication technology with course content. Thus *e-learning* is a learning activity that is done individually or in groups *online*. *E-learning* according to Pegler & Littlejohn (2007: 3) is an increasingly important skill for effective learning, but remains challenging for most educators in higher and further education. There are four main reasons, namely: (1) learners increasingly expect the application of effective technology; This can be intimidating for educators who are beginners in using this technology themselves, (2) educators are under time pressure, educators need to understand how to design the right mix of online and offline, otherwise students may work unproductively, (3) programs need to be developed on an ongoing basis, so that learning materials can be easily generated, stored, retrieved, and reused, and (4) Educators are naturally unsure about how to invest their time and effort in fast motion. (Pegler, C., & Littlejohn, 2007)

The reality shows that until now the learning outcomes of educational evaluation have not shown maximum or satisfactory results. The factors that cause difficulties for students in learning educational evaluation courses are because of the characteristics of educational evaluation itself, namely that some of the concepts are generally mathematical. Another factor that causes weaknesses in educational evaluation learning is the habit of only applying the monotonous lecture and group discussion method in the implementation of learning and the lack of the ability of educators to present appropriate learning approaches or strategies to motivate students and involve them in the learning process. The lecture method according to Bligh (2008: 88) states that a lecture is "*continuous progress by a speaker who wants the audience to learn something*" which means that a lecture is a continuous exposure by a speaker who wants the audience to learn something. From the understanding of the lecture method, it is revealed that lecturing is identical to instructor-centered learning (*Instructor Centered Method*). (Zaini, H. Bermawy, 2008) According to Silberman (2006:

46) the lecture method will not lead to effective learning, because it must first generate interest, maximize understanding and memory (Silberman, 2006).

The gap between expectations and reality that was encountered during initial observation needs to be immediately addressed. The existence of a learning model *blended* with the aim of facilitating the learning process in educational evaluation courses is expected to be able to deliver student understanding of these courses even though the learning styles of each student are different. This is in line with the expression given by Danchak (2004) “*some individuals need concrete experiences while others are more comfortable with abstract concepts. It is not practical to tailor a single lecture exclusively to the learning style of each participant*”. (Hassana, Ruba Abu & Woodcock, 2014). Stating that some individuals need concrete experiences while others are more comfortable with abstract concepts. It is impractical to tailor one lecture exclusively to the learning style of each participant. This condition is seen as a manifestation of weakness in the implementation of the learning process in educational evaluation courses. Therefore, to address this, it is necessary to innovate in the learning process in response to symptoms of weakening process quality, lack of understanding and learning outcomes in educational evaluation courses. Among the existing learning models, there are models that have advantages in solving learning problems and bringing students to be more effective in learning (*effective learners*). One of the learning models that need to be considered is *blended learning*. Learning *blended learning* has several main variations based learning *off line* and *on line*. It's really more than just combining face-to-face learning with online learning. Watson (2008) *This blended approach combines the best elements of online and face-to-face learning*. (Watson, 2008). It states that *blended learning* is basically a combination of the best elements of face-to-face learning with the best elements of online learning. Ramadhan, Chaeruman, & Kustandi (2018: 38) argue that the implementation of learning is of *blended* course adjusted to the characteristics of the course, the objectives and learning designed, and the ability of educators as course learning designers (Ramadhan et al., 2018). Then according to Jusuf (2016: 29-30) learning by using multimedia is a realistic choice to support

effectiveness in learning. Digital content will act as a catalyst in education and learning by (a) enhancing traditional learning materials by including multimedia, (b) facilitating independent learning and continuing education by providing easy access (anytime, anywhere), (c) supporting various styles learning (individual, collaborative, team-orientation and others) and (d) enriching static content with narrative, games and others (Jusuf, 2016).

Research Methodology

This study used a model development method. This type of research is a type of development research. According Sugiono (2008: 297) Methods of Research and Development (*Research and Development*) is a research method that is used to produce a particular product, and test the effectiveness of the product. To be able to produce these products used research that is needs analysis and to test the effectiveness of these products so that they function in the world of education, research is needed to test the effectiveness of these products. (Sugiyono, 2008). In this *Research and Development*, the model to be developed is the Development of *Blended Learning* Educational Evaluation Courses for the Islamic Religious Education Study Program. This research was carried out at the Islamic Religious Education Study Program (PAI) of the Faculty of Islamic Religion (FAI), Muhammadiyah University of Tangerang, starting with a preliminary research in April 2019, even semester of the 2018/2019 academic year which took place on Jalan Perintis Kemerdekaan No. 1/33 Cikokol Tangerang City - Banten. Development research was carried out from September 2019 to August 2020. Furthermore, testing the effectiveness of the product development results was carried out from September to October 2020.

Research Results And Discussion

Data and Information Collection

As for the results of interviews with lecturers (lecturers), it was found that: (1) the students' interest in learning was still lacking because students had not immediately felt the benefits or objectives of this course, (2)) provide motivation for the importance of studying and apologizing for the educational evaluation course when later becoming an educator (teacher) of Islamic

religious education at schools / madrasahs, (3) the difficulties faced in the form of understanding the material are mathematical so that it needs to be explained several times or repeatedly, (4) how to overcome learning difficulties, of course, must know from students by providing feedback on any problems or obstacles experienced by students, (5) students partly do independent learning, (6) students do study at home partly seen from the results of homework they do although the results are not optimal, (7) educators (lecturers) are not available teaching materials but only providing reference titles, (8) using learning materials from the internet occasionally in learning but not neatly packaged, (9) learning materials not yet available, (10) until now it is especially difficult to obtain learning materials and does not exist yet, so only relevant reference books are used for student learning. From the results of interviews with educators (lecturers), it can be concluded that several main things are the difficulties faced by students in the form of understanding mathematical material so that it needs to be explained several times or repeatedly, the learning outcomes of educational evaluation courses are not optimal, learning materials are not yet available. Some of these main points become a consideration for the need for learning materials for educational evaluation courses that can facilitate learning anytime, anywhere. Furthermore, the results of interviews with students (students) showed that: (1) the education evaluation course ran smoothly as it should, but encountered difficulties related to understanding the material that was too broad so that it was not optimal and there were also calculating characteristics such as looking for validity and value. reliability is the main difficulty in learning educational evaluation, (2) trying to find other relevant material sources for comparison in understanding the material, (3) not being able to understand all or every material presented by the lecturer, especially those with mathematical characters (counting), (4) Handbooks are not provided or study materials are only given the titles of reference books, (5) it is difficult to obtain learning materials for educational evaluation courses, (6) Learning is carried out face-to-face in the lecture room (class

room), namely by using the lecture method and group presentations which is carried out in a monotone, giving rise to taste boredom for students, (7) efforts that are expected to overcome difficulties in the form of representative learning materials / learning resources, (8), there is not enough time in lectures to solve questions / cases so that it requires special time outside of lecture time to solve them, (9) students like to study independently at home (alone) when they encounter some problems or material that cannot be understood, (10) students (students) from understanding the material and learning outcomes obtained on average want to get improvement, and require the development of learning materials for learning resources and guidance when learning educational evaluation courses. In the course of educational evaluation, several materials are needed that must be carried out with direct practice, such as: the practice of educational measurement and assessment techniques, formulation techniques for test and learning outcomes tests, validity and reliability test techniques for learning outcomes and item analysis techniques, and this can be realized. through study materials that are actually prepared. (Attachment 8).

From the results of the interviews with these students, it can be concluded that several main things are that students have not been able to understand all or every material presented by the lecturer, especially those that have mathematical character (counting), there is no handle learning material, students find it difficult to get learning materials for educational evaluation courses, there is not enough time in lectures to solve questions / cases so that it requires special time. Some of these main points become a consideration for the need for learning materials for educational evaluation courses that can facilitate learning anytime, anywhere. Based on the observation result sheet, the analysis of student behavior and initial characteristics was given to students of the Islamic Religious Education study program, FAI UMT. (The questionnaire that was distributed contained the questions that the researcher developed from the student analysis instrument grid, the following results were obtained:

Table 1. Students' Initial Behavior

No.	ASPECTS	DESCRIPTION
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1.	Have high learning abilities	Students who take educational evaluation courses have a high ability in learning by 65%
2.	Have low learning abilities	Students who take educational evaluation courses have a low ability in learning by 35%
3.	Have knowledge about education evaluation	Students have adequate knowledge about educational evaluation by 20%
4.	Have high learning motivation	65% have high
5.	learning motivationHave low learning motivation	35% have low learning motivationhigh learning
6.	Havebehavior Active learning	60% have active learning behavior
7.	Passive learning behavior	40% passive learning behavior
8.	A visual learning style in the learning process	63% have a visual learning style
9.	Used to access the internet inlearning	studentused to access internet in learning by 87%
10.	Have the ability to have active social interaction in the learning process	Students have the ability to interact actively socially in the learning process by 60%
11.	Have the ability to have passive social interactions in the learning process	Students have the ability to interact socially who are passive in the learning process by 40%
12.	Have good communication skills in the learning process	Students Have good communication skills in the learning process by 83%

Table 2. Initial Characteristics of Students

No.	ASPECT	DESCRIPTION
13.	High School Graduates (SMA)	The characteristics of students 'early education are 35% of SMA graduates
14.	Madrasah Aliyah graduates (MA)	The characteristics of students' early education are 45% of MA graduates
15.	Vocational High School graduates (SMK)	Characteristics of the early education of learners that is equal to 20% of graduates of vocational
16.	having access tolearning resources <i>online</i> evaluation subjectsof education	much as 15%students havelearning resources <i>online</i>
17.	has an independent study habits at home or at special times when spare	amounting 82% of students study independently at home or at special times when they are free
18.	Have other activities or activities besides studying	Half of the students have other activities or activities besides studying and the other half do not have
19.	In your neighborhood you have internet access good (fast)	The majority of students have internet access
20.	Our environment Pus has good internet access (fast)	The campus environment has adequate internet access
21.	Have a habit or culture of reading learning material modules	Students have a culture of reading learning material modules by 55%
22.	Have a habit or culture of reading modules for online learning materials	Students have a culture read the online learning materials module by 45%
23.	The distance between your residence and the distant campus (more than 20 km) The	distance of the student from the residence to the far campus (more than 20 km) is 35%
24.	The distance of the student from the place live to medium campus (between 15-20 Km)	Distance of students from residence to medium campus (between 15-20 Km) as much as 30%
25.	Mileage of students from residence to campus is close (less than 15 Km)	Distance of students from 35%the near campus (less than 15 Km)

26.. In the campus environment, using or utilizing ICT in the learning process

Campus has not yet utilized ICT in learning in the majority

From the results of table 2 concerning the initial characteristics of the PAI FAI UMT study program students, it can be concluded that:

- The characteristics of the early education characteristics of students who take educational evaluation courses come from high school graduates (35%), MA (45%), and SMK (20%). This provides information that from the educational background and the level of learning experience is quite heterogeneous, for example from social, religious, and vocational sciences, of course it is a special consideration in understanding educational evaluation material.
- From the aspect of learning resources *online*, only a small proportion of students have access, this is of course a necessity with regard to educational evaluation materials made *online*.
- The question aspect of independent study habits at home and having other activities or activities besides studying, most of the students stated that they were studying independently at home, then revealed that half of the students had activities or activities other than college and the other

half did not have activities, this illustrates or becomes a consideration. to discuss deals for college schedules *online*.

- Aspects of internet access, the average student can access the internet and the campus environment provides internet access
- In terms of the habit or culture of reading the printed and non-printed (learning material modules of *online*) students by 55% and 45%, this is a fairly convincing foundation when the availability of learning materials *blended learning* will be maximized in studying educational evaluation materials.
- The aspect of student distance from their residence to the majority campus is more than 15 Km, this of course is also one of the considerations for organizing online class learning time in *blended learning* in educational evaluation courses.
- The campus has not utilized ICT in the majority of learning, this is certainly a solution to face the industrial revolution 4.0 to create materials *blended learning*.

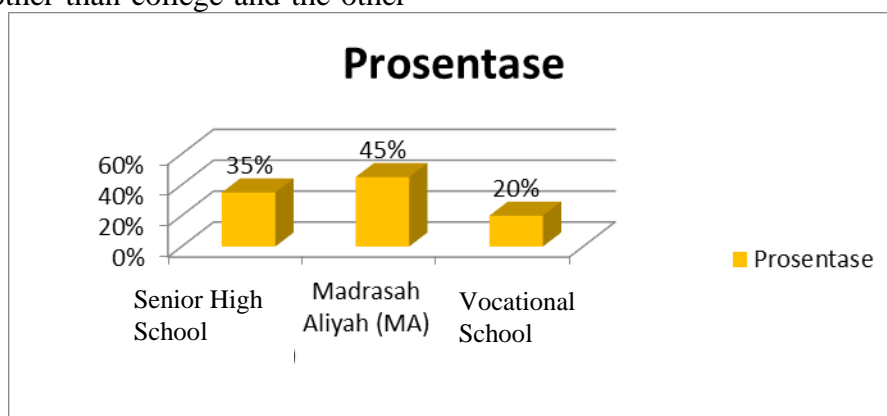


Figure 1. Graph of Student's Early Education Characteristics

The characteristics of students who will use learning materials have a heterogeneous educational background, such as those from high school and vocational high schools. It is strengthened by other things, these students also have high motivation, ability and

willingness to study educational evaluation courses. This can be seen from the results of observations that there is a desire to study educational evaluation qualitative subjects, namely how to use learning materials to *blended learning* access the internet in

learning, the habitual or cultural aspects of reading the printed and non-printed (learning material modules *online*) that have been owned provide strong motivation to learn them. .

Conducting Learning Analysis on Educational Evaluation Subjects

After formulating general objectives and mapping learning outcomes competencies, the next step is to carry out an analysis to identify the innate skills that students must learn in order to achieve specific learning goals (ICT).

Competence (not authority) is indicated by a good or better performance as a result of the ability to apply knowledge, skills and attitudes meaningfully in life. Abilities or capabilities are referred to by some learning practitioners as basic competencies because they become the basis for achieving competencies. According to Atwi Suparman (2014), instructional analysis is the process of translating general behavior into specific behaviors that are structured logically and systematically. Instructional analysis is intended to identify specific behaviors that can describe general behavior in more detail (Suparman, 2014).

From this understanding, it is understood that instructional analysis is intended to provide a clearer understanding of the behavior to be achieved in learning. These behaviors are a description of the general purpose of learning.

Conducting a Behavior Analysis & Initial Characteristics of Students

The following activities in the learning design are activities to compile the behavior of subordinates or initial abilities that are predicted to be owned by students (students). This is necessary in order to help facilitate the implementation of learning activities. By knowing the initial abilities of students (students), it is hoped that it will be able to help educators (lecturers) in developing specific learning objectives, learning strategies, developing learning materials / materials and formative evaluation. According to Atwi Suparman (2014), *Entering behavior* is a competency that has been mastered by students before attending a course.

Meanwhile, the *Entering behavior line* is the boundary line between competencies that have been mastered and competencies that still need to be taught. (Suparman, 2014) The following are the results of the analysis of *entering behavior* students' in learning educational evaluation courses (Table 4.2) regarding the Initial Characteristics of Students. Based on an analysis of the initial characteristics of students of the Islamic Religious Education (PAI) study program, Faculty of Islamic Studies (FAI), University of Muhammadiyah Tangerang, are:

- Students have various final educational backgrounds, namely alumni from SMA, MA, SMK / equivalent.
- Students have various initial competencies regarding understanding educational evaluation, this is concluded from the final educational background of students and the level of learning experience is quite heterogeneous, for example from social science, science, religion, and vocational at the SMA / MA / SMK / equivalent levels.
- Only a small proportion of students have access to learning resources *online* for educational evaluation courses.
- Students have the habit of studying independently at home and having other activities or activities besides studying
- Students generally have or can access the internet, both at home and on campus.
- Students have a habit or culture of reading the printed and non-printed (learning material modules, *online*) although they do not dominate.
- The aspect of student distance from their residence to the majority campus is more than 15 Km, this of course is also one of the considerations for organizing online class learning time in *blended learning* in educational evaluation courses.

Identification of Specific Instructional Objectives (ICT)

Specific of translation of *instructional objectivesspecific instructional objectives* or in some literature are also called *objectives*, which mean the ultimate learning goal (Atwi

Suparman, 2014: 212). The formulation of ICT must be measurable, that the level of student achievement in the behavior that is in the ICT can be measured by tests or other measuring tools. According to Atwi Suparman (2014: 215) states that the importance of placing ICT as an initial component in compiling instructional design is the center of attention of every instructional development. ICT is the basis and guide for all subsequent instructional development processes. The formulation of ICTs is the true starting point of the instructional development process. Meanwhile, the previous process is a preliminary stage to produce ICT. Furthermore Atwi Suparman (2014: 2015-221) ICT is also the basis used in compiling tests. Therefore, ICT must contain elements that can provide guidance to test compilers in order to develop tests that can actually measure the behavior contained in them. These elements are known as ABCD which comes from four words, namely A = *Aundience* is a student, B = *Behavior* is a specific behavior that will be raised by the student after completing the learning process in the course, C = *Condition* is a condition which means the limits imposed on learners / students when they are tested, not when they are studying. D = *Degree* is the level of student success in achieving this behavior. (Suparman, 2014)

If the ABCD element is formulated in an ICT, it can be exemplified in the following sentence: "If various validity and reliability formulas are given, the six semester PAI study program students will be able to calculate the validity and reliability values of at least 90% correct".

Developing an Instrument for Assessment of Learning Outcomes for Educational Evaluation Courses

process of assessment in the educational evaluation course of the Islamic Religious Education study program, the Islamic Religious Faculty of UMT, is divided into four components, namely:

a. The presence of this component has 10% of the total face-to-face meetings in class (*face to face*) and *online learning* (14). Attendance is one of the supporting components in conducting the assessment process because each meeting will discuss various kinds of subjects and issues that will be discussed together. Student activeness will be objectively added value for the final assessment.

b. Assignments

During 1 semester, students will be given 2 assignments consisting of 1 independent task and 1 group assignment. This assignment is given as much as 1x before UTS and 1x after UTS. The overall component of the assignment has 20% points.

c. Mid-Term Exam (Mid-Term Exam)

UTS is conducted at the 8th meeting of the total meeting through a written exam, practical or mini project in the form of a paper to be presented. The material being tested is material *meeting* 1 to 7, with a weight given of 30%.

d. UAS (Final Semester Examination)

UAS is carried out at the 16th meeting of the total meeting covering the entire material given from the beginning of the meeting to the end, with a weight given of 40%.

Table 3. The Weight of Assessment in Learning Education Evaluation Subjects

No	Aspect Assessment	Weight of Assessment
1.	Attendance	10%
2.	Assignments	20%
3.	Mid-Semester Exam (UTS)	30%
4.	Mid-Semester Exam (UTS)	40%

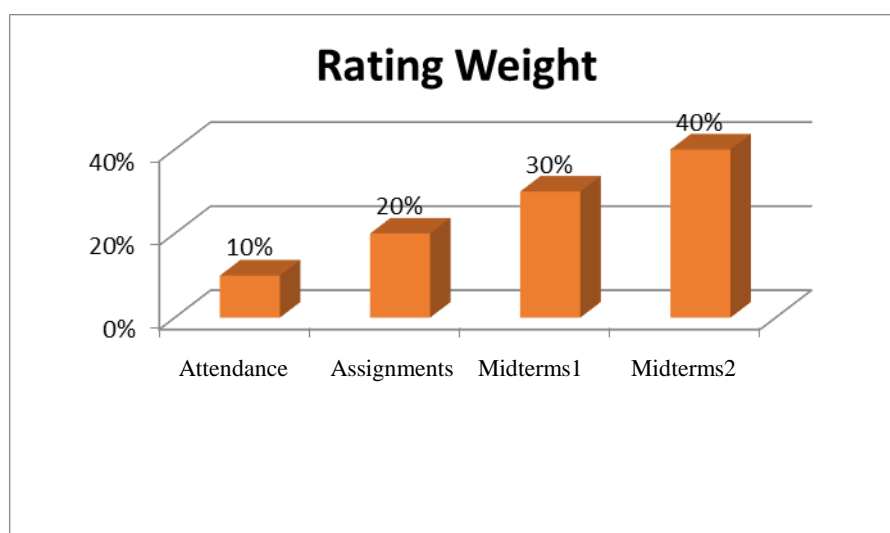


Figure 2. Graph of Assessment Weight in Learning Subjects Education Evaluation

Developing Learning Strategies for Educational Evaluation Subjects

The learning strategies used in the development of *blended learning* education evaluation courses in the Islamic Religious Education study program consist of three main activities, namely introduction, presentation, and closing. In addition, it also provides the methods used, time, media and tools, as well as learning strategies as attached.

Developing Learning Materials for Educational Evaluation Subjects

With the learning strategies that have been made, then developing learning materials (Print and Non-Print). With the following steps:

-Re-check that the test items made are relevant (in accordance) with each learning objective to be measured.

B. Model Feasibility Assessment Results

The evaluation stage is the stage where the product of the development of learning is tested or evaluated to determine the results of the development that has been carried out. This evaluation is also carried out to improve the product so that the resulting product is in accordance with what is expected, namely "Fit for Use".

One-to-one evaluation by expert (Expert / Expert)

In the one-to-one stage evaluation by experts (Experts / Experts) is carried out with the core

activity in the form of an assessment of the feasibility and validation of the product made in the form of a blended learning model for the education evaluation course of the Islamic Religious Education study program to be examined, assessed and evaluated and provide feedback (notes) about the product. The product assessment is carried out by instructional design experts, material experts, language experts, print media experts and non-print media experts. At this stage, comments and suggestions from experts (experts) regarding the design that have been made are then used as revision material and states that this design is feasible or not, so that the deficiencies or weaknesses of the product being made can be identified, then revisions are made.

Ensure that the test items measure one or a group of learning objectives for the learning material being developed.

Review the learning strategy to make sure that every component (each column) in it is filled in completely and in detail. Ensure that each of these components is truly relevant (in accordance) with the learning objectives.

Of the eleven experts, namely learning design experts, material experts, language experts, print media experts and non-print media experts (*online*) are the basis for conducting individual trials (*one to one learners*) and continued with *small group* trials and trials. field (*field trial*). The overall conclusion of the validation results of the twelve experts

above can be set out in the form of tables and graphs as follows:

Table 4. Results of Expert Assessment Team Validation Against the Development Draft *Blended Learning*

Indicator	Average Score	Percentage
Learning Design	4.46	89.23
Material	4.44	88.81
Language	4.60	92.00
Print Media	4.82	96.32
Non Print Media	4.58	91.70
Overall Average	4.58	91.61

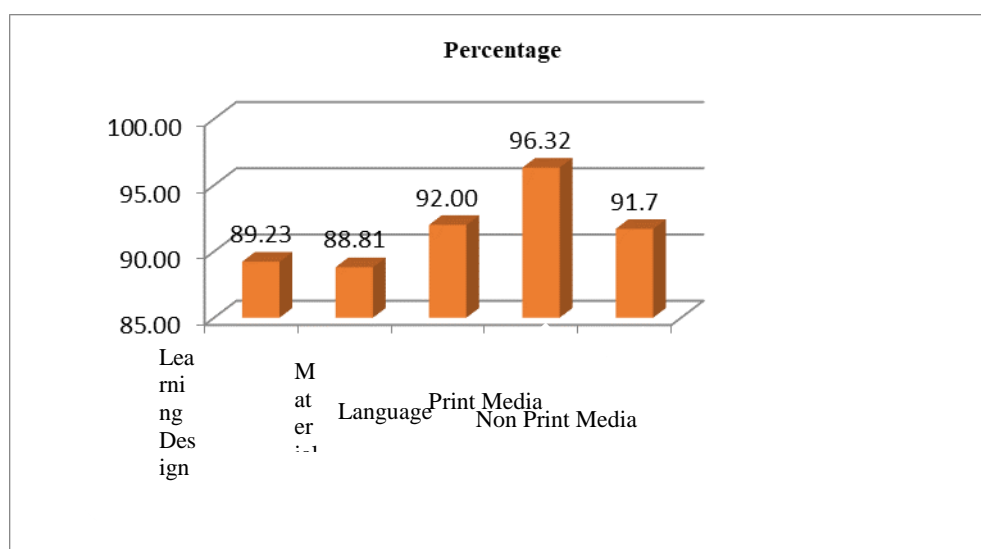


Figure 3. Validation Results of Expert Assessment Team on Development Draft *Blended Learning*

Obtaining The results of the validation by the eleven experts as shown in Figure 3, above shows that the expert team recommends proceeding with an individual trial. The percentage of validation results from the expert team is in the very feasible category. Thus it can be concluded that the draft development of the *blended learning* education evaluation course developed has followed development procedures and principles and can be continued at the next trial stage.

Discussion

A learning will have good quality if it is initiated or it can be said that it depends on the quality of the learning model development design carried out or implemented by an educator (lecturer) at a college or university. The role of educators in this case the lecturer in designing the learning model is the most important and very important thing,

because in the learning model there are learning materials that will be used in learning or learned in learning and must meet the needs of students as learners. Educators can change education for the better, because educators (lecturers) are agents of change. This means that the learning model used in the learning process is a learning model that fulfills the principles and principles from a scientific perspective. The development of a learning model plays an important role in the learning process. In principle, learning will run effectively, if it begins with the design of an

effective learning model. Therefore, it is appropriate and appropriate for educators (lecturers) who provide learning at universities or colleges to continue to improve the quality of learning by making breakthroughs and new discoveries and innovations that are in line with

the development of science and technology. The innovation changes made are expected to improve the quality of alumni (graduates) from a study program and have competitiveness in the world of work, especially the scope of education. Changes in innovation that must be carried out must be in accordance with the demands and developments of the times. Therefore, educators (lecturers) will be able to take advantage of the moment of change in innovation according to the learning needs and interests of students in a university or college. Thus, one of the important roles of lecturers in learning is to examine the gap between expectations and conditions that occur in the learning process and prioritize immediately in overcoming these gaps before they have a wider effect. A *gap* that is a problem that must be immediately overcome by the analysis of needs (*needs assessment*) in the learning model development as a solution as well as the innovations made by educators (lecturers). The development of the information and communication technology sector as one of the changing products of the times offers new things for education. Utilization of information and communication technology in the world of education, commonly known as *e-learning*, is believed to improve the quality of learning. (Garrison, 2011). Several studies revealed that research conducted by Syaiful Islam (2018) proved that the learning achievement of students of SMKN 1 Kraksaan has increased significantly with the application of the model *blended learning*. (Islam et al., 2018). Then research by Chaeruman, Wibawa & Syahrial (2020) has produced the ISD model as a guide for lecturers in designing courses with approach *blended learning*, named PEDATI. As an ISD model, PEDATI provides interrelated components or procedures. The study results show that PEDATI and its components are feasible and usable. PEDATI and its components are relevant to learning theory and concepts *e-learning*, providing a framework, systematic, systemic, easy to follow, and provide practical guidance for users. The study results also show that the ability of lecturers to design courses using PEDATI improves. Thus PEDATI can be used as a guide for lecturers in designing good quality courses using approach *blended learning*. (Chaeruman et al., 2020).

Preliminary research was carried out on the dimensions of the process and learning materials

used in the lecture process as material for the development of *blended learning* in educational evaluation courses, showing that the current learning of educational evaluation courses is based on the results of interviews conducted with educators (lecturers) in educational evaluation courses, namely : (1) students' interest in learning (students) is still lacking because students have not immediately felt the benefits or objectives of this educational evaluation course, (2) students experience difficulties in the form of understanding mathematical material so it needs to be explained several times or repeatedly, (3) students partly do independent study, (4) students do study at home, part of it can be seen from the results of the course work done even though the results are not optimal, (5) educators (lecturers) do not provide teaching materials but only provide titles -referent title si only, (6) students use learning materials from the internet occasionally in learning but they are not neatly packaged, (7) learning materials are not yet available, (10) until now to obtain learning materials for educational evaluation courses is specifically difficult and does not exist yet, so that only relevant reference books are used for learning by students (students). Furthermore, the results of interviews with students showed that: (1) the educational evaluation course ran smoothly as it should, but encountered difficulties related to understanding the material that was too broad so that it was not optimal and there were also calculating characteristics such as finding validity and reliability values which were the main difficulties. in educational evaluation learning, (2) trying to find other relevant material sources for comparison in understanding the material, (3) not being able to understand all or every material delivered by lecturers, especially those that have mathematical character (counting), (4) no handbook is provided or learning materials are only given the titles of reference books, (5) it is difficult to get learning materials for educational evaluation courses, (6) Learning is carried out face-to-face in the lecture room (class room), namely by the lecture method and group presentations which are carried out monotonously thus causing a sense of boredom for students, (7) efforts that are expected to overcome difficulties in the form of representative learning materials / learning resources, (8), there is not enough time in lectures to solve questions / cases so that it

requires special time outside of lecture time to solve them, (9) students like to study independently at home (alone) when they encounter some problems or material that cannot be understood, (10) learners (students) from understanding the material and learning outcomes obtained on average want to get improvement, and require the development of learning materials for resources learn and handle when learning educational evaluation courses. In the course of educational evaluation, several materials are needed that must be carried out with direct practice, such as: the practice of educational measurement and assessment techniques, formulation techniques for test and learning outcomes tests, validity and reliability test techniques for learning outcomes and item analysis techniques, and this can be realized through learning materials that are really prepared according to scientific principles and principles. Therefore, this study carried out the development of *blended learning* in educational evaluation courses to address learning gaps that occurred in these courses.

Conclusion

- The procedure for developing *blended learning* for the evaluation course of the Islamic Religious Education study program uses the model *Dick and Carrey* which consists of three main stages, namely planning, development and evaluation.
- Validation or expert testing of the developed products is carried out by experts in the field of learning design, materials, language and media.
- Learning design experts assess that learning materials have met student learning needs as seen based on the dimensions of design, learning objectives, material presentation, learning methods, examples, evaluation and clarity of learning.
- Material experts assess that the learning materials have met the complete and consistent criteria in the form of clarity of learning, content feasibility (content suitability, presentation feasibility and goal-centering).
- Language experts assess the feasibility of language is very good and suitable for use in learning.
- Print media experts generally assess the dimensions of the size of learning materials, cover design, content design and printing that are attractive and suitable for use.
- Non-print media experts judge that the appearance and graphic design of online media is attractive, and improvements have been made, although not maximized.
- The learning outcomes of students seen from the pre-test and post-test showed an increase, when viewed from the total pre-test score was 334 and the post-test total score was 616. This shows that learning outcomes have increased in scores by 282 so it can be concluded that the learning materials are *blended learning* education evaluation course study program

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