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Increasing Student Learning Outcomes in Indonesian Lessons Using Innovative Learning Models During the Covid-19 Pandemic

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Abstract
This study aims to improve student learning outcomes in Indonesian language lessons and student activities. From the results of this study, it provides an interesting and not boring learning experience for students, through blended learning, students are directly involved in learning activities, so that they can increase student activity and learning outcomes in Indonesian language lessons during the Covid-19 pandemic. This research is a classroom action research (CAR) which consists of 2 cycles, where each cycle consists of four activities, namely: planning, action, observation and reflection. Learning activities with this blended learning model will continue to the next cycle if the success indicators have not been achieved. The sample in this study were 36 students of class X SMA Private Jambi Medan. The results of the study using a blended learning model during the Covid-19 pandemic. From the results of research and discussion that have been obtained, several conclusions can be drawn, including: In cycle I, the number of students who are in the active category is 46.88% and the very active is 9.38%, so that the number of student activities is 56. ,26%; In cycle II there was an increase in the activity category by 37.50% and students who were very active increased by 50.00%, so that the number of student activities was obtained by 87.50%; and student learning outcomes have increased with the achievement of the KKM score in the first cycle of 64% and in the second cycle of 76%. so that the number of students' learning completeness obtained is 84.21%.
Keywords: Innovative Learning, Indonesian Language Lessons, and the Covid-19 Pandemic
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1. Introduction

Education and learning are a link that cannot be separated from one another, learning is an important part of the educational process. To have a good quality of education, it is necessary to have a good learning concept. Learning activities are held to shape character, build knowledge, attitudes and habits to improve the quality of life of students. On that basis, the importance of learning activities that empower all potential learners to master the expected competencies. Therefore, education and learning are very related and important for all students to get for the advancement of education (Gultom, *et al*., 2021).

To achieve an expected curriculum, there needs to be a learning model in which it refers to the objectives of the curriculum (curriculum 13). Learning model innovation cannot be separated from the learning curriculum. To produce a quality learning model, the curriculum used must also follow the programs in it. Aligning the learning model with the curriculum can be done by involving students or teachers in providing useful input to innovators in innovating better learning models.

At the beginning of 2020, a dangerous virus spread in Indonesia and was previously felt by the whole world before 2020. This familiar virus is called Corona Virus Diseased 2019 or known as COVID-19. In dealing with the Covid-19 problem, the government implemented a policy by implementing a lockdown. Where the lockdown is expected to stop the spread of this virus. Therefore, what the public can do is obey the government by following the lockdown procedures and practicing social distancing as much as possible. This condition has an impact on educational conditions that require learning to be carried out at home.

All sectors in Indonesia, especially the education sector, have been severely affected by the Covid-19 pandemic. At the beginning of 2020 the world of education underwent a change, learning which was originally carried out face-to-face has now switched to online-based distance learning at all levels of education to prevent the transmission of Covid-19. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid19, which was addressed to all officials at the provincial and regional levels in Indonesia. In this case, the teaching and learning process is carried out through distance learning, both online and offline at their respective homes.

According to Karitna (2020), quoted from Antaranews, KPAI (Child Protection Commission), currently many students are experiencing mental stress and even drop out of school due to obstacles faced in distance learning during the Covid-19 pandemic. Therefore, a more effective and efficient learning concept is needed to support the success of learning during the pandemic. Innovative learning with a blended learning model can be an alternative learning to reduce problems in online learning. The blended learning model is learning that

combines face-to-face and online learning to improve learning skills. Some schools implement a blended learning learning system that combines face-to-face learning by utilizing the internet as a means of assisting the learning and teaching process (Dikti; 2010). This model is relatively new in its application in the world of education.

Theoretically, the results of this study are expected to strengthen and support existing theories related to the blended learning learning model in order to increase activity and learning outcomes of Indonesian. Meanwhile, the practical benefit for students is to provide interesting learning experiences through blended learning because students are directly involved in these learning activities, so as to increase students' activity and learning outcomes during the Covid-19 pandemic.

2. Method

This research is a classroom action research (CAR). This CAR is considered very suitable to be used, because this research is focused on learning problems that arise in the classroom, in order to improve learning and improve the teaching and learning process more effectively. The population of this study was all students of class X SMA and the sample in this study were students of class X MIPA Jambi Private High School Medan as many as 36 students. The technique used in data collection is using a questionnaire. The data collection instrument used an observation sheet for the learning outcomes test instrument as many as 33 questions distributed using google form.

This research consists of 2 cycles, where each cycle consists of four activities, namely: planning, action, observation and reflection. Learning activities with this blended learning strategy will continue to the next cycle if the success indicators have not been achieved.

3. Result and Discussion

The results of the observations show that learning using the blended learning model encourages students to be creative and always feel happy in participating in the learning process. At the end of Cycle I, the creativity of the tenth grade students of Jambi Private High School Medan in Indonesian subjects had begun to appear. This continues to be conditioned by providing some direction so that students feel happy, relaxed and calm in the learning process. The learning process uses the Zoom Meeting application as a face-to-face online and uses Google Classroom as a place for sending subject matter and assignments to all students.

The results of the research in cycle I, the average score for student learning outcomes with a percentage of 54.12% (high category). In Cycle II, the average score for student learning outcomes is 68.23% (very high category). This shows that the blended learning model has a positive influence on the activeness of students. Student learning outcomes showed an increase from cycle I to cycle II. The posttest mean value showed 54.88 in the first cycle and 79.47 in the second cycle. This can be seen in Table 1. below.

Table 1. The average value of the posttest cycle and cycle II

No.	Indicator	Cycle I (%)	Cycle II (%)
1.	Average Score	54,12	68,23
2.	Average Score	54.88	79.47

The increase in the average daily test scores and the achievement of KKM in Indonesian subjects can be seen in Fig. 1.

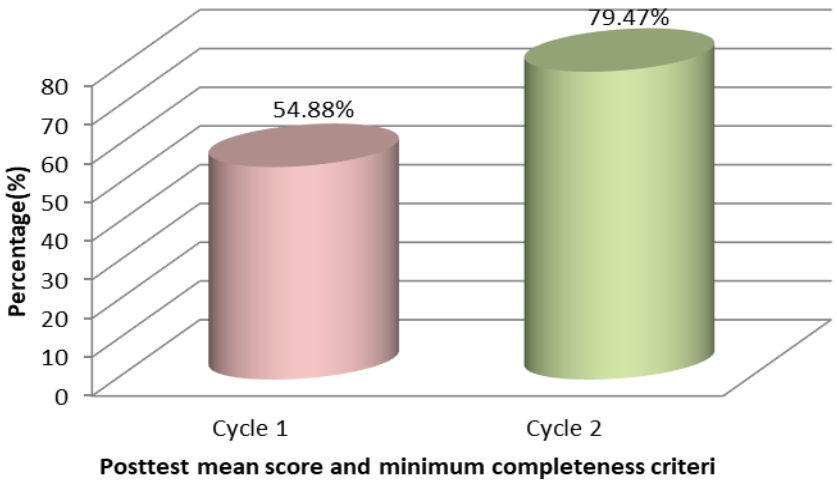

Fig. 1. Posttest Mean Value and KKM

Student learning activities in cycle I were observed using an observation sheet that had been prepared. Complete data on student learning activities in cycle 1 can be seen in Table 2 below.

Table 2. Results of Observation of Student Learning Activities in Cycle 1

No.	Category	Score	Total Students	Percentage (%)
1	Not Active	0 – 59	5	13.89
2	Less Active	60 – 69	6	16.67
3	Active	70 – 79	17	47.22
4	Very Active	80 – 100	8	22.22
		Amount	**36**	**100**

Based on Table 2 above, it can be seen that with learning activities using the blended learning learning model, student activities in cycle I are more or less active, this is because there are still many students who have not conditioned this learning model. One of the factors is that students do not understand the use of applications and sometimes students are still lazy to collect assignments in Google Classroom.

For more details, this can be seen in Fig. 2 below.

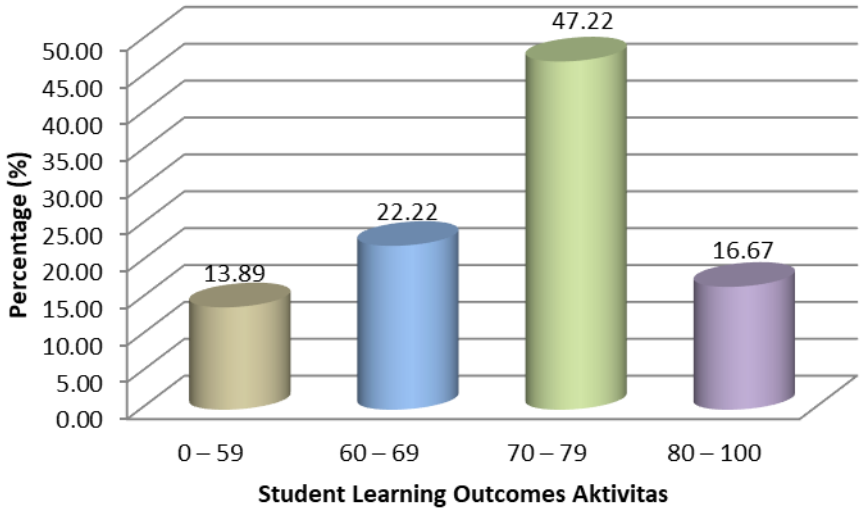

Fig. 2. Percentage of Observation Results of Student Learning Activities in Cycle I

In cycle II, they still apply the same system as cycle I, but emphasize more on students in learning activities such as reprimanding students who are less active and doing questions and answers during zoom meetings. The results of observing student learning activities in cycle II can be seen in Table 3 below.

Table 3. Results of Observation of Student Learning Activities in Cycle II

No.	Category	Score	Total Students	Percentage (%)
1	Not Active	0 – 59	0	0.00
2	Less Active	60 – 69	2	5.56
3	Active	70 – 79	12	33.33
4	Very Active	80 – 100	22	61.11
		Amount	**36**	**100**

For more details, this can be seen in Fig. 3 below.

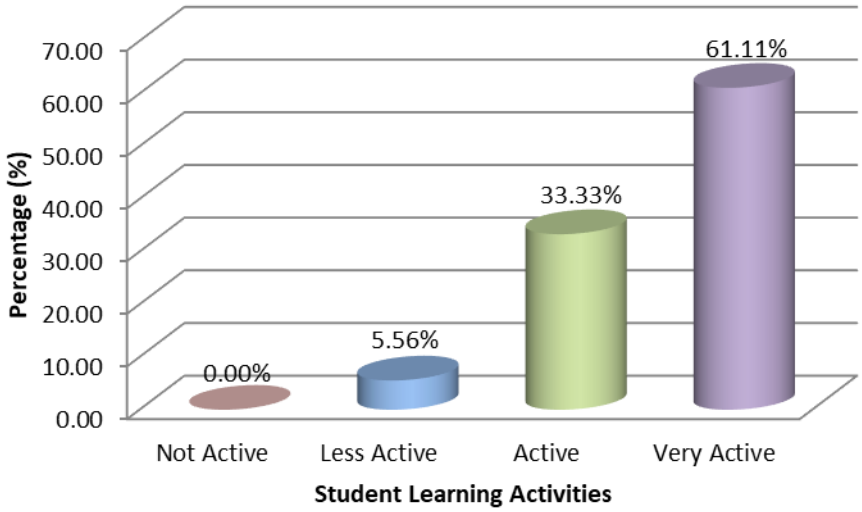

Fig. 3. The Average Increase in Student Learning Activities in Cycle I and Cycle II

Based on Fig. 3 above, it can be described that online learning activities with blended learning models in cycle II have increased, from 6 students to 18 students are in the very high category or an increase of 33.33% from cycle I, because there is an increase from the active category which decreased from 17 students to 14 students or as much as 8.33%. In the inactive category previously there were 5 students and in this second cycle there were no inactive students (all active). It can be said that in cycle II this has been successful because it has reached the criteria of action set because more than 77.78% of all students have been in the high and very high categories that have been accumulated. This can be seen from the number of students who are in the active category as much as 33.33% and the very active 61.11%, so the number of activities is 94.44%.

The learning outcomes show the acquisition of student learning outcomes in Stoichiometry subjects using online learning in cycle I and cycle II, which can be seen in Table 5. below.

Table 5. Average Student Learning Outcomes in Cycle I and Cycle II

No.	Indicator	Test Value	
		Cycle I	Cycle II
1	Skor Tertinggi	70.00	95.00
2	Skor Terendah	45.00	75.00
	Average	**57.55**	**85.00**
	Level of Completeness (%)		**85.00**

The results of the research and explanations indicate that student learning outcomes in Indonesian subjects with the blended learning learning model have increased, this happens because the learning process is carried out optimally by using the right steps. So that this research can prove that the blended learning model that is implemented optimally and innovates can increase student activity and learning outcomes in Indonesian subjects.

4. Conclusion

Based on the results of the research and discussion described above, several conclusions can be drawn, including:

1). The optimal implementation of the blended learning model can be carried out more effectively during the Covid-19 pandemic (online). This can be seen from student learning outcomes. In cycle I, the number of students who are in the active category is 47.22% and the very active is 22.22%, so that the number of student activities is 66.35%.

2). In cycle II there was an increase in the activity category by 33.33% and students who were very active increased by 61.11%, so that the number of student activities was 88.38%, and

3). Student learning outcomes have increased with the achievement of the KKM value in the first cycle of 62% and in the second cycle it is obtained by 82%. so that the number of student learning completeness obtained is 94.44%.

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