

# The Use Of Blended Learning Model In The Application Of Audacity Applications In History Subjects At Sma Labschool Untad Palu

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## Abstract.

*This research is motivated by the low ability of teachers in designing online-based learning during the pandemic, and teachers do not yet have the competence to integrate the Blended Learning learning model packaged in the Audacity Application with the subject matter of History at SMA Labschool. This research has an urgency to be carried out, so that through this research will give birth to new innovations in combining the blended learning model with the Audacity application in the history learning process by raising local historical values as a lesson package in high school. This research is oriented towards new breakthroughs in facing the industrial revolution era. In this study, the problems are 1. How to apply the blended learning model using the Audacity Application in History lessons at SMA Labschool and 2. How to improve student learning outcomes by applying the Blended Learning Model using the Audacity Application to History Lessons in Senior High Schools in Central Sulawesi. The purpose of this study is oriented to determine the pattern of application of the blended learning learning model using the Audacity Application in history lessons at Senior High Schools in Central Sulawesi. Thus, Labschool SMA teachers by applying the blended learning model combined with the Audacity Application will facilitate the learning process. This research is a qualitative research which is studied using a blended learning model approach as the basis in the learning process combined with Audacity technology as a medium in delivering history subject matter in high schools throughout Central Sulawesi. The application of the blended learning learning model which in principle will be one of the solutions and breakthroughs to overcome the difficulties of the learning process at SMA Labschool. Thus, this research process will make it easier for teachers to transfer knowledge to students as objects in the learning process at SMA Labschool. This research is also a novelty that was carried out as a breakthrough in the history learning process at SMA Labschool.*

**Keywords:** Blended Learning Model, Audacity Application and History Lessons.

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## I. INTRODUCTION

The development of advances in information and communication technology is currently growing rapidly. The challenges of the times have changed from Revolution 3.0 to Revolution 4.0. Revolution 4.0 encourages every line to optimize the Internet as an appropriate and fast communication tool [1]. These changes certainly have an impact on the world of education both in terms of the system and the learning process. The existence of information and communication technology provides an opportunity to improve the quality of student learning, namely by opening access to finding broad learning resources for teachers and students [2]. One of the problems faced by the world of education is the problem of weak learning processes. In the learning process, students are less encouraged to develop thinking skills. The learning process in class is directed to the child's ability to memorize information [3]. The child's brain is forced to remember and hoard various information without being required to understand the information it remembers to relate it to everyday life. As a result, when students graduate from school, they are good at theoretical but poor at application. Thus, education in schools overwhelms children's brains with various teaching materials that must be memorized. Education is not directed to develop and build character and potential. In other words, our educational process is not directed at forming intelligent human beings, having the ability to solve life's problems, and is not directed at forming creative and innovative human beings [4].

One approach that can be used to determine the quality of the educational process is through a systems approach, namely a learning system approach based on blended learning models. Blended learning is a form of combination of face-to-face, offline media and online media [5]. This blended learning-based learning approach will be combined with Audacity as an application that will facilitate the learning process [6]. Basically learning is a series of processes of development activities for the whole human person which involves body and soul, psycho-physics which means it involves elements of creativity, taste, and intention. This means that the learning process must be fun and not only emphasize what is taught but how to direct it well and fun. The weaknesses of conventional learning are that students tend to be passive, the pace setting is

classically determined by the teacher, it is not suitable for the formation of skills and attitudes, and it tends to place the teacher as the final authority [7]. This means that the teacher is demanded not only as a presenter or conveyer of knowledge to students, but teachers must also be able to help their students to develop learning skills, because student success is strongly influenced by the quality of teachers in utilizing good learning models. A professional teacher must be able to create active, innovative, creative, effective and fun learning so that the learning process is more interesting for students [8]. The learning model has developed by combining conventional learning models with information and communication technology-based learning models or e-learning. This is what was developed as mixed learning or better known as the blended learning model. Blended learning is a combination of face-to-face and online teaching, but more than blended learning it is also an element of social interaction [9]. By using the blended learning learning model and the Audacity application, teachers and students will not get bored easily in the learning process but will attract students' learning interest to be more enthusiastic in participating in the teaching and learning process because with this model, it encourages students to continue to explore themselves in exploring and developing knowledge [10].

Knowledge from other sources via the internet online, not only from teachers, but a teacher has an important role to be able to streamline the teaching and learning process in the era of the industrial revolution 4.0. The advantage of Audacity is that e-learning is easy for teachers and students to learn to use. With the help of Audacity, teachers can create subject matter in the form of documents into audio which can be combined with pictures and videos into learning materials that are easy for students to learn. This e-learning is an alternative that is considered capable of making it easier for students and teachers to stay connected both face-to-face in class and online outside of class [11]. Based on the results of observations in 2021, and the findings of real data in the field, it was found that the ability of history teachers in applying the blended learning model combined with the technology-based Audacity application in history subjects at SMA Labschool UNTAD Palu, is still very lacking and teacher competence is still very low. This statement is supported by research studies which describe that the low ability of history teachers to design and manage the results of the learning process required is the need to increase the competence of history teachers in facing the era of the industrial revolution which had a major impact on the learning process. Thus it is important to integrate the blended learning learning model with the Audacity application in history subjects whose packaging is the ease of history teachers transferring knowledge to students. This research is important research to do so that through this research innovations can be made in the learning process by raising local historical values as the basis for history lessons.

## II. METHODS

This type of research is qualitative research, which is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually or in groups. This study illustrates or describes events that are the center of attention or students' perceptions of the blended learning method with Audacity in history learning qualitatively. The resulting data will be in the form of words or utterances obtained from the results of interviews and writing or numbers obtained from the results of the interviews.

This research was conducted at SMA Labschool UNTAD Palu. There are several reasons why the school was used as a place and location for research, namely, the school rarely uses blended learning models combined with the Audacity application in the learning process in history subjects at the school. In principle, history teachers mostly use and combine various learning models in schools. This data will be combined with existing data at SMA Labschool UNTAD Palu. Collecting data in this study using qualitative data collection to obtain the required data from the implementation of research, the techniques used are [12]:

- 1) Observation as a data collection technique has specific characteristics regarding human behavior, work processes, natural phenomena, and the number of respondents observed is not too large. This observation provides convenience, especially in terms of obtaining data in the field;
- 2) The questionnaire is a non-test instrument in the form of a list of questions that must be answered by teachers and students who are the subjects of the research

- 3) In-depth interviews are meetings of two people to exchange information and ideas through question and answer, so that meaning can be constructed in a particular topic. Through unstructured interviews it allows the interviewees to define themselves and their environment, to use their own terms regarding the phenomenon being studied, but during the interview the questions may develop and answer according to them. Sometimes it can increase but can not be less. In in-depth interviews, the researcher relatively had no control over the informant's response, meaning that the informant was free to provide answers [13].

The stages of data analysis in this study will be approached qualitatively, in accordance with the findings of the data in the field. At this stage of analysis refers to adaptations, namely: 1) Partial data collection (interviews, documentation, tracing previous research track records); 2) Categorizing and classifying data findings in the field; 3) Presentation of data; 4) Drawing conclusions and data verification. The flow of this research consists of primary data and secondary data. And in the flow of data processing is carried out based on each data obtained from field notes, reduced, described, analyzed, and then interpreted. The procedure for analyzing data on problems is more focused on exploring facts as they are (natural setting), using an in-depth analysis technique (verstegen). To provide an overview of the research data, the following procedure is carried out:

- 1) Data presentation stage: data is presented in the form of an integrated description.
- 2) Comparison stage: is the process of comparing the results of the data analysis that has been described with the interpretation of the data to answer the problem under study.
- 3) The stage of presenting the results of the research: this stage is carried out after the comparison stage, which is then summarized and directed at conclusions to answer the problems that have been raised by the researcher.

### III. RESULT AND DISCUSSION

#### The use of the Blended Learning Learning Model with the application of the Audacity application in the History subject at Labschool High School

The following are the results of a questionnaire on perceptions about the blended learning model with the Audacity application in history learning which consists of 10 statements. The results of the questionnaire recap for the first statement, namely I find it difficult to understand learning based on the Audacity application are shown in Table 1.

**Table 1.** Recapitulation of the First Statement Questionnaire

No.	Answer	Frequency	(%)
1	Very difficult	0	0
2	Difficult	13	29,5
3	Less Difficult	21	47,7
4	Not Difficult	10	22,7
<b>Total</b>		<b>44</b>	<b>100</b>

Source: Primary Data, 2022

Based on Table 1 it can be concluded that there were more students who perceived it was less difficult to the statement about I find it difficult to understand based learning in the Audacity application, namely there were 21 people (47.7%), then followed by students who perceived it as difficult as many as 13 people (29.5%) and the lowest is those who perceive it is not difficult as many as 10 people (22.7%). From Table 1, the results show that more students answered disagree with the statement I find it difficult to understand learning based on the Audacity application, this is because based on the results of interviews with students who answered disagree and disagree that they like learning history with the Blended learning is based on the Audacity application because it is considered to facilitate the learning process, they can also interact or ask questions without having to face to face, besides that students can also play back historical learning videos, so that they can be studied again so that they are better understood.

However, there were also students who agreed to the statement I find it difficult to understand based learning in the Audacity application, this is because these students stated that they did not like history learning using the blended learning model using the based on the Audacity application because they felt

learning directly was easier to understand rather than studying online. These students feel that learning history with the blended learning model based on the Audacity application based on the Audacity application makes them lazy and get bored quickly because only via Zoom the connection is sometimes lost due to network disturbances, causing them to often fall behind in learning, besides that they usually have to watching videos repeatedly so they can understand, it's different if learning directly they can listen and ask right away if something is not understood in history lessons without any problems. The results of the questionnaire recap for the second statement, namely I feel less participatory in learning based on the Audacity application because I get responses that are not instantaneous are shown in Table 2.

**Table 2.** Recapitulation of the Second Statement Questionnaire

No.	Answer	Frequency	(%)
1	Strongly Agree	5	11,4
2	Agree	13	29,5
3	Disagree	16	36,4
4	Totally Disagree	10	22,7
<b>Total</b>		<b>44</b>	<b>100</b>

Source: Primary Data, 2022

Based on Table 2, it can be concluded that more students perceive that they do not agree with the statement about I feel less participatory in learning based on the Audacity application because I get responses that are not instantaneous namely there are 16 people (36.4%), followed by participants students who perceive that they agree are 13 people (29.5%), then those who perceive disagree are 10 people (22.7%) and the lowest are those who perceive strongly agree as many as 5 people (11.4%).

From Table 2, the results show that more students answered that they did not agree with the statement I feel less participatory in learning based on the Audacity application because I did not get an instant response, this was due to the results of interviews with students who answered that they did not agree and did not agreed, that they actually felt that learning history with the blended learning model using the Audacity application based on it made it easy for them to interact with each other even online, not only with fellow students, but also with teachers, they also assessed that the lack of participation would actually make it difficult to understand historical learning material provided. However, there were also students who answered agree and strongly agreed to the statement I feel less participatory in learning based on the Audacity application because I did not get an instant response because these students felt learning based on the Audacity application reduced their participation in learning due to internet packages that limited. The results of the questionnaire recap for the third statement, namely I feel uncomfortable with learning based on the Audacity application because there are many factors inhibiting this learning are shown in Table 3.

**Table 3.** Recapitulation of the Third Statement Questionnaire

No.	Answer	Frequency	(%)
1	Strongly Agree	3	6,8
2	Agree	16	36,4
3	Disagree	16	36,4
4	Totally Disagree	9	20,5
<b>Total</b>		<b>44</b>	<b>100</b>

Source: Primary Data, 2022

Based on Table 3, it can be concluded that there are more students who perceive that they agree and disagree with the statement about I feel uncomfortable with learning based on the audacity application because there are many factors inhibiting the learning namely there are 16 people (36.4%), followed by with students who perceive disagree as many as 9 people (20.5%), and the lowest is those who perceive strongly agree as many as 3 people (6.8%). From Table 3, the results show that more students answered agree and disagreed with the statement I feel uncomfortable with learning based on the Audacity application because there are many factors inhibiting learning, this is because based on the results of interviews with students who answered disagree and disagree, judging that learning based on the audacity application is more beneficial in the history learning process because they can obtain more material through the links provided by the teacher, and they simply save files or videos of these materials without having to take notes, besides that they also it's easy to ask the teacher about the material via chat. However, the students who answered

agreed and strongly agreed to the statement I feel uncomfortable with learning based on the Audacity application because there are many factors inhibiting the learning, because these students felt that learning using the Audacity application was based on spending a lot of time in learning. The results of the questionnaire recap for the fourth statement, namely in the learning situation of the Audacity application I feel helped when I get an assignment because it can be done optimally according to the deadline is shown in Table 4.

**Table 4.** Recapitulation of the Fourth Statement Questionnaire

No.	Answer	Frequency	(%)
1	Sangat setuju	17	38,6
2	Setuju	18	40,9
3	Kurang setuju	9	20,5
4	Tidak setuju	0	0,0
Total		44	100

Source: Primary Data, 2022

Based on Table 4, it can be concluded that more students perceive that they agree with the statement about in the Audacity application learning situation I feel helped when I get assignments because they can be done optimally according to deadlines namely there are 18 people (40.9%), followed by with students who perceive strongly agree as many as 17 people (38.6%), and the lowest is those who perceive less agree as many as 9 people (20.5%).

From Table 4, the results show that more students answered that they agreed to the statement in the Audacity application learning situation I feel helped when I got an assignment because it can be done optimally according to the deadline, this is because based on the results of interviews with students who answered agree and totally agree that with the Audacity application they are quite helped in completing the assignments given by the teacher in a timely manner, because when there is a task that is difficult to do, the teacher will usually provide certain links to make it easier for them to do the task. However, students who answered disagreed with the statement in the learning situation of the Audacity application I feel helped when I got an assignment because it can be done optimally according to the deadline is because these students feel they are not optimal in carrying out the tasks given because they are hampered by network access and they also feel that it will be much easier to understand and do assignments if the teacher explains them openly than if they only read the material sent by the teacher.

#### IV. CONCLUSION

Based on the results of the research and discussion, the researchers drew conclusions that there were more students at SMA Labschool Palu who had a good perception of the blended learning model with the Audacity Application in history learning, namely 54.5%, compared to those who had a poor perception, namely 45.5%.

Suggestion

- 1) It is hoped that schools will play an active role in monitoring or evaluating the application of the blended learning model with the Audacity application on a scale, continuously and continuously.
- 2) Teachers should need to direct students clearly about teaching materials that can be accessed via the school website or computer network.
- 3) For students it is better to increase knowledge related to information technology, communication and procedures in implementing blended learning model learning with the Audacity Application in order to support the teaching and learning process, especially in learning History at SMA Labschool Palu

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