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Efforts To Improve Students' Academic Performance Through Student Management During Blended Learning Implementation

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ABSTRACT

This study aims to find out how to improve students' academic achievement during the implementation of blended learning in the era of the covid-19 pandemic. Blended learning has been implemented long before the COVID-19 pandemic. However, its implementation and implementation is not optimal. The beginning of the emergence of the pandemic made learning completely online. Currently, learning is slowly being carried out using blended learning, namely face-to-face and online. Online learning, which is used to be done at this time, has actually reduced students' academic achievement. In addition to declining academic achievement, students' motivation and interest in learning also decreased. This is because students feel bored with online learning that cannot meet face to face. The decline in academic achievement is also influenced by several factors including the lack of parental attention when students are learning, the internet network is not supportive, the learning environment is not conducive, the role of educators is less effective in managing the classroom, and the student management system is not good. Student management and collaboration and collaboration with parents are always applied in order to produce student outputs that are able to compete in global competition. The method used in this research is a qualitative method with a literature study approach. Sources of data obtained are secondary data sources, where the information obtained comes from books, journals, and others.

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INTRODUCTION

Digital learning has been carried out since the 4.0 revolution. The 4.0 revolution has indeed made the learning process in education into a digital system called education 4.0. Education 4.0 is a series of learning and teaching activities that involve educational technology during the learning process (Ciolacu et al., 2018). In line with this, according to (Surani, 2019) the implementation of education 4.0 can provide many benefits, namely it can make students think critically, creatively and innovatively, can assess and analyze student abilities, and can form Human Resources (HR) who are ready to face global competition.

There are nine tendencies of education 4.0 according to Fisk in (Aziz Hussin, 2018), including: First, students can learn anytime and anywhere. Second, learning with education 4.0 technology is personalized only for the students themselves. Third, students have independent choices regarding their learning methods. Fourth, in education 4.0 learning, students are given more project-based assignments. Fifth, students will gain broader experience and knowledge. Sixth, in learning in education 4.0, students are trained to think critically, creatively and innovatively. Seventh, the assessment given to each student is different. Eighth, every activity carried out by students in learning is always analyzed to update the curriculum that has been implemented. Ninth, students are required to learn independently.

To successfully implement Education 4.0, educators who are proficient in using technology are required (Kusmiarti & Hamzah, 2019). The implementation of Education 4.0 involves implementing blended learning. Blended learning is a learning system that combines face-to-face and online learning (Bosch et al., 2021). According to (Lu et al., 2018), blended learning combines online digital resources with face-to-face learning activities, enabling students to achieve higher learning performance through various interactive strategies. The implementation of online learning in blended learning can be supported by Learning Management Systems (LMSs) such as Google Classroom, Moodle, and others (Sari, 2020). Online learning complements unfinished face-to-face learning activities in educational institutions, enabling students to learn and improve their knowledge in any situation and condition, thereby enhancing academic achievement.

Contrary to previous explanations, online learning has actually decreased academic achievement and reduced student motivation and interest in learning since the COVID-19 pandemic. According to the daily news (Baranews.com., 2020), it was stated that since the COVID-19 pandemic, student knowledge has decreased due to the ineffectiveness of the learning process provided, so that students quickly feel bored and lazy in implementing online learning and this has resulted in low levels of student knowledge and achievement. Online learning also makes students feel uncomfortable, according to a survey conducted by UNICEF in 2020, it was found that 66% of 60 million students felt uncomfortable when studying at home. Several factors that make students uncomfortable when studying at home are, 35% of students said that the internet connection is poor, and 38% of students felt a lack of teacher guidance in implementing online learning. Related to this problem, the role of parents has not been carried out optimally as a substitute for teachers when studying at

home for various reasons, one of which is work so that they are less focused on accompanying students when carrying out learning. Based on this explanation, the researcher feels the need for further discussion on this matter.

LITERATURE REVIEW

To be successful in implementing education 4.0, educators who are proficient in using technology are needed (Kusmiarti & Hamzah, 2019). One step that can be taken is to combine face-to-face learning and online learning, often referred to as blended learning (Bosch et al., 2021). This is none other than to see student performance, namely the success achieved by students in the academic field that can be seen from observations, skills, concepts, understanding, knowledge and ideas. In addition, to determine the success of students can also be known through the extent to which the goals of the educational institution are achieved through various things, including: always providing motivation to students and educators in this case must be able to carry out good classroom management (Dotson, 2016). Blended learning is the most effective learning method (Bosch et al., 2021). In this regard, the need for factors that can help in realizing blended learning as expected, namely by implementing student management, including; 1) Educational institutions must first have clear, achievable, and realistic goals. This can be done by the principal together with all related parties forming the desired educational goals and carefully observing competent teachers in their fields (Broadbent, 2017). 2) The principal selects competent teachers according to their fields, this is done because with good classroom management, it can improve student academic performance (Warsono, 2016). 3) Teachers must provide motivation as encouragement to increase the enthusiasm for learning in order to achieve academic achievement (Arifin, 2018). and 4) Teachers must have good classroom management, because student academic performance can be improved through good classroom management carried out by teachers in face-to-face learning or online learning (Gage et al., 2018).

METHOD

This study uses a qualitative research method with a library research approach. Library research is a data collection technique using secondary data sources such as journals, books, online newspapers, and other literature related to the research being conducted. In this case, the researcher used journal literature, books, online daily news, Proceedings, and other literature to support the results of this study. As a companion to the library research approach, the researcher also used a descriptive approach in conducting this research. The information collected by the researcher was in accordance with the chosen topic so that there were no discrepancies in the information.

RESULTS

Student Academic Performance

Student academic performance is the academic success achieved by students, as evidenced by observations, skills, concepts, understanding, knowledge, and ideas (Asiah et

al., 2019). Indicators for measuring student success are seen in the extent to which an institution's educational goals are achieved, both in the short and long term. In line with this, achieving established educational goals requires the cooperation of all school personnel in student management. Furthermore, (Dotson, 2016) also stated in their journal that student success can be measured by the extent to which the institution's goals are achieved through various means, including: consistently motivating students, and educators, in this case, must be able to implement effective classroom management. There are four ways to measure student success: first, setting specific, achievable, and realistic educational goals. Second, developing an action plan. Third, regularly monitoring goals. Fourth, providing evaluation and feedback.

In contrast to the views of the two previous experts, (Daud et al., 2017) in their journal stated that factors that influence student academic performance include: student academic records, parental income factors, parental economic expenditure factors, and the surrounding environment. In addition, (Popoola et al., 2021) said that student success (student academic performance) can be seen from reading habits and a comfortable learning environment. To improve academic achievement, several things must also be considered, namely: educational institutions must provide good facilities and infrastructure, pay attention to teacher quality, teachers must pay attention to student learning methods, educational institutions must provide external funds to help finance students for competitions, scholarships, and others. Then, (Arofah et al., 2020) stated that there are two factors that can improve student academic performance, namely, internal factors: high interest, readiness to learn, intrinsic motivation, effort, enthusiasm and self-perception. External factors are: the environment where the students are located.

Blended learning is the most effective learning method (Bosch et al., 2021). Blended learning can help educational institutions improve student academic performance. The blended learning method, which combines synchronous and asynchronous learning, prevents students from getting bored quickly because it can be done anytime and anywhere. Blended learning can train students to learn independently because they are required to find solutions to problems given by educators (Broadbent, 2017). In this regard, factors that can help achieve blended learning goals are needed, namely implementing student management.

DISCUSSION

Student management encompasses all activities carried out from student admission to graduation from a particular educational institution (Setiawan, 2021). Student management efforts to help improve academic achievement include:

1. Educational institutions must first have clear, achievable, and realistic goals. These goals are first established by the school leadership, specifically the principal. The principal collaborates with all relevant parties to develop the desired educational goals. Afterward, the principal must ensure competent teachers are recruited (Broadbent, 2017).

2. The principal selects competent teachers in their respective fields to ensure effective classroom management.

The implementation of blended learning results in teachers having less time to deliver material in class. During the implementation of blended learning, a teacher must have good classroom management skills to prevent students from becoming bored quickly during the lesson. A teacher must remain active, creative, and innovative in teaching. Good classroom management can improve student academic performance (Warsono, 2016). According to Warsono, several factors influence the success of classroom management, namely the physical environment, the economic and social environment, and organizational conditions.

3. Teachers must provide motivation.

Motivation is something teachers must provide to students as encouragement to increase their enthusiasm for learning and achieve academic success (Arifin, 2018). Motivation is divided into two types: intrinsic motivation and extrinsic motivation. Both types of motivation must be present before and after learning. This is important because during online learning, many students' motivation declines due to various factors, including: lack of parental guidance during online learning, unstable internet access, and an unsupportive environment (Tambunan et al., 2020).

4. Teachers must have good classroom management.

To improve student academic performance, the role of teachers is crucial, particularly in terms of good classroom management. According to (Gage et al., 2018), student academic performance can be improved through good classroom management, whether implemented by teachers in face-to-face or online learning. This is because good classroom management can change student behavior, leading to greater discipline and focus on learning. Conversely, if teachers lack good classroom management, learning will not be conducive (Zhou, 2011). Good classroom management can be achieved by selecting engaging learning media and methods, consistently engaging and encouraging students to actively participate, and creating a pleasant classroom layout (Widiasworo, 2018).

CONCLUSION

Student management is essential to help improve student academic performance. This improvement can be achieved by truly paying attention to the student's individual needs, so that when they are no longer invited, they won't be confused about what to do. Methods to improve student academic performance include: an educational institution must have clear goals, all teachers must possess strong classroom management skills, and teachers must motivate each student throughout the learning process. Improving student academic performance will result in students who can compete globally. Based on these conclusions, the researcher recommends that parents consistently devote some time to teaching their children to prevent demotivation, which can lead to low or declining student academic performance in the classroom. Teachers must also demonstrate initiative in teamwork.

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