Effectiveness of Blended Learning Model Development Educational Evaluation Course

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Abstract

The educational evaluation course is one of the courses in the undergraduate Islamic Religious Education study program. This course teaches theory and practice. The problem in this study is in the form of educational evaluation material with the characteristics of calculating and the mathematical concepts are the main learning difficulties. Educational evaluation learning outcomes have not shown maximum results. By creating a learning material product, this research aims to create a blended learning educational evaluation course and then test the product's effectiveness. The study and development method is the one that is employed. The planning, development, and evaluation phases of the Dick and Carey model are used in this research. Learning design experts, material experts, language experts, and media experts are tested as part of the product testing process. Learning design specialists received an average score of (4.46), followed by material experts (4.44), language experts (4.60), experts in print media (4.82), and experts in non-print media (4.44). (4.58). Following that, 90.91% of one-on-one trials with three pupils were very feasible, followed by 95.28% of small group trials and 96.10% of field trials. After modifications were made based on ideas and advice from experts, the product learning materials are, in conclusion, very practicable to use. The results of the effectiveness test of learning material products revealed that there is a significant difference between the pre-test and value post-test in the use of learning modelsblended learning educational evaluation subject in the learning process. The paired sample t test results obtained a p-value = 0.000, which means that the p-value 0.05. The results of the product effectiveness analysis in the form of student learning outcomes seen from the pre-test and post-test showed an increase, the pre-test total score was 334 and the post-test total score was 616. This shows that the learning outcomes have increased scores so that it can be concluded that the material blended learning in educational evaluation courses is proven to be effective in increasing learning outcomes.

Keywords: blended learning, educational evaluation course, online learning

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INTRODUCTION

The process of learning cannot be separated from efforts to raise educational standards. One of the most important aspects of school is the learning process. To raise the standard of education, which starts with the learning process, renewal is required. Delivering learning materials is one of the many tasks that make up the learning process, which is fundamentally a communication process. Students in the Islamic Religious Education, Faculty of Islamic Religion Muhammadiyah Tangerang of University study program are required to complete the educational

evaluation course, which has a 2 credit study load requirement. This course gives students very fundamental practical abilities as aspiring teachers, particularly Islamic Religious Education teachers, in learning assessment activities.

According to preliminary findings from interviews with ten enrolled students in the sixth semester of the study program Islamic Religious Education, Faculty of Islamic Religion Muhammadiyah Tangerang of University on April 15, 2019, it is evident that students who are taking educational evaluation courses find it challenging to learn because there is (1) insufficient discussion of the material because there is a wide range of material. This results in some material being forgotten or not discussed, which makes it challenging for students to review what they have already learned. (2) Face-to-face instruction takes place in lecture spaces (classrooms), where students are subjected to monotonous lectures and group presentations that make them feel bored. (4) In educational evaluation courses, some material is required that must be carried out in direct practice, such as: practice of measurement techniques and educational assessment, test formulation techniques and learning achievement tests, validity and reliability testing techniques. (3) In some educational evaluation materials that have calculating characteristics, such as finding validity and reliability values, are the main difficulties in learning educational evaluation.

E-learning is a talent that is crucial for efficient learning but is still difficult for the majority of educators in higher and further education. There are four major ones, specifically: Educators who are new to using this technology may feel intimidated by students' growing expectations for its use. Educators are also under time pressure, so they must learn how to create mixes of online and offline activities. In the absence of ongoing program development, students are likely to work inefficiently, learning materials cannot be easily created, saved, retrieved, or reused, and educators are unsure of how to devote their time and energy to quick movement.(Pegler, C., & Littlejohn, 2007)

The reality is that up until this point, the results of educational evaluation's learning outcomes have not been optimal or acceptable. The characteristics of educational evaluation—specifically, the fact that some general ideas are mathematical in nature—are factors that make it challenging for students to learn educational evaluation courses. The habit of only applying the lecture and group discussion method in a monotonous manner when putting learning into practice and the inability of educators to present appropriate learning approaches or strategies to motivate students and involve them in the learning process are other factors that contribute to weaknesses in educational evaluation learning.

During the initial observation, there was a discrepancy between expectations and reality that needs to be quickly closed. Although each student has a unique learning style, the existence of learning models is intended to make the learning process in educational evaluation courses easier. It is anticipated that by using these models, student understanding of these courses will be able to be communicated. This is consistent with Danchak's (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). Claiming that while some people prefer concrete encounters, others are more at ease with abstract ideas. It is

impractical to modify one course solely for each participant's preferred learning method.

This circumstance is viewed as a type of weakness in the way that educational evaluation classes implement the learning process. Therefore, in order to address this, innovation in the learning process is required in reaction to signs of declining process quality, a lack of understanding, and poor learning outcomes in educational evaluation courses. There are current learning models that have the benefit of resolving learning issues and making students more productive learners (effective learners). Blended learning is one of the learning methods that should be taken into account. Based learning offline and online are two of the primary variations of blended learning. S The reality goes beyond merely integrating face-to-face and online learning. Watson (2008) This blended approach combines the best elements of online and face-to-face learning. (Watson, 2008). You should explain that blended learning essentially combines the finest aspects of in-person and online learning.

The research aims to develop blended learning models in the Education Evaluation Course of the Islamic Religious Education study program to address learning gaps and produce effective learning outcomes. Blended learning combines face-to-face and online components and is designed to be accessible anytime, anywhere.

Previous research which is used as the basis for obtaining novelty of research shows various and interesting results to be studied more deeply. In the novelty study, this research consists of previous research that is relevant to the same topic as this development research as comparison material. The researcher examines and analyzes in obtaining research novelty, namely about factors that are measured for effectiveness such as analysis of the relationship or background of students, design features, measured effectiveness (motivation, achievement, learning outcomes), the blended learning approach used, and learning technology used in blended learning.

The output of the research conducted by the researcher: entitled "How to Develop Blended Learning Educational Evaluation Courses Islamic Religious Education Study Program" which was published in the journal "Universal Journal of Educational Research 8(3A): 24-34, 2020 DOI: 10.13189/ujer. 2020.081404". The results of the analysis of this study can be described in the form of: (1) Background of the students: students of the Islamic Religious Education Study Program, Muhammadiyah Tangerang of University in educational evaluation courses; (2) Design features: Social Learning Platform; (3) Measurable effectiveness: the learning outcomes of educational evaluation courses increase marked by an increase in the average learning outcomes; (4) The blended learning approach used: self blend; and (5) Learning technology media used in blended learning: the Kelase Platform. (Marzuki et al., 2020)

From the description of the results of the previous research output analysis of nineteen International Journal articles, related information was obtained: the background of the students, design features, learning outcomes, the blended learning approach and the technological media used. The results of this analysis with regard to the factors that are measured for effectiveness and learning technology used in blended learning are very diverse and complex, this is marked by no similarities in research. Therefore, it can be stated that research on the development of blended learning as a learning facility by combining online learning

as a supplement or complement is very helpful in the learning process as evidenced through the results of studies that can increase the effectiveness of learning activities in the form of pedagogy, motivation, interest, achievement and learning outcomes.

The results of the analysis of nineteen research articles on the same topic around blended learning show the result that no one has ever researched research and development (Research & Development) blended learning-based learning models in educational evaluation courses for students in the field of education (tarbiyah). in tertiary institutions that produce blended learning learning models. Research conducted by researchers can describe the results of the analysis including: student background: students of Islamic Religious Education study program, Muhammadiyah Tangerang of University, design features: Social Learning Platform, measured effectiveness: learning outcomes in educational evaluation courses, blended learning approach used: self blended learning, and the learning technology media used is Kelase. If it is juxtaposed and combined with the results of the analysis of the nineteen international journal articles, then there are no similarities in one article as a whole even though there are similarities in the topics revealed in the research. The differences in the results of the analysis become the novelty of research in the research that the researchers conducted. The update in this research was then developed a learning strategy based on a blended learning-based learning model in the Education Evaluation subject, the Islamic Religious Education study program.

According to Morrison, Ros and Kemp, the learning system design model will be able to help educators as designers of learning programs or activities in understanding the theoretical framework better and applying the theory to create more effective and efficient learning activities. Some experts argue about the meaning of the model. (Morrison et al., 2001). Henson, defines a model as a logical quantitative and qualitative series that connects relevant aspects of real life.(Henson, 2015) Models can organize what is already known, help see new relationships, and help avoid ignorance resulting from the complexity of an object. Then according to Davies, the model is a more specific and more detailed representation of reality.(Davies, 1996) Meanwhile, according to Gustafson and Branch, defines a model as a simple representation of the form, process, and physical function of phenomena which is more complex.(Gustafson, K. L., & Branch, 1997). From some of the definitions of the model according to the experts above, it can be stated that the model is a logical quantitative or qualitative series that connects relevant aspects that are useful for seeing new relationships, avoiding ignorance resulting from the complexity of objects so that they can make accurate representations. more specific and more detailed. There are many learning design models developed by experts, the Dick and Carey Model is the model used in this development research.

Blended learning is a learning model that aims to achieve goals by combining face-to-face learning with technology- and information-based learning that is carried out onlineonline. Of the six classificationsblended learning that underlies the development of the modelblended learning Type V was chosen, namely Asynchronous Blended Learning, learning is carried out with occasional attendance and combined or mixed electronic communication.

Classification blended learning divided into four viz Rotation Model, Flex Model, Self Blend Model andEnriched-Virtual Model. For classification useblended learning in the development of this model usingModel Self Blend. This model refers to a scenario that allows students to take a class that is held online (according to the schedule) as a combination of face-to-face (traditional) classes

between students and educators (lecturers). Model blended learning the educational evaluation course for the Islamic Religious Education study program is designed with a total of 14 (fourteen) meetings with a combination of 9 (nine) face-to-face meetings and 5 (five) online meetings. The online material can be accessed via the websitewebsite: https://www.kelase.com/home.
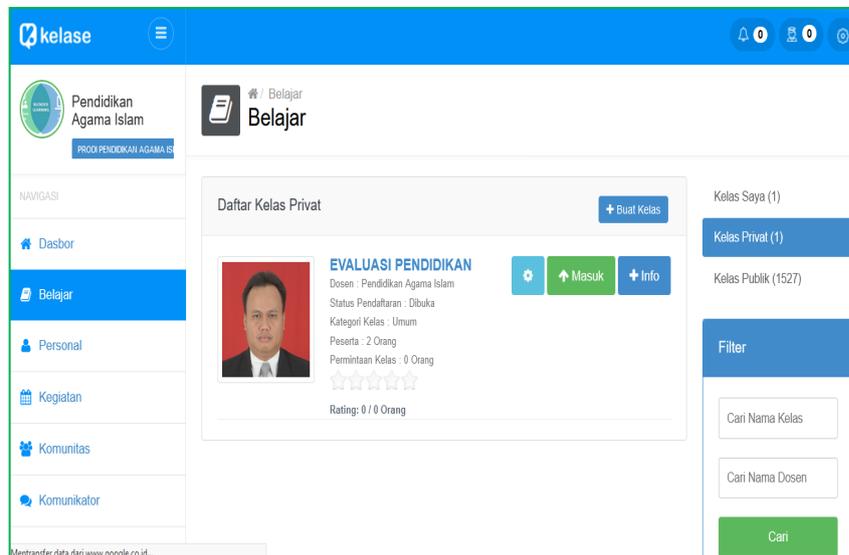

Figure 1. Prototype Online Learning, Education Evaluation Course

According to Reigult and Chellman, states that learning is everything that is done with the aim of facilitating learning. Learning according to Gagne, Wager, Golas, & Keller is done to help students learn. (Gagne et al., 2005). Smith dan Ragan, gives the sense that learning is a deliberate facilitation of learning done to achieve learning objectives.(Smith, P. L., & Ragan, 2009) Furthermore, the definition of Reigeluth and Chellman is similar to the understanding of Smith and Ragan that learning is anything that is done intentionally to facilitate learning. (Reigeluth & Chellman, 2009). A more complete understanding is given by Dick and Carey regarding learning, learning can be seen as an activity of organizing and preparing a series of information, examples, experiences, and activities that guide, support, and add to students' internal mental processes.(Dick, W., Carey L. & Carey, 2015)

In theory connectivisme, learning is a process that occurs in a core learning environment of change that is fully under the control of an individual. According to Siemens theory connectivisme, learning activities start from knowing activities to activities that create knowledge that can be carried out (actionable knowledge). Some major theoretical principlesconnectivisme namely: (Siemens, 2006) (1) Learning is a process of connecting several sources of information, (2) Encouraging and maintaining relationships to facilitate continuous learning (continual learning), (3) Up-to-date and accurate knowledge is the goal of learning activities, (4) Can sort, select, and manage information for determining decision-making.

Through theoryconnectivisme, knowledge can be distributed across information networks and can be stored in digital formats. Advances in information technology cannot be avoided and it is denied that they have made a major contribution in improving the quality of education. The use of the internet in the

world of education is to deliver learning-based materials website known ase-learning.

Blended learning is part of the ongoing convergence of two archetypal learning environments. On the one hand, it has the traditional face-to-face learning environment that has existed for centuries. On the other hand, distributed learning environments have begun to grow and develop exponentially as new technologies have expanded the possibilities for distributed communication and interaction. Graham, Allen, and Ure found that, very many people voteblended learning for three reasons: (1) improve pedagogy, (2) increase access and flexibility, and (3) increase cost-effectiveness. Ranganathan, Negash, and Wilcok, 2007 divides four types of classificatione-learning, namely: (1)e-learning no presence and no communication; (2) e-learning that without presence but with communication; (3)e-learning combined with occasional presence; and (4) e-learning used as a teaching tool in class.(Dwiyogo, 2018)

One of the competencies that must be possessed by an educator is educational evaluation, which is more specifically known as learning evaluation. This competency is in line with the duties and responsibilities of an educator in learning, namely evaluating learning, including carrying out assessments of learning processes and outcomes. This competence is also in line with the instrument for assessing the ability of educators, one of the indicators of which is evaluating education or learning. Therefore, it is natural and logical that all students of educational / teacher training programs in tertiary institutions must study educational/learning evaluation courses with a weight of 2-3 credits.

METHODS

The model development method is employed in this research. The study methodology is a subset of development research. The R&D research methodology developed by Gall, Gall, and Borg and published in the 2007 book Educational Research: An Introduction, Eighth Edition is used in this investigation. This model is merged with the R&D research model from Borg and Gall, which can be found in the 1983 edition of the book Educational Research: An Introduction. The process of researching consumer needs and then creating products that can satisfy those needs is known as research and development (R&D). The goal of research and development in the field of education, according to Wibawa, Mahdiyah, and Afgani, is not to prove theories but rather to create products (teaching materials, instructional media, management systems, etc.) that are efficient in the educational process.(Wibawa et al., 2014).

Steps in research and development Hybrid Education The Islamic Religious Education Study Program's Education Evaluation Training employs two methods. Using the first stage of the R & D Cycle Borg & Gall 4th edition, data and information gathering, in conjunction with the Step of System Approach Model of Education Research and Developmen Systemic Design of Instruction model was implemented by Gall, Gall, and Borg in their eighth edition (Dick, Carey, & Carey). Steps in model creation hybrid education The Islamic Religious Education study program's educazional evaluation course is divided into ten stages, including (1) data collection and information gathering, (2) identification of general instructional

objectives (TIU), (3) learning analysis of educational evaluation courses, (4) conducting behavioral analysis and early student characteristics, (5) identification of special instructional objectives, and (6) development of instruments for learning outcomes assessment. (7) Creating Learning Strategies for Classes in Educational Evaluation, (8) Creating Educational Resources for Evaluation Classes, (9) Creating and putting into practice formative evaluation and revision. (10). Course on ModelsBlended Learning Educational Assessment (Final Product).

Formative evaluation activities are used to describe research subjects in this development research. The evaluation is also conducted to improve the product, ensuring it meets expectations. The steps involved in formative evaluation are:
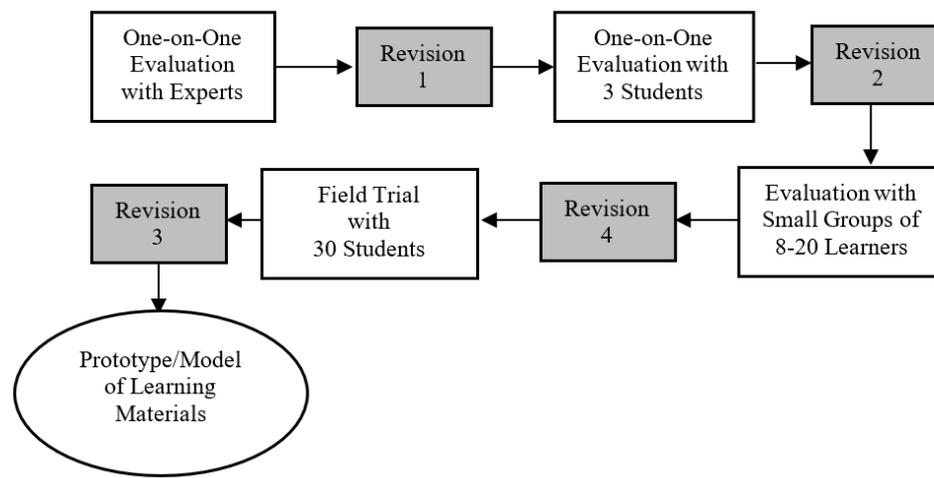

Figure 2. Formative Evaluation Steps for the Development of Blended Learning Education Evaluation Courses

The formative evaluation stages consist of:
1. One-to-One evaluation by Experts

   In the evaluation process, evaluation instruments were made in the form of interviews, questionnaires, and checklists which were given to five experts, namely materials experts, instructional design experts, print media experts, non-print media experts and linguists.
2. One-to-One evaluation by Learners

   One-to-one evaluation by learners or what we call one-on-one evaluation by students is an evaluation that involves students (students) to assess the learning materials/media that are being developed.
3. Small Group Evaluation

   Small group evaluation is a form of formative evaluation which is carried out after one-to-one evaluation by experts and one-to-one evaluation by learners. This evaluation aims to generate suggestions for further revisions. The use of small groups of 8-20 students (students) distinguishes the characteristics of small group evaluation one-on-one evaluation, both of which use students as the main data source.
4. Field Trials

   The Field Trial or what we call the field test is an evaluation carried out on a learning material that has been developed but still requires or allows for final revision.

Data Gathering Methods Instruments are used by researchers during data gathering processes. The research instruments in this context, according to Arikunto, are equipment or tools used by researchers to gather data so that their work is made easier and the findings are better, in the sense that they are more meticulous and systematic so that they are easier to process.(Arikunto, 2016). The goal of the instrument used in this research is to evaluate the viability of the Islamic Religious Education study program's educational evaluation course for blended learning. The instruments come in the shape of tests, questionnaires, observation sheets, and interview papers.

Data analysis techniques work to transform raw data into information that can be used to solve issues and better understand the data's characteristics. In order to analyze the quantitative data from expert/expert review test questionnaires and field tests, quantitative descriptive analysis methods were used.

The preliminary research for this study began in April 2019 Even Semester 2018/2019 Academic Year at the Islamic Religious Education Study Program Faculty of Islamic Religion Muhammadiyah Tangerang of University, which is situated at Jalan Perintis Kemerdekaan No. 1 / 33 Cikokol Tangerang City - Banten. The growth of the research was done between September 2019 and August 2020. Additionally, from September to October 2020, testing the efficacy of product development findings was done.

RESULTS & DISCUSSION

Result
The Creation of Learning Models and the Learning Process

If learning is started or can be said to be dependent on the caliber of the design of the development of learning models carried out or carried out by educators (lecturers) at a college or institution, learning will be of high quality. The most significant and crucial aspect of learning model design is the role that educators, in this instance lecturers, play. Because teachers (lecturers) are change makers, educators can improve education.

Changes in innovation must unquestionably be made in line with current trends and needs. As one of the products of the changing times, the growth of the information and communication technology sector provides new opportunities for education. The use of information and communication technology in the field of education, also known as learning, is thought to enhance learning quality. (Garrison, 2011). A number of materials are required for the educational evaluation course that must be used in actual practice, including: actual use of educational measurement and assessment techniques, test formulation techniques, learning achievement tests, learning achievement test validity and reliability testing techniques, and item analysis techniques. through educational resources that have been genuinely created using scientific principles and principles. The use of practicum as a learning medium greatly influences student learning outcomes. (Sukardjo et al., 2022) To address the learning gaps that arise in these classes, this research developed a model for blended learning educational evaluation courses.

Experts have provided a variety of inputs and ideas to make sure the final product is a model learning resource for blended learning and that it is "appropriate"

to use in educational evaluation classes at the undergraduate level of the Islamic Religious Education study program (Bachelor). The same theory and study findings support the viability of these learning resources. To achieve competence or sub-competence with all of its complexity, Widodo and Jasmadi define teaching materials as a collection of learning tools or tools that contain learning materials, methods, limitations, and ways of assessing. These tools are designed systematically and attractively. (Susianto, 2014)

Application of what is being learned in the Islamic Religious Education Study Program's Education Assessment Course

In the sixth semester of the Islamic Religious Education study program for the 2018–2019 academic year, several fundamental findings from the initial observations and exploratory research suggest that the learning process for the education evaluation course has not gone well. According to the early education characteristics of the students who did educational evaluation courses, the majority of MA graduates (Madrasah Aliyah) with backgrounds in religion and social science were high school, MA, and SMK graduates. This demonstrates that students come from a variety of educational backgrounds and levels of learning experience, such as those in the social, religious, or vocational sciences. This makes it especially important to take this into account when evaluating educational evaluation materials with a variety of material characteristics, particularly those that are mathematical (counting).

Few students have access to educational evaluation courses, which is unfortunate given the prevalence of online learning tools and the necessity of regularly updated educational evaluation materials. The majority of students claim to study independently at home, and they have access to the internet both at home and on campus. Students also engage in other pursuits besides studying. The majority of students live more than 15 kilometers from campus, so this factor must be taken into account when planning class study sessions for online and blended learning educational assessment courses. ICT has not been widely used in learning on campuses, but this is undoubtedly an answer to the industrial revolution. 4.0 to produce blended learning instructional resources.

By offering educational resources and blended learning courses, this problem can be solved. The principles and principles of creating learning models based on pertinent theories have been used to create learning materials for blended learning educational evaluation classes. Two models were used to create this learning resource. R & D cycle Data and information gathering is the first step in the Step of System Approach Model of Education Research and Development, which is merged with Borg & Gall's 4th edition. The 8th edition of Gall, Gall, and Borg incorporated the Systemic Design of Instruction model (Dick, Carey, & Carey).

Model learning blended learning's ultimate result The accessible resources include student handbooks, textbooks for lecturers, and textbooks for learning materials. This learning material comprises of 14 meetings, 9 of which are face-to-face learning meetings and 5 of which are online learning meetings. For The following website can be used to obtain online learning: https://www.kelase.com/home. This website is accessible via a smartphone, laptop, or Personal Computer (PC) with an internet connection, making it simple for students to study whenever and wherever they want without being constrained by location or time.

Figure 3. Some Product Blended Learning, Evaluation Education Course

Expansion of Learning Materials Blended Learning Educational Evaluation Course in the Islamic Religious Education Study Program

R & D cycle Combining the Step of System Approach Model of Education Research and Development with the fourth version of Borg & Gall The 8th edition of Gall, Gall, and Borg incorporated the Systemic Design of Instruction model (Dick, Carey, & Carey). Ten stages make up the development process, which begins with the gathering of data and information and ends with a physical product, as was previously stated. hybrid education Online learning courses that use media and printed resources are evaluated. Developmental initiatives hybrid education It is divided into three stages: planning, creation, and assessment. Input, ideas, and responses from experts and students (students) were then revised in light of the assessment findings in order to produce the best possible product.

Model Feasibility Assessment Results
1. Results of the Learning Design Expert Test

The results of the Validation of Learning Design Expert Assessment with predetermined indicators about design dimensions and learning objectives, presentation of material, learning methods, examples, evaluation and clarity of learning, can be graphed as follows:

Figure 4. Learning Design Expert Assessment

2. Material Expert Test Results

    The results of the Validation of Learning Design Expert Assessment with predetermined indicators about design dimensions and learning objectives, presentation of material, learning methods, examples, evaluation and clarity of learning, can be graphed as follows:
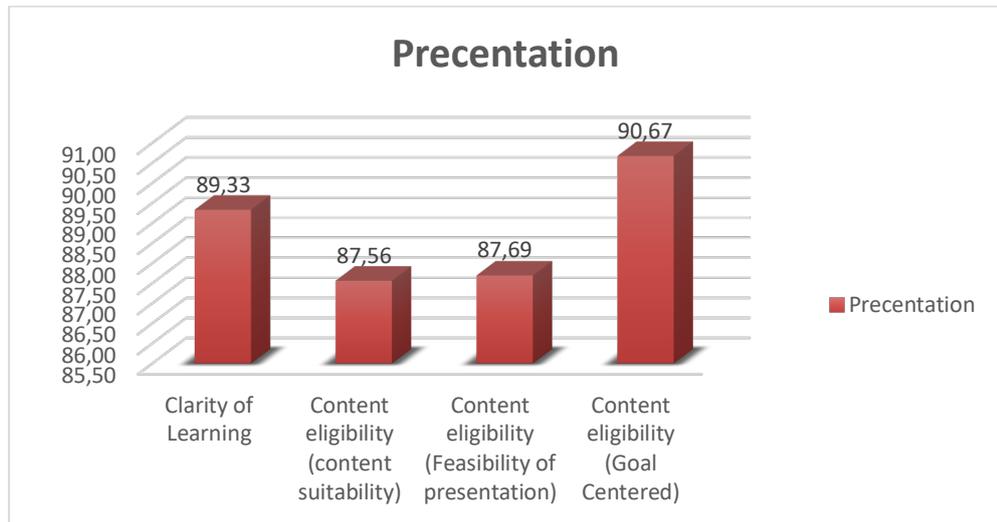
Figure 5. Material Expert Assessment

3. Language Expert Test Results

    The results of the Language Expert Assessment Validation with predetermined indicators regarding language eligibility, can be graphed as follows:

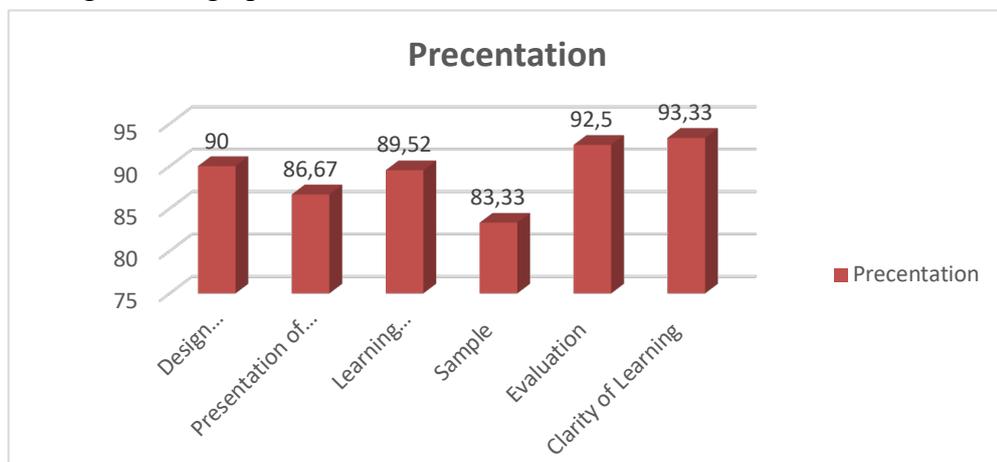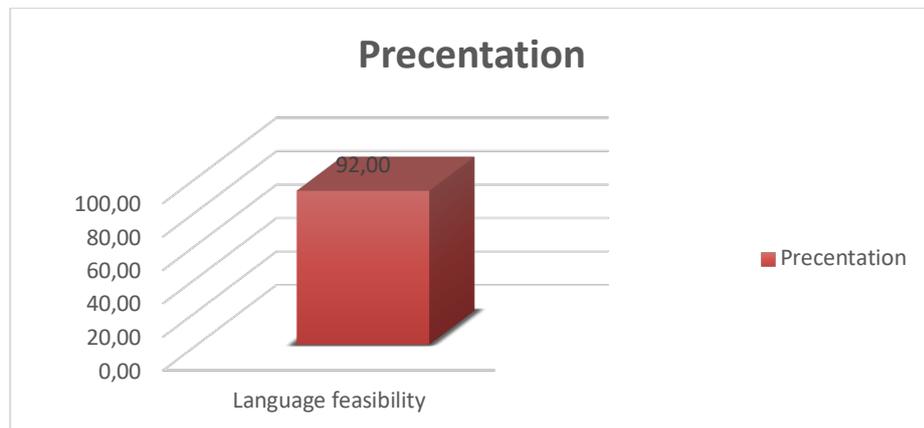**Figure 6.** Language Expert Assessment

4. Print Media Expert Test Results

    The results of the Validation of Print Media Expert Assessment with predetermined indicators about the dimensions of the size of learning materials, cover design, content design, and printing, can be graphed as follows:
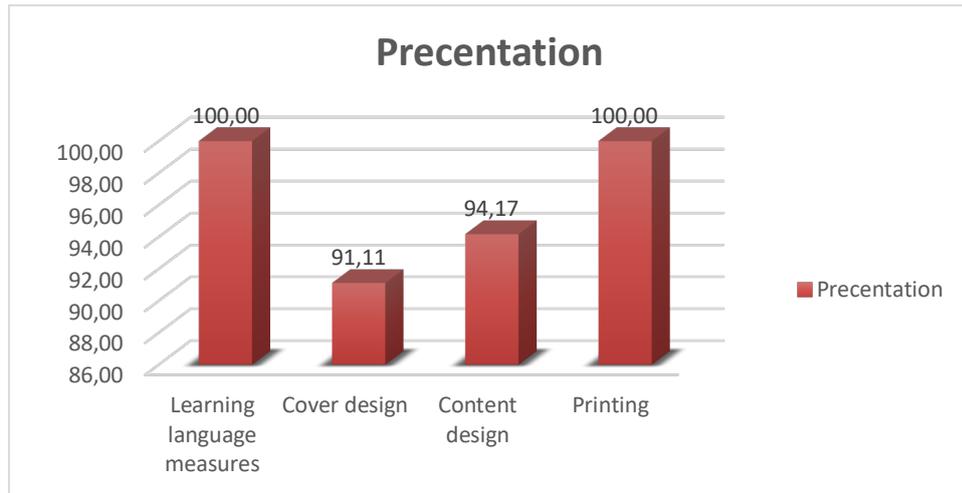
Figure 7. Print Media Expert Assessment

5. Non Print Media Expert Test Results

The results of the Non-Print (Online) Media Expert Evaluation Validation with predetermined indicators regarding display dimensions and graphic design, can be graphed as follows:
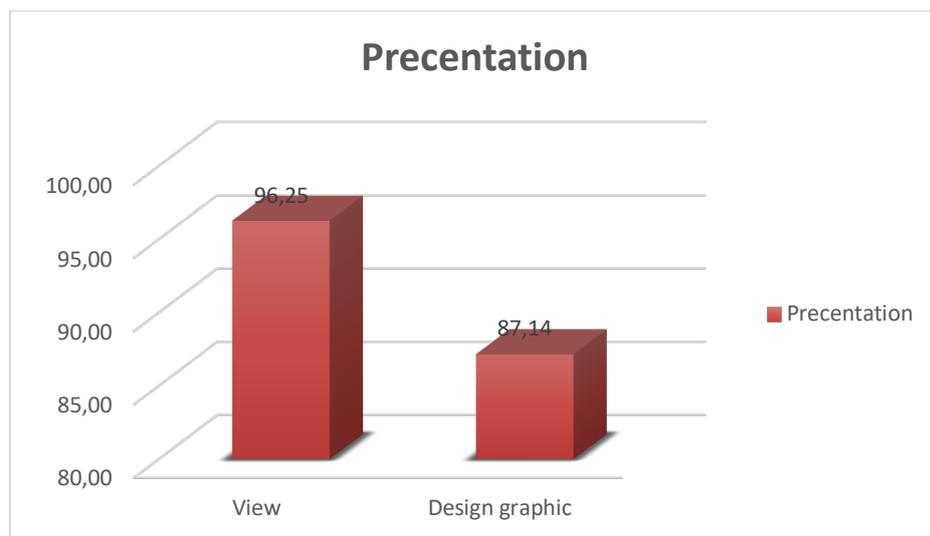
Figure 8. Assessment of Non Print Media Experts

Feasibility of Blended Learning Learning Materials for Educational Evaluation Courses in the Islamic Religious Education Study Program

Islamic Religion Education Study Program's blended learning educational evaluation course Based on the opinions of specialists in learning design, curriculum, language, print media, and non-print media about Models Assessment of Blended Learning in Further Education To get the end product, courses have undergone one-on-one student trials, small group student trials, and field student trials. The final draft of a model's development that has complied with the development's procedures and guiding principles and has been revised in light of expert or expert counsel is the final product development blended learning the educational evaluation course. Final product creation through blended learning

creates models in three different categories: conceptual models, procedural models, and physical models.

The following are the qualification findings of learning design experts, substance experts, language experts, print media experts, and non-print media experts for the Islamic Religious Education study program:

Table 1. Result of the Expert Assesment Team Validation on the Development of Learning Materials

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
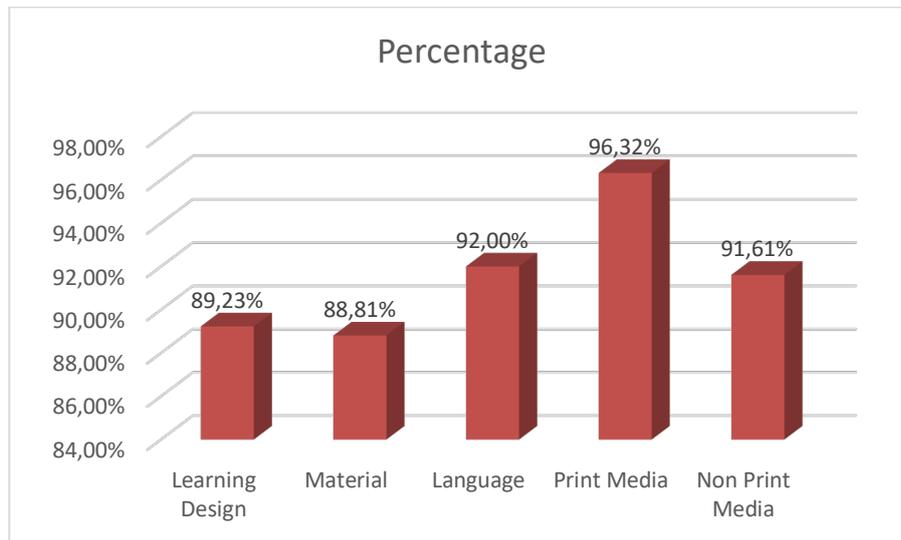
Figure 9. Diagram of the Validation Results of the Expert Assessment Team on the Development of Learning Materials Blended Learning Education Evaluation Course

Acquisition of validation results by experts as shown in Table 1 and Figure 9 above shows that the expert team recommends that the validation results from the expert team are in the very feasible category.

The Effectiveness of Blended Learning Learning Materials for Educational Evaluation Courses in the Islamic Religious Education Study Program

Activities to test the effectiveness of learning materials blended learning educational evaluation courses are given to sixth semester students at the Bachelor level of the Islamic Religious Education, Faculty of Islamic Religion Muhammadiyah Tangerang of University study program, starting with initial activities regarding the explanation of the use of learning materials both printed and non-printed (online). Then students are given 25 pretest questions using facilities

google form. After finishing the questions pretest students are given print and non-print learning materials (online) to be studied carefully. After it is considered enough time to learn then given questions again in the form post test as many as 25 questions through Google form. As for the results of the activity-test and post-test ie: results-testtest with a total score of 334 then on post-test shoes total of 616, thus the result is an increase of 282. From the results of this increase, it can be said that the use of learning materials blendedd learning educational evaluation courses are said to be effective.

From the calculation results obtained test resultst Paired Samples based on the output of SPSS it is concluded that: (1) from the dataPaired Samples Statistics, the average value post-test higher than the averagevalue-testt, this can be seen from the mean value post-test namely 20.53 while the mean value-test is 11.13; (2) of the dataPaired Samples Correlations, value correlation between values-test and valuepost-test is -0.246. this shows that there is a negative correlation between the two tests but it is weak; (3) from the data Paired Samples Test, in the Sig column. (2-tailed) obtained a p-value = 0.000 which means that the p-value <0.05, it can be concluded that there is a significant difference between thepre-test and the valuepost-test in the use of learning models blended learning educational evaluation courses in the learning process carried out.

The results of this study are in line with research conducted by Achmadi (2015) with the title "The Effect of ApplicationBlended Learning on Student Achievement of Class XI Mechanical Engineering SMK Muhammadiyah Yogjakarta" concluded that: (1) there was a significant increase in student achievement (t_{count} = 16,60 > t_{table} = 2.002) in the subject of lathe machining techniques at SMK Muhammadiyah 3 Yogyakarta after applying the method-blended learning.(Achmadi, 2015).

Table 2. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Point_Pretest	11,13	30	2,501	,457
	Point_Postest	20,53	30	5,544	1,012

Table 3. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Point_Pretest & Point_Postest	30	-,246	,189

Table 4. Paired Samples Test

		Paired Differences						t	df	Sig.(2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Point_Pretest - Point_Postest	-9,400	6,621	1,209	-11,872	-6,928	-7,776	29	,000

Discussion

Experts have contributed a variety of ideas and recommendations to guarantee that the blended learning model learning material product is "appropriate" for use in educational assessment courses at the bachelor's level Islamic Religious Education study program. The same philosophy and research findings support the viability of these educational resources. Teaching materials are a collection of learning resources or tools that contain learning resources, methods, constraints, and ways of evaluating that are designed methodically and aesthetically to achieve competencies or sub-competencies with all of their complexity, according to supporting theory developed by Widodo and Jasmadi. In the meanwhile, as stated by Pannen and Purwanto Materials or supplies that are organized methodically and utilized by teachers or students during the teaching and learning process are known as teaching materials. According to Prawiradilaga and Siregar, teaching materials in printed form are essentially pouring out learning message delivery strategies which are usually presented face-to-face or verbally in front of the classroom. (Susianto, 2014)

The results of the first supporting research conducted by Utomo and Sukisno (2018) in their research entitled "Development of Teaching Materials for Electrical Maintenance and Repair Practice Courses in the D3 Electrical Engineering Study Program, Yogyakarta State University" are research and development. The development method used in this research is 4D Models. The data analysis technique in this research is descriptive qualitative. The results showed that: (1) Material validation obtained a feasibility level of 77% (feasible), (2) Media validation obtained a feasibility level of 72% (decent), (3) Product quality from students obtained a feasibility of 79% (feasible). (Utomo & Sukisno, 2018); the second was carried out by Wintarti, Artiono, and Prawoto (2019) in their research entitled "Development of Blended Learning-Based Teaching Materials in Mathematics Fundamentals Courses" which is research and development.

The development method used in this research is the ADDIE Model. Has produced teaching materials based on blended learning that are feasible to use. From the results of the student response questionnaire analysis, it was found that more than 75% of students gave positive responses not only to the form of lectures that combined online and offline lectures through blended learning but also about the usefulness of material delivered online through Unesa's Vi-learn. (Wintarti et al., 2019); and the three studies conducted by Nirahua, Taihuttu and Sopacua (2020) in their research entitled "Development of Teaching Materials Based on Blended Learning and Critical Thinking Skills in Astrophysics Courses in Welcoming the Era of the Industrial Revolution 4.0" is research and development. The development method used in this research is the 4-D Development Model. The results of teaching material validation by media experts 85.60% and material experts 87.30% show that the developed teaching materials are valid and feasible to use. (Nirahua et al., 2020). The three supporting research results show the same results, namely the feasibility of learning material products as a result of development research.

The benefits of the development study findings are manifested in blended learning learning materials for educational assessment courses, which are printed books the size of B5 (18.2 cm x 25.5 cm), making them convenient for students to carry about for class activities. Because learning materials are available online, users can access and study them from anywhere at any time, using any internet-

connected device, without being constrained by time or space. Blended learning resources that include a QR code for easy access to supplementary information to help students get more understanding and knowledge about the topics covered in lectures. Instructions for using Kelase as a social learning platform for online instruction are included in the learning materials so that both lecturers and students can comprehend the registration procedure all the way through to the execution of online learning. This blended learning resource includes assessment questions regarding particular educational assessment items to help with case study completion by providing additional scientific knowledge and perspective.

Contribution of development research findings for the purpose of creating an educational tool. In order to bridge the gap between expectations and reality that arises during early observations and preliminary research, development research is conducted in relation to the needs analysis results. The outcomes of development research can enhance the body of knowledge in the fields of educational technology and education in general by adding value to previously produced face-to-face/offline and online learning models.

The outcomes of the blended learning development in the Islamic Religious Education study program's Education evaluation course have implications for the learning needs of students in the Bachelor's program in Islamic Religious Education. These needs have been met by creating a blended learning model for educational evaluation courses that generates a syntactic product of the learning process and blended learning materials for educational evaluation courses; The goal of this development research is to create blended learning models, or mixed learning, which are online and face-to-face classes that use both printed and non-printed learning materials. The development processes for these models have been validated by experts in order to receive a validity assessment. The research findings have high hopes for researchers of learning material products that can be implicated not only in Islamic Religious Education Study Programs but also in other educational study programs (tarbiyah) that have educational evaluation courses. and the viability of the learning material product, so that students can use it as learning material in the learning process of Education evaluation courses.

According to research, the drawbacks or shortcomings of blended learning learning material products in educational evaluation courses are that managing print and online media accurately and on time is necessary to provide higher-quality learning materials. Good (stable) internet quality is necessary for online learning to be more effective and of higher quality without internet network limitations since an unstable or insufficient internet network hinders access to online learning. Skills in designing online learning are inadequate, resulting in less than optimal online learning features in the online class that we use on the web page: classe.com.

With the hope that, when they become educators in the future, they will be able to apply the sciences of evaluation education correctly and appropriately, particularly in the process of learning evaluation activities because this product has been proven practical, feasible, and effective in learning, the recommendations made during the development of the blended learning model for this educational evaluation course can be used as learning materials to add insight and knowledge about educational evaluation for educators (lecturers and teachers). In order to create blended learning materials in the future that are more appealing to instructors and students, these print and online course materials can be utilized as scientific contributions in the field of educational technology.

Guidelines for upcoming researchers' numerous studies have demonstrated that blended learning models, with their diverse approaches, tactics, and styles, can enhance student learning outcomes. This development research is limited to the educational evaluation courses that use the blended learning approach. For more detailed studies from methodological aspects, research subjects, and different subjects, as well as initial information to follow up on research findings, follow-up research can be conducted at a different focus, educational level, subject, or using an alternative approach from the blended learning model. studies that have been conducted.

CONCLUSION

Based on the assessments of learning design experts, small group trials, and tests in the field with students were conducted based on the assessments of learning design experts, material experts, language experts, print media experts, and non-print media experts regarding the Blended Learning Model for further Education Evaluation courses. The final draft of the model development outcomes, which adhered to development procedures and principles and was changed in light of expert or expert input, is the culmination of the creation of blended learning in the educational assessment course. In order to address issues in this development research, the culmination of blended learning development in educational evaluation courses yields a conceptual model.

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