

## IMPLEMENTATION OF BLENDED TEACHING METHODS TO PROMOTE POSITIVE LEARNING CLASSROOMS FOR INFORMAL CHILDREN EDUCATION

**Amrina Rosyada<sup>1</sup>, Agustina Ramadhianti<sup>2</sup>**  
English Education Program, Indraprasta PGRI University <sup>1,2</sup>  
4mrin4@gmail.com

### ABSTRACT

*The research aims at identifying the best teaching methods to promote positive learning classrooms for informal children education of primary students' age. In the era of advanced technology, the use of blended teaching methods is implemented to identify, classify, simplify, and modify the best teaching methods for the teachers. Thus, teachers' approaches are needed in establishing positive classrooms environment by the high engagement of the students in the learning process. The research was engaged by 21 English teachers from 7 different informal English institutions and 1 independent course. The teachers were assigned questionnaires to evaluate the positive learning classrooms that engaged by over 100 primary students. By applying mixed methods research design, this research was measured both quantitatively and qualitatively. The data was analyzed by using a correlational analysis and interpreted in the form of explanatory sequential design. The results of the study are expected to be beneficial for teachers and readers as a contribution to the improvement of their knowledge about different teaching approaches for students in primary education, particularly to build positive learning classrooms.*

**Keyword:** *blended teaching methods, informal children education, positive learning classrooms*

### INTRODUCTION

Discussion about early childhood education has been very crucial related to the children's identity development. Most parents determine their children education in the early ages to formal education and informal education. Children would have their formal education at school in the morning; and in the afternoon, the children would have an informal education at some learning centers such as Taman Pendidikan Al Quran (TPA), Sekolah Tahfidz Al Quran (STA), musical courses, foreign languages courses and many others. In this way, parents hope that their children would have a balance education in a purpose of the children' identity development. Therefore, the presence of the informal education plays an important role, equal to the formal education.

Developing children's identity through the formal and informal education is supported by many aspects. One of the crucial aspects is the use of variable methods in different approaches for different level of children's ages. Thus, the role of professional teachers is required to ensure the proper use

of the methods. Teachers are encouraged to implement different methods based on the children's needs and the classrooms' context. Teachers have to decide the best methods that suit the classrooms' situation, either individual approaches or classical approaches.

Promoting effective teaching classrooms is one of the teachers' concerns which is positive classrooms environment for the sake of achieving success in teaching and learning process. Leonard (2018) stated that designing the learning process absolutely doing by the teacher, with the purpose to increase the learning quality. With the presence of the advanced technology, implementing the best teaching methods through the blended methods in use is one of the writers' concern which is very helpful for teachers in informal education to recognize their own students' needs. It is considered as part of the important aspect for the sake of achieving success in teaching and learning process. When such blended methods are implemented in the classrooms, it is believed that the learners would be highly motivated,

much more interested in participating within the classroom activities, and experience more fun and challenging process of learning. Regarding the need of establishing such environment, it would be very interesting and beneficial to identify the best teaching methods to promote positive learning classrooms for informal children education.

The presence of advanced technology and communication in this digital era has brought so many changes in human life, from conventional life to contemporary life. In a conventional education where teachers were the centers of the education process, students would pay full attention and have a great obedience to their teachers. Teachers played a very important role to students, since the teachers stood as the role model for the students. In that era, an effective face-to-face classroom was highly demanded. In this digital era, education in a contemporary era has provided so many tools and media in the learning process and activities. One of the contemporary learning process and activity is what people said as blended learning. According to Bath and Bourke (2010: 1), the description of blended learning is as follow:

Blended learning is about effectively integrating ICTs into course design to enhance the teaching and learning experiences for students and teachers by enabling them to engage in ways that would not normally be available or effective in their usual environment, whether it is primarily face-to-face or distance mode. [1]

Blended learning has promoted better achievements for students and has enhanced more efficient teaching and course management practices. This blended learning involves a mix of delivery modes, teaching approaches, and learning style. With this supports, either the students or the teachers would be enriched by new experiences and challenges that benefit them to have a successful learning and teaching.

Positive learning classrooms for informal children education is convinced that classroom management has become one of the teaching skills that every teacher has to possess. Thus, it is expected that classroom management in positive environment should

be developed and managed, both by the teachers and the students. According to Nagler (2016) in her article for English Language Teaching, stated that:

Classroom management is intended to provide students with more opportunities to learn all of things that a teacher does to organize students, space, time, and materials so that the students' learning can take place. Students should be able to carry out their maximum potential, which allows students to develop appropriate behavior patterns. Teachers must deal with unexpected events and have the ability to control student behavior, using effective classroom management strategies. Effective classroom management and positive classroom climate construction are essential goals for all teachers. [2]

Teachers are mostly experts in the subjects they teach, but they are very often have some problems with discipline. It is important for teachers to have an in-depth understanding of their subjects that they teach; but it is also important for teachers to have an understanding of the students' interests and styles in their learning. Problems that teachers have in managing students' behavior are fundamentally problems of students' motivation. Therefore, effective teaching practices are closely related to both management and motivation.

Related to positive learning classrooms through the implementation of blended methods, many studies have been investigated to identify the best methods in use for the sake of the learning outcomes. One of the comprehensive investigation was held in Hong Kong by Wu and Patel (2016). Wu and Patel (2016) implemented the blended learning methods of traditional face-to-face classrooms learning methods and contemporary learning methods of self-paced E-learning and online collaborations. This research concluded that blended learning strategies with a variety of activities that involve students better in the teaching and learning process, as well as its most convenient flexibility in terms of time and

venues of learning, have evidently been more appropriate for the new era of learning.[3]

Another investigation was conducted in Dhaka, Bangladesh, engaged by primary school children and applied different multimedia application tools. The interactive blended approach greatly promoted students' ability of acquisition of knowledge and skills. Students' response and perception were very positive towards the blended technique. This interactive blended learning system is determined to be the appropriate method for primary school children. [4]

In 2012, a national project in New Zealand had documented a summary report on strategies for engaging learners in a blended environment. This project formulated 10 engagements strategies, namely: 1) primers for getting student attention that are curiosity and relevance; 2) social presence and belonging which are teacher enthusiasm, immediacy and an inclusive environment; 3) clear content structure; 4) clear, unambiguous instructions and guidelines; 5) challenging tasks; 6) authentic tasks; 7) timely feedback; 8) elaborated feedback; 9) monitoring and early identification; and 10) personal contact and negotiated conditions for re-engagement. Based on this project, conducted by Jeffrey, L.M. et al. (2012) concluded that blended teaching methods could make difference but the skill and effort that teachers apply to build learning experiences is the most important determinant of the quality of the learning environment. [5]

At the same year, in Greece, an investigation on blended learning environment was conducted to find the impact of traditional and blended instruction in students' performance in a Physical Education in Early Childhood course. Based on Vernadakis, N. et al. (2012), this investigation found that blended instruction appears as an alternative teaching practice that should be embraced by teachers, in order to assist students to improve their performance. [6]

Focus of the research is on the analysis of the correlation between blended teaching methods and positive learning classrooms. The correlation is examined by using the statistical analysis of Product Moment analysis, by applying note taking and

questionnaires as the research instruments. The research is designed to determine the best teaching methods to promote the positive learning classrooms. The research design is as follows:



Figure 1. Correlational Research Design

Descriptions:

X: blended teaching methods.

Y: positive learning classrooms.

## METHOD

The research basically aims at determining the degree of association between implemented blended teaching methods and positive learning classrooms for informal children education. The degree of association is measured quantitatively by analyzing the relationship between blended teaching methods and positive learning classrooms. This research approach is a quantitative correlational research (Creswell, 2012). [7] There are two variables of the research, blended teaching methods and positive learning classrooms. Therefore, the research is statistically calculated the data with the *product moment correlation coefficient*, to express the linier relationship between blended teaching methods and positive learning classrooms.

The research is engaged by 21 teachers from 7 informal English institutions and 1 independent course. The instruments used in this research is the teachers' questionnaire. One single participant is given two measures of questionnaires which are blended teaching methods and positive learning classrooms. The questionnaires are administered in two cycles during the research. One questionnaire consists of ten questions with the scoring scale of 1 to 5, which means that the highest score is 50 and the lowest score is 10. Another questionnaire consists of ten open ended questions that supply important information about blended teaching method and positive learning classrooms.

The data collection adopts the instructional steps in conducting a

correlational study from Creswell (2012) who identifies three important steps of investigation, which are: (1) observing; (2) interviewing; and (3) documenting. In this correlational research, the data is analyzed by conducting the simple correlation analysis which is *Analysis of Product Moment* formula. The statistical calculation for the data is analyzed for two variables X and Y, which are X for blended teaching methods and Y for positive learning classrooms. Based on Creswell (2012: 340), several characteristics to this analysis are as follow: (1) Correlate two variables which are blended teaching methods and positive learning classrooms; (2) Collect data at one point in time which is conducted in the research object at one day research. The writers give the questionnaires to teachers for one day, collect the data, and classify the data; (3) The data is analyzed as continuum data which means all data is a useful information for the research analysis; (4) The writers obtain two scores based on two questionnaires for the teachers; and (5) The statistical calculation for the data is analyzed with *Pearson's correlation* of r hypothesis ( $r_{\text{observed}}$  is assumed higher than  $r_{\text{table}}$ ). The writers make interpretation based on the results data and the statistical test result.

## RESULTS AND DISCUSSION

The research is conducted in several informal English courses for primary school age students, located in South Jakarta and West Jakarta. There are 7 different informal English institutions and 1 independent course with 21 English teachers engaged with at least six-month experience to ten-year experience. The teachers comprised into 13 female teachers and 8 male teachers. Each teacher has more than one class responsibility where one class consists of 5 to 10 students. Entirely, there are at least 105 primary students engaged in this research. Teachers' age is ranged from 21 years old to 42 years old.

Based on the results of the research data collection, the writers conducted a descriptive analysis to inform a general data of the research. The analysis of data descriptive performs that most of the teachers implement the blended teaching method.

There are 81% of teachers or 17 teachers who administer the blended teaching method while only 19% of teachers or 4 teachers who don't. Among the 17 teachers with the implementation of blended teaching methods, there is only one teacher who achieve the excellent positive learning classrooms; 6 teachers reach a good positive learning classrooms; another 8 teachers achieve a fair positive learning classrooms; and only 2 teachers reach a low positive learning classrooms. Meanwhile, 4 teachers who don't apply the blended teaching methods, there are 2 teachers who achieve a good positive learning classrooms; 1 teacher reaches a fair positive learning classrooms; and another 1 teacher gets a low positive learning classrooms.

According to the research findings, the data shows a very interesting correlation coefficient value between blended teaching methods and positive learning classrooms. The correlation coefficient value of the research findings can be seen as follow:

Table 1. Correlation between Blended Teaching Methods and Positive Learning Classrooms

| No.      | X  | Y   | XY   | X <sup>2</sup> | Y <sup>2</sup> |
|----------|----|-----|------|----------------|----------------|
| 1        | 2  | 43  | 86   | 4              | 1840           |
| 2        | 2  | 29  | 58   | 4              | 841            |
| 3        | 2  | 35  | 70   | 4              | 1225           |
| 4        | 2  | 28  | 56   | 4              | 784            |
| 5        | 2  | 33  | 66   | 4              | 1089           |
| 6        | 2  | 50  | 100  | 4              | 2500           |
| 7        | 1  | 45  | 45   | 1              | 2025           |
| 8        | 1  | 34  | 34   | 1              | 1156           |
| 9        | 2  | 38  | 76   | 4              | 1444           |
| 10       | 2  | 40  | 80   | 4              | 1600           |
| 11       | 1  | 29  | 29   | 1              | 841            |
| 12       | 2  | 34  | 68   | 4              | 1156           |
| 13       | 2  | 44  | 88   | 4              | 1936           |
| 14       | 2  | 43  | 86   | 4              | 1849           |
| 15       | 2  | 43  | 86   | 4              | 1849           |
| 16       | 2  | 36  | 72   | 4              | 1296           |
| 17       | 2  | 43  | 86   | 4              | 1849           |
| 18       | 2  | 39  | 78   | 4              | 1521           |
| 19       | 1  | 38  | 38   | 1              | 1444           |
| 20       | 2  | 43  | 86   | 4              | 1849           |
| 21       | 1  | 37  | 37   | 1              | 1369           |
| $\Sigma$ | 37 | 804 | 1425 | 69             | 31472          |

Based on the above data, the r correlation is measured by the statistical

calculation and resulted  $r_{xy} = 0.16$  then transformed into t value which resulted t observed = 0.727. With the significance value of  $\alpha = 0.05$  and  $dk = n-2 = 19$ ; the value of t table is 1,729. These result shows that the t observed is lower than the t table ( $0.727 < 1.729$ ), which means that there is no significance correlation between the blended teaching methods and the positive learning classrooms in the English informal courses for primary age students.

The result data and the hypothesis analysis shows that in the English informal courses for primary students, the blended teaching methods is not the main factor or the only factor to establish the positive learning classrooms. The positive learning classrooms would be mostly determined by teachers-students engagement in the classrooms through teachers' personality, teachers' creativity, different teaching media, variety teaching methods, variety teaching approaches, and many other.

As previously mentioned, the present research basically aims at identifying the best teaching methods to promote positive learning classrooms for informal children education in different level of primary students' ages. The use of blended teaching methods in this digital era is determined to be one of the important tool to identify, classify, simplify, and modify the best teaching methods to be applied by the teachers. In the era of advanced technology where the challenges of teaching primary children are increased, teachers' approaches are needed in establishing positive classrooms environment. A teacher is not only a mediator, a facilitator, or a deliverer of knowledge. A teacher is also a motivator or even a role model for the students. Thus, the existence of teachers with the best approaches can promote the students' engagement in the learning process.

## CONCLUSION

From the hypothesis test and the discussion of the findings, the blended teaching methods is proven effective to determine the positive learning classrooms. It can be seen from the results of the hypothesis analysis which define the significant correlation between the values of teachers'

perception on engagement approaches and students' engagement in the classrooms. There are 81% of teachers or 17 teachers who administer the blended teaching method while only 19% of teachers or 4 teachers who don't. Among the 17 teachers with the implementation of blended teaching methods, there is only one teacher who achieve the excellent positive learning classrooms; 6 teachers reach a good positive learning classrooms; another 8 teachers achieve a fair positive learning classrooms; and only 2 teachers reach a low positive learning classrooms. Meanwhile, 4 teachers who don't apply the blended teaching methods, there are 2 teachers who achieve a good positive learning classrooms; 1 teacher reaches a fair positive learning classrooms; and another 1 teacher gets a low positive learning classrooms.

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