

# **A CASE STUDY: TEACHING LITERACY USING BLENDED LEARNING SYSTEM DURING COVID-19 PANDEMIC AT NORTH BALI BILINGUAL SCHOOL**

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## **ABSTRAK**

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan blended learning system dalam pembelajaran literasi pada masa pandemi Covid-19 di Sekolah Bilingual Bali Utara. Penerapan sistem blended learning dalam pengajaran literasi ditargetkan untuk siswa kelas satu. Penelitian ini menerapkan desain metode campuran tertanam oleh Teddlie dan Tashakkori (2017), yang menggabungkan analisis kualitatif dan kuantitatif tetapi analisis kualitatif lebih dominan. Subyek penelitian ini adalah siswa kelas satu Sekolah Bilingual Bali Utara. Penelitian ini menggunakan empat instrumen yang meliputi: peneliti, lembar observasi, angket, dan analisis dokumen. Hasil penelitian ini menyampaikan bahwa ada dua belas kegiatan literasi yang dilakukan oleh siswa kelas satu yang terbagi dalam tiga mode pembelajaran. Ketiga mode pembelajaran tersebut merupakan bentuk bagaimana sistem blended learning diterapkan. Ini mencakup pembelajaran asinkron, paket pembelajaran, dan pembelajaran sinkron. Kemudian respon guru tersebut menunjukkan respon positif tentang bagaimana sistem blended learning diterapkan, dan bagaimana guru menilai dirinya sendiri ketika menerapkan sistem blended learning. Hasil terakhir menunjukkan bahwa prestasi belajar siswa mengalami peningkatan. Artinya siswa berhasil meraih nilai yang lebih tinggi setelah pembelajaran literasi menggunakan sistem blended learning. Disimpulkan bahwa pengajaran literasi menggunakan sistem pembelajaran campuran atau sistem blended learning untuk siswa kelas satu bermanfaat.

**Kata-kata kunci:** sistem pembelajaran campuran, pembelajaran asinkron, pembelajaran sinkron.

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## **ABSTRACT**

This study is aimed to find out how the blended learning system is implemented in teaching literacy during Covid-19 pandemic at North Bali Bilingual School. The implementation of a blended learning system in teaching literacy is targeted to first grade students. This study applied embedded mixed method design by Teddlie and Tashakkori (2017), which combines both qualitative and quantitative analysis but the qualitative analysis is dominant. The subjects of this study were first-grade students of North Bali Bilingual School. This study used four instruments which covered: researcher, observation sheet, questionnaire, and document analysis. The results of this study conveyed that there are twelve literacy activities carried out by first-grade students which are divided into three modes of learning. These three modes of learning are the form of how a blended learning system is implemented. It covers asynchronous learning, learning package, and synchronous learning. Later, the teacher's responses result in a positive response of how the blended learning system is implemented, and how the teacher values herself when implementing the blended learning system. The last result showed that students' learning achievement has improved. It means the students are successful in reaching higher scores after learning literacy using the blended learning system. It concludes that teaching literacy using the blended learning system for first-grade students is beneficial.

**Keywords:** blended learning system, asynchronous, synchronous.