

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Results

This research was conducted by the researcher from 4 July to 6 August 2022 at SMP NU Putri Nawa Kartika Kudus. The researcher has investigated the implementation of the blended learning model using the WhatsApp application. In this study, the researcher directly observed the teaching and learning process using a blended learning model assisted by the WhatsApp application. In addition, the researcher conducted interviews with several predetermined students who were able to answer and obtain data about the implementation of the Blended Learning Model by Using WhatsApp in learning English, involving the principal, the vice principal of curriculum, English teachers, and students in the eighth grade. At the documentation stage, the researcher documented the results of observations and interviews in the form of photos related to the implementation of the blended learning model in learning English as a reinforcement of the research results.

The researcher found that the institution used a blended learning model during the Covid-19 pandemic using the WhatsApp application.

The principal of the institution, Misbah said, "the implementation of blended learning at SMP NU Putri Nawa Kartika Kudus is indeed an alternative and the WhatsApp application is appropriate to combine online learning and offline learning so that operational or administrative activities can run smoothly even though the timing when offline is a bit because of learning during the Covid-19 pandemic, and there are rules that limit it, and rules that emphasize that it is not allowed to be too long in learning and teaching activities in schools."<sup>1</sup>

Blended learning is applied in all subjects including English subject. Below is the data that has been found by the researcher from the results of observations, interviews, and documentation.

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<sup>1</sup> M. Misbahus Surur, The Principal, The Interview from The Researcher, transcript, 20 July 2022.

## 1. The Implementation of Blended Learning Model by Using WhatsApp in English Learning

### a. The Preparation Stage

Based on the results of research at SMP NU Putri Nawa Kartika Kudus regarding the preparation stage in implementing the Blended Learning Model by Using WhatsApp in learning English during the Covid-19 pandemic era, they are as follows:

In this situation, teaching and learning activities are carried out using blended learning by combining online learning and face-to-face learning. Before starting the lesson, the teacher prepares several preparations and steps in implementing blended learning.

"Blended learning is applied in learning English during the Covid-19 pandemic at SMP NU Putri Nawa Kartika Kudus the type is the face-to-face driver model, where face-to-face learning is only an initial insight because the number of lessons is quite large and the time is limited so they cannot carry out learning optimally and online learning is added," said Izul as the vice principal of curriculum.<sup>2</sup>

In the first preparation, the teacher prepares a lesson plan. According to a statement from the English teacher,

Rizky said, "preparation for learning English is seeing the material first that will be taught for the preparation of lesson plans adapted to blended learning system such as time allocation, indicators, and what will be achieved".<sup>3</sup>

So, the implementation of blended learning in teaching and learning schedules has been determined by schools and teachers by taking care of the conditions inside and outside the school environment.

The next preparation is to prepare the media and learning resources used. Based on the research results, teachers and students use LKS as learning resources when learning face-to-face or online learning.

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<sup>2</sup> Muchamad Izul Ma'ali, The Vice Principal of Curriculum, The Interview from The Researcher, transcript, 21 July 2022.

<sup>3</sup> Rizky Widya Fitriyani, The English Teacher 1, The Interview from The Researcher, transcript, 21 July 2022.

Naja an English teacher also said, "I still use handbook in the form of LKS, while when learning online the media is agreed to use WhatsApp because we can't use full video conferencing".

Then, the next preparation is instructions for students when studying independently. Based on Naja, when offline learning students are usually advised to go to the library to help to do assignments such as finding vocabulary, for example when the teacher gives the assignment to make 50 vocabulary words, they go to the library and then look for books that contain difficult words that have never been encountered and then noted by students. Based on Rizky, when learning online, students usually browse to find additional material or to help answer assignments given by the teacher.<sup>4</sup>

The next preparation is application. When learning face-to-face the children are very enthusiastic. According to Rizky, their activity is not optimal because the presentation is one way only presenting material and assignments to groups through WhatsApp because they understand the limitations of some children who not all can use cellphones freely when online learning.<sup>5</sup> Naja also stated that when offline learning students were quite enthusiastic because face-to-face learning was held again, although at home they were also happy and increasingly bored because they were at home too long, which was almost 2 years.

Then the next preparation is presenting a problem during the teaching and learning process. When face-to-face in class, if there are students who do not understand, they immediately ask by raising their hands and asking questions to the teacher. When online the media uses WhatsApp, students collect assignments or ask for something through WhatsApp group messages or private messages.

The next preparation is to prepare when there is a material that requires student cooperation so, that students better understand the material in depth. The teacher gives instructions in class to create groups to study together and then

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<sup>4</sup> Nikman Naja, The English Teacher 2, The Interview from The Researcher, transcript, 21 July 2022.

<sup>5</sup> Rizky Widya Fitriyani, The English Teacher 1, The Interview from The Researcher, transcript, 21 July 2022.

complete assignments, when online learning the teacher rarely directs group learning activities because they only use WhatsApp, and not all children always use cell phones, especially children who live in Islamic boarding schools, so the tasks mostly individual.

The last preparation is evaluation. Evaluations are usually in the form of daily assignments and daily tests, if online, only teachers correct themselves because during the pandemic they still have to collect them through the homeroom, so it is indeed an evaluation from the teacher and does not involve students directly, based on Naja's statement.<sup>6</sup>

#### **b. The Implementation Stage**

The implementation of blended learning using WhatsApp is the main activity in the learning and teaching process, such as delivering materials and assignments. Submission of materials and assignments in learning English is carried out in a blended learning model. This is needed by teachers in schools as targets for research. Rizky stated that in learning English the teacher uses the Whatsapp application. The data obtained is supported by the results of observations at the target school when the teacher teaches English either face-to-face or online learning, the first, teacher checks the student attendance list when offline or online, but when online learning checks using the WhatsApp application.<sup>7</sup>

After that, the teacher conveys the material face-to-face using a handbook in the form of LKS and then adds material or when there is an additional task, submits it online using WhatsApp where the delivery system is from the teacher to the homeroom teacher, then the homeroom teacher will convey it to the WhatsApp group when online learning the additional learning resources are the teacher providing material via PowerPoint or Microsoft Office Word, Youtube links, or browsing the internet to find additional information.<sup>8</sup> Based on Izul, these have their respective benefits to help the teaching and learning process towards the new normal era during the Covid-19 pandemic. This statement was supported by the

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<sup>6</sup> Nikman Naja, The English Teacher 2, The Interview from The Researcher, transcript, 21 July 2022.

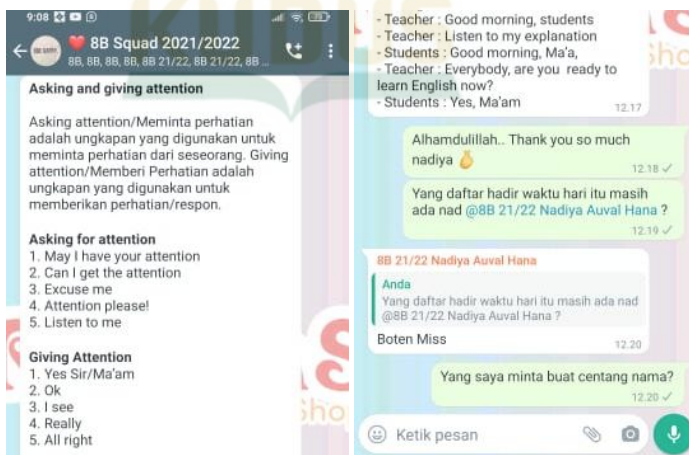
<sup>7</sup> Data obtained from Observations of SMP NU Putri NU Putri Nawa Kartika Kudus, July 4<sup>th</sup> until 6<sup>th</sup> August, 2022.

<sup>8</sup> Rizky Widya Fitriyani, The English Teacher 1, The Interview from The Researcher, transcript, 21 July 2022.

principal of the school, he said that the blended learning system was applied equally in all subjects so that no particular subjects were distinguished. Below is proof of implementing blended learning:



**Face-to-face Learning**



**Online Learning**

The learning process requires teaching methods that are acceptable and in accordance with the conditions of the new normal era during the Covid-19 pandemic. Based on the results of an interview by Izul, blended learning has begun to be applied in the new normal era so that when entering school it is still limited and there is still distance learning using WhatsApp. Learning is done face-to-face and online. The first learning carried out is face-to-face learning. Face-to-face learning is carried out by English teachers delivering material and giving assignments offline.<sup>9</sup> So, learning is carried out face-to-face such as usual learning in class but divided into two class groups and certainly by complying with health protocols such as maintaining distance and wearing masks. Meanwhile, online learning is carried out using WhatsApp which allows teachers and students to interact online, such as adding material that is lacking during face-to-face learning and giving assignments. One student named Alya also stated that from the application of face-to-face learning and online learning, she said that learning English is usually brought face-to-face in class and online learning using the WhatsApp application.<sup>10</sup>

Materials and assignments are usually delivered through face-to-face learning in class, while online learning to support or assist in learning English are delivered through WhatsApp groups. Learning materials can use from LKS, designing self-study materials, or the internet can be used in the application of the blended learning model either through face-to-face learning or online learning. Nora as a student explained that when applying blended learning in English learning there are many learning resources that can be used, when online learning can access learning resources anywhere, and when offline learning a short time can feel the atmosphere in the classroom again to apply material that requires hands-on practice.<sup>11</sup>

Based on observations, the learning materials used by teachers are LKS when learning face-to-face, while online still use LKS and add other materials such as video links from Youtube, Microsoft PowerPoint, Microsoft Office Word, or browsing the internet itself to find additional information. The material taught at

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<sup>9</sup> Muchamad Izul Ma'ali, The Vice Principal of Curriculum, The Interview from The Researcher, transcript, 21 July 2022.

<sup>10</sup> Alya Khoirun Nisa', The Student, The Interview from The Researcher, transcript, August 6, 2022.

<sup>11</sup> Nora Zukhaila, The Interview from The Researcher, interview 6, transcript, August 6, 2022.

that time during face-to-face learning was "Asking for Attention". The teacher asks students to open LKS then gives light assignments and appoints one student to answer the task. Then learning continues online to add materials and deliver assignments through the WhatsApp application.<sup>12</sup>

Materials that have been delivered previously by the teacher regarding student skills and understanding by providing several assessments. The form of evaluation given by the teacher to students in various forms. Rizky stated that he studied both offline and online by doing daily practice, exercises, or tests to determine the level of students' understanding.<sup>13</sup> The following is an example of delivering evaluations in learning English with a blended learning model:



### Practicing in Class

**Asking and giving attention**  
Asking attention/Meminta perhatian adalah ungkapan yang digunakan untuk meminta perhatian dari seseorang. Giving attention/Memberi Perhatian adalah ungkapan yang digunakan untuk memberikan perhatian/respon.

**Asking for attention**  
1. May I have your attention  
2. Can I get the attention  
3. Excuse me  
4. Attention please!  
5. Listen to me

**Giving Attention**  
1. Yes Sir/Ma'am  
2. Ok  
3. I see  
4. Really  
5. All right

**Exercise!**  
**A. Read the following dialogue then answer the questions!**  
(Baca dialog dibawah ini dan jawab pertanyaannya)

Mrs. Susi : Don't be noisy. Attention please!  
Students : Yes, Ma'am  
Mrs. Susi : Okay, next week we will do mid-examination.  
Students : What !  
Mrs. Susi : Listen to me!  
Students : Yes, Ma'am  
Mrs. Susi : The material that should be learned is from Chapter 1 until chapter 4. Don't forget to enrich you vocabularies with exercise!  
Students : Yes Ma'am  
Mrs. Susi : Okay, that's all for today. Good luck then!

**Questions**  
1. How many person are there in the dialogue? Who are they?  
2. What does the teacher tell to the students?  
3. What does the teacher say to get the attention?  
4. When will the students have a mid-exams?  
5. What material should be learned by the students?

### Addition of Materials and Exercises

<sup>12</sup> Data obtained from Observations of SMP NU Putri NU Putri Nawa Kartika Kudus, July 4<sup>th</sup> until 6<sup>th</sup> August, 2022.

<sup>13</sup> Rizky Widya Fitriyani, The English Teacher 1, The Interview from The Researcher, transcript, 21 July 2022.

There are four skills that are learned in English, namely listening, writing, reading, and speaking. These four skills are also taught during the implementation of blended learning. Based on Naja's statement, in English listening, writing, reading, and speaking skills are taught so the students can apply them even though they are still only basic skills in learning English.<sup>14</sup>

First, to teach listening skills through online learning the teacher sends voice notes and learning videos, while offline learning plays learning videos or interacts by translating a text together to understand the material and find new vocabulary. Second, for reading skills, students are asked to read and understand a text. Furthermore, based on Rizky's statement, for writing skills, students are asked to make simple texts based on material that has been taught either offline or online. Finally, students' speaking skills are asked to answer questions or tasks such as dialogue practice or individual assignments that have been taught to practice face-to-face speaking skills in class.<sup>15</sup>

Based on the explanation above, the evaluation can be seen from the way the teacher assesses student learning outcomes and evaluates the English learning process using WhatsApp.

## **2. The Supporting Factors in The Implementation of Blended Learning Model by Using WhatsApp during the Covid-19 Pandemic Era**

In implementing blended learning using WhatsApp, the researcher found several supporting factors in learning English. Based on the statement from Rizky and Naja, the main supporting factor was the circular letter from the government regarding blended learning besides online learning, it was agreed by the school that a schedule was made for how everyone could do an offline class but not crowding. Misbah said, the cohesiveness and togetherness of the teacher in carrying out teaching and learning activities using Blended learning.<sup>16</sup>

The above statement is reinforced by Izul, an external factor from the choice of each student such as living in an Islamic boarding school, the school cooperates with the boarding school administrator. Meanwhile, the external factor is from children who

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<sup>14</sup> Nikman Naja, The English Teacher 2, The Interview from The Researcher, transcript, 21 July 2022.

<sup>15</sup> Rizky Widya Fitriyani, The English Teacher 1, The Interview from The Researcher, transcript, 21 July 2022.

<sup>16</sup> M. Misbahus Surur, The Principal, The Interview from The Researcher, transcript, 20 July 2022.



live at home, because now the types of cellphones are sophisticated, and students are also used to technology. Then the internal factor namely from the teacher, the facilities are already available and personal quota assistance for each teacher, and quotas from schools that can be utilized.<sup>17</sup>

Based on the results of observations, students if asked to choose, they prefer face-to-face learning. It was proven that the number of students who came to school according to the schedule made the children excited to attend class.<sup>18</sup>

### **3. The Obstacles in The Implementation of Blended Learning Model by Using WhatsApp during the Covid-19 Pandemic Era**

During the application of blended learning using WhatsApp, there were several obstacles encountered in learning English that were known by the researcher. These obstacles can affect the process of learning English such as obstacles from facilities, obstacles from materials, and obstacles from users. So must be found a solution and analyzed to reduce the negative impact. The following are some of the obstacles faced in implementing blended learning using WhatsApp.

Facilitation is one component that can help in the learning and teaching process. According to Rizky, the first obstacle is ownership of students' cell phones, especially students who live in boarding schools. Misbah also stated that when carrying out online learning, the students, teachers, and the entire school also could not maximize it.<sup>19</sup>

The next obstacle is based on Izul as the vice principal of the curriculum and also the PAI teacher, there are underprivileged parents where there are those who use the cellphone for one house. Statements from students, namely Maryam and Alvira revealed that the obstacles when online learning, often faced were the difficulty of the network and the limited internet quota.<sup>20</sup>

The next obstacle is about learning resource material where the delivery of material becomes an obstacle during the teaching and learning process. According to Misbah, the limited

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<sup>17</sup> Muchamad Izul Ma'ali, The Vice Principal of Curriculum, The Interview from The Researcher, transcript, 21 July 2022.

<sup>18</sup> Data obtained from Observations of SMP NU Putri NU Putri Nawa Kartika Kudus, July 4<sup>th</sup> until 6<sup>th</sup> August, 2022.

<sup>19</sup> M. Misbahus Surur, The Principal, The Interview from The Researcher, transcript, 20 July 2022.

<sup>20</sup> Maryam Faradisa and Alvira, The Students, The Interview from The Researcher, transcript, August 6, 2022.

time when face-to-face learning makes the material presented by the teacher cannot optimal.<sup>21</sup>

On the other hand, when online learning, the delivery of material in one way to the group is only through WhatsApp. Galuh as a student complained about the lack of understanding of the material presented by the teacher when learning online because of the lack of direct interaction.<sup>22</sup>

Based on the user aspect, it can be seen from three sides, the first side is the teacher, boarding school administrator, and students. Obstacles that arise from teachers are those who are less able to operate technology.

Another obstacle comes from the management of the boarding school. The boarding school administrator is tasked with delivering material or assignments to students who live in Islamic boarding schools. Many students at SMP NU Putri Nawa Kartika live in Islamic boarding schools so when blended learning models are used for online learning through intermediaries, the Islamic boarding school administrators. Thus, the obstacles from Islamic boarding schools which are not yet modern in terms are students' obstacles.

Another user obstacle came from the students' side. Based on Izul's statement, when online learning activities are sometimes usually asked to watch learning videos but some students watch other videos or even do not open the learning videos at all.<sup>23</sup> Aida as a student also stated that the obstacles faced often occur during online learning, namely the lack of stability of the internet network so that they do not understand what the teacher is delivering.<sup>24</sup> Another obstacle comes from a student named Zahra when online learning takes too long to make him lazy to study because he is bored and cannot interact directly with friends.<sup>25</sup>

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<sup>21</sup> M. Misbahus Surur, The Principal, The Interview from The Researcher, transcript, 20 July 2022.

<sup>22</sup> Galuh Marzha Anindya Karina, The Student, The Interview from The Researcher, transcript, August 6, 2022.

<sup>23</sup> Muchamad Izul Ma'ali, The Vice Principal of Curriculum, The Interview from The Researcher, transcript, 21 July 2022.

<sup>24</sup> Kharisma Fauziati Aida, The Student, The Interview from The Researcher, transcript, August 6, 2022.

<sup>25</sup> Zalfa Afifah Zahra, The Student, The Interview from The Researcher, transcript, August 6, 2022.

Based on the above explanation, there are still many obstacles experienced in implementing blended learning using WhatsApp both offline and online, but the most common obstacles found are online learning, both from facilitation obstacles, material obstacles, and user obstacles because not every student uses cellphones, a lot of quotas, a good signal because you live in a boarding school or from a less well-off economy or an area where internet signal is difficult.

## B. Discussion

### 1. Analysis of The Implementation of Blended Learning Model by Using WhatsApp in English Learning

The preparations that have been prepared by the English teacher in implementing the Blended Learning Model by Using WhatsApp in English learning during the Covid-19 pandemic are ready and structured. Overall, the efforts carried out by both schools and teachers in planning lessons using blended learning during the Covid-19 pandemic were also quite good. This can be seen from the preparations that have been made by the teacher before implementing blended learning using WhatsApp, the teacher has prepared important things before the lesson begins, from preparing an acceptable learning plan, appropriate media for learning materials, checking the readiness of facilities, student readiness, and so on.

This statement is reinforced by *Kemendikbudristek*, in early January 2021 issuing a policy regarding the combination of online learning and face-to-face learning which is carried out on a limited basis with a shift system, strict provisions, complying with health protocols, and parental approval.<sup>26</sup>

Based on this goal, the school has determined the appropriate method so that it can continue learning during the Covid-19 pandemic. It can be said that the goal of implementing blended learning using WhatsApp at SMP NU Putri Nawa Kartika Kudus has been achieved. Before the implementation of blended learning, there must be supporting factors. Supporting factors that make learning English at SMP NU Putri Nawa

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<sup>26</sup> “Semua Sekolah Wajib Melaksanakan PTM Terbatas pada 2022,” Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi (Kemendikbudristek), 03 January, 2022, <https://ditpsd.kemdikbud.go.id/artikel/detail/semua-sekolah-wajib-melaksanakan-ptm-terbatas-pada-2022>.

Kartika apply blended learning during the Covid-19 pandemic. In a study also mentioned by Asdar et al.,

- Students become easy to understand the concept of the material presented by the teacher.
- Students are also enthusiastic and interested in studying the material in depth during the learning process.
- Blended learning ensures more effective learning flexibility.<sup>27</sup>

From the data collected by the researcher, there are factors supporting the reason why blended learning using WhatsApp is applied in learning English in grade 8 of SMP NU Putri Nawa Kartika Kudus during the Covid-19 pandemic. These supporting factors are in line as previously mentioned by Asdar et al. Supporting factors experienced by SMP NU Putri Nawa Kartika Kudus include:

- Applying blended learning that pays attention to the condition and understanding of the material.
- Adjusting the directions in the implementation of blended learning based on the circular letter of the Ministry of Education and Culture with several developments in the teaching schedule.
- The main supporting factor is getting a circular from the government towards the new normal era to implement blended learning, then another factor is an agreement from the teacher to regulate the course of learning.
- The cohesiveness and togetherness of the teachers in carrying out teaching and learning activities using Blended learning.
- The enthusiasm of children to take part in teaching and learning in a face-to-face manner, because many children do activities at home for too long and certainly they feel bored, so they glad when face-to-face learning.
- Furthermore, average students at SMP NU Putri Nawa Kartika Kudus are children who live in Islamic boarding schools, so when these students participate in teaching and learning activities, the school does not pick up or cannot contact every student who lives in the boarding school. pesantren, because many of them are not allowed to use

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<sup>27</sup> Nurul Fadhilah Asdar et al., “Penerapan Blended Learning dengan WhatsApp untuk Meningkatkan Pemahaman Konep pada Materi Kelistrikan Di SMK Negeri 2 Kendari,” *Jurnal Penelitian Pendidikan Fisika* 5, no. 3 Juli (2020): p. 269.

personal telephones and if there is an interest the students are assisted by administrators at the boarding school related to the school so that they will attend school if it fits their schedule.

Basically, blended learning is a continuous learning principle and has a flexible nature. Blended learning was used at SMP NU Putri Nawa Kartika Kudus during the Covid-19 pandemic with several developments determined by the school. The blend used at SMP NU Putri Nawa Kartika Kudus during the Covid-19 pandemic was by the provisions circulated by *Kemendikbud* by validating face-to-face meetings at schools based on data and compliance with health protocols for education units that have been doing face-to-face learning. -to-face limited. The implementation of limited face-to-face learning is an innovative way of paying attention to the principles of safety and health with the discipline of implementing health protocols.

Learning English using blended learning has been carried out during the new normal era of the Covid-19 pandemic which has been adjusted based on directions from the Ministry of Education and Culture. Based on the lesson planning, it can be seen that the English teacher in 8<sup>th</sup> grade has planned lessons according to circulars, such as when face-to-face learning adheres to health protocols and online learning adapts media that are acceptable and suitable for all students. Besides being able to deliver material, teachers and students can interact with each other face-to-face in the classroom, even though they are still limited.

## **2. Analysis of The Obstacles and Solutions of The Obstacles in The Implementation of Blended Learning Model by Using WhatsApp during the Covid-19 Pandemic Era**

### **a. Analysis of The Obstacles**

All components and preparations for blended learning in learning English in grade 8 have been well planned, although there are still obstacles in their implementation. Based on Abdullah's study, the main problem that arises is the low mastery of technology from both students and teachers because most education in Indonesia still uses traditional learning. As mentioned in Febrias' research, there are obstacles, namely:

- Some students do not have cell phones.
- Difficult signal and internet network

- Collection of assignments that are not timely when learning online.
- Difficulty understanding the material when learning online.
- The condition is not conducive when studying at home.<sup>28</sup>

According to data collected by the researcher, obstacles faced by students or teachers in learning English, especially at SMP NU Putri Nawa Kartika Kudus in grade 8 when blended learning was applied during the Covid-19 pandemic using WhatsApp as mentioned in Febrias' research. The obstacles experienced include:

#### 1) The Facilitation Obstacles

Facilitation is one component that can help in the learning and teaching process. The application of blended learning requires several facilities to support learning compared to normal learning. There are several facility constraints when implementing blended learning using WhatsApp.

Based on Rizky, the first obstacle is ownership of children's cellphones, especially those in the Islamic boarding school, and the use of children's quota so it's a bit difficult for us to use Google Meet, Zoom, or Google Classroom because yes, not all children use cellphones all the time and there are limitations. quota, because not all children from a supportive economy cannot force children to provide a lot of quotas to join Zoom and Google Classroom.<sup>29</sup> Misbah also stated that when carrying out online learning, students, teachers, and all school parties also could not be optimal, for example in Islamic boarding schools there were those who allowed or did not allow to bring cellphones, and there were those who limited the use of cellphones, and there were cellphones that only one of the administrators to obtain teaching and learning information.<sup>30</sup>

The next obstacle is based on Izul as the deputy head of the curriculum and also the PAI teacher, there are poor parents and some use the cellphone for one house. For

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<sup>28</sup> Reza Febrias Putri, "Peran WhatsApp dalam Model Blended Learning untuk Meningkatkan Hasil Belajar Siswa Mata Pelajaran IPS Sealama Pandemi Covid-19," (thesis, UIN Maulana Malik Ibrahim Malang 2021), p. 103.

<sup>29</sup> Rizky Widya Fitriyani, The English Teacher 1, The Interview from The Researcher, transcript, 21 July 2022.

<sup>30</sup> M. Misbahus Surur, The Principal, The Interview from The Researcher, transcript, 20 July 2022.

example, when a child wants to use a cellphone for online learning, but cannot use a cellphone because his parents brought him to work like in a factory. So when the children want to see their assignments, they can't because they have to wait for their parents to come home from work usually at 5, after that the children can only do their assignments but it's also not optimal because the time between Maghrib and that night is also not much, if the children rarely use Zoom App because there are some who have difficulty signaling at home. He ever practiced this with 15 children because each class was divided into two, but only 3 to 5 children entered, and even then, some of them turned off the camera.<sup>31</sup> Statements from Maryam and Alvira revealed that the obstacles when online learning often faced were the difficulty of the network and the limited internet quota.<sup>32</sup>

## 2). The material Obstacles

Constraints in learning resource materials as a whole are not too problematic because learning resources can be accessed from anywhere via the internet, including Google, YouTube, and others. However, the delivery of material becomes an obstacle during the teaching and learning process. According to Misbah, the very limited time when face-to-face learning makes the material presented by the teacher cannot be maximized because normally one hour of lessons is carried out within 60 minutes while face-to-face learning takes only 20-25 minutes. for one subject, so it is made as short as possible.<sup>33</sup>

On the other hand, when online learning, the delivery of material in one way to the group is only through WhatsApp because they understand the limitations of some children, not all of whom can use cell phones freely. Galuh as a student complained about the lack of understanding of the material presented by the teacher when learning online because of the lack of direct interaction.

This is an obstacle where the curriculum or material cannot be delivered optimally. Even though to government

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<sup>31</sup> Muchamad Izul Ma'ali, The Vice Principal of Curriculum, The Interview from The Researcher, transcript, 21 July 2022.

<sup>32</sup> Maryam Faradisa and Alvira, The Students, The Interview from The Researcher, transcript, August 6, 2022.

<sup>33</sup> M. Misbahus Surur, The Principal, The Interview from The Researcher, transcript, 20 July 2022.

regulations, the curriculum must be concise, no matter how well we compile it, we still can't convey everything. Although the school has also tried to bring in each of the administrators in each Islamic boarding school, the school facilitates by providing quota subsidies, but these limitations make online learning also not run optimally.

### 3) User Obstacles

Based on the user aspect, it can be seen from three sides, the first side is the teacher, Islamic boarding school administrator, and students. The teacher's task is to teach, direct and regulate the course of learning. Obstacles that arise from teachers are those who are less able to operate technology. The statement came from Izul that there are teachers who are old, and when using cellphones they can't master it, sometimes there are also teachers who want to send Arabic script, but the font is not legible so the learning outcomes are less than optimal.<sup>34</sup>

Another obstacle comes from the management of the boarding school. The boarding school administrator is tasked with delivering material or assignments to students who live in Islamic boarding schools. Many students at SMP NU Putri Nawa Kartika live in Islamic boarding schools so when blended learning models are used for online learning through intermediaries, the boarding school administrators. Based on Izul's statement, the obstacles from Islamic boarding schools whose terms are not yet modern are usually not having televisions, even some Islamic boarding schools near here limit their students to using cellphones only until 2 pm, even though the time is a bit loose when the afternoon until the evening.<sup>35</sup> The obstacle is also sometimes there are some administrators who are late in delivering assignments or materials because they are still taking care of other things. Some of the things that happened were assignments were given at 10, but instead, they were only delivered after Maghrib because according to the administrator after Maghrib after the Koran and indeed learning time, but the students who did not do much because the time was too tight

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<sup>34</sup> Muchamad Izul Ma'ali, The Vice Principal of Curriculum, The Interview from The Researcher, transcript, 21 July 2022.

<sup>35</sup> Muchamad Izul Ma'ali, The Vice Principal of Curriculum, The Interview from The Researcher, transcript, 21 July 2022.



if it was only until 8 pm, finally given a deadline collection of assignments until 10 pm according to the order of subjects that have been scheduled.

Another user obstacle came from the disciple side. Pupils are a group of members developed through educational institutes. Based on Izul's statement, when online learning activities are usually asked to listen to learning videos, some students may sometimes even watch other videos or even not open the learning videos at all so the student's awareness factor is also still lacking.<sup>36</sup> Then for students who live in Islamic boarding schools, the problem is limited to the use of cell phones and can only go through the administrator. Aida as a student also stated that the obstacles faced often occur during online learning, namely the lack of stability of the internet network so that they do not understand what the teacher is saying. Another obstacle comes from a student named Zahra when online learning takes too long to make him lazy to study because he is bored and cannot interact directly with friends.

Based on the above explanation, there are still many obstacles experienced in implementing blended learning using WhatsApp both offline and online, but the most common obstacles found are online learning, both from facilitation obstacles, material obstacles, and user obstacles because not every child uses cellphones, a lot of quotas, a good signal because you live in a boarding school or from a less well-off economy or an area where internet signal is difficult.

#### **b. Analysis of The Solutions**

Solutions usually exist to overcome the obstacles faced, such as obstacles from implementing blended learning using WhatsApp in learning English in grade 8 at SMP NU Putri Nawa Kartika Kudus. Solutions are made to overcome the obstacles faced, according to Alisa and Nur.

Some of the obstacles that arise in implementing blended learning using WhatsApp during the pandemic at SMP NU Putri Nawa Kartika Kudus there are also solutions to overcome these problems provided by the school as follows:

- 1). The Solutions to Overcomes from The Facility Aspect

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<sup>36</sup> Muchamad Izul Ma'ali, The Vice Principal of Curriculum, The Interview from The Researcher, transcript, 21 July 2022.

How to overcome obstacles related to facilities, the school cooperates with the boarding school administrator so that the material can be accommodated through the cellphone of the boarding school administrator and then conveyed to students. Then to overcome if the cellphone is brought by the student's parents, it is advisable to ask the closest person for help so that they can continue to take English lessons when online. Then Naja added that for the use of quotas internet, the school provided a study quota subsidy and minimized the use of applications that took up a lot of quotas, so it was agreed that the application used when online was WhatsApp.<sup>37</sup>

## 2). The Solution to Overcomes from The Material Aspect

The solution given to overcome the delivery of material is, based on Rizky's statement when face-to-face learning is only an initial insight because the number of lessons is quite large so it is impossible for two days to enter it to carry out learning optimally, then add online learning. Meanwhile, to overcome the obstacles in delivering material online that is not understandable, the teacher provides stimulation to students when learning face-to-face in class about the material that has been taught to determine the level of student understanding.<sup>38</sup>

## 3). The Solution to Overcomes from The User Aspect

Constraints that occur in the implementation of blended learning in target schools certainly require solutions. The first solution for teachers who are able to operate technology is still lacking, to overcome this, Izul as the deputy head of the curriculum said that he was assisted by TU officers or younger teachers who are more technologically savvy, for the material presented as much as possible is delivered with creativity or according to the ability of Mr. or Mrs. the teacher then there will be an evaluation so that the children are not confused.

Then the second solution is to overcome the obstacles of the boarding school administrator who sometimes has a misunderstanding with the school. The solution presented by

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<sup>37</sup> Nikman Naja, The English Teacher 2, The Interview from The Researcher, transcript, 21 July 2022.

<sup>38</sup> Rizky Widya Fitriyani, The English Teacher 1, The Interview from The Researcher, transcript, 21 July 2022.

the principal, namely the school forging a better relationship by presenting them to receive direction and sharing about blended learning activities because these communications provide several solutions so that blended learning activities can run smoothly.

The next solution for the students. Based on the explanation from the principal, students who come from economically disadvantaged schools provide additional quotas, then for students who live in Islamic boarding schools, socialization is given to administrators to follow the blended learning system, while the level of awareness of students in learning blended learning is a solution to feeling bored or bored. Tired of studying at home for too long, which makes students enthusiastic about participating in face-to-face learning even with limited time.

### **3. Analysis of The Benefits in The Implementation of Blended Learning Model by Using WhatsApp during the Covid-19 Pandemic Era**

In the application of a learning method, there must be perceived benefits. These benefits are caused by making learning innovations so that students get an education that suits their needs. In Alisa and Nur's research, the implementation of blended learning is beneficial for the education system during the pandemic to improve the quality of learning in Indonesia. Implementing blended learning using WhatsApp not only encountered obstacles but also perceived benefits. Based on the results of observations, many students choose face-to-face learning when it is restarted even though it is still with limitations but they are very enthusiastic about implementing it.<sup>39</sup> The opinion expressed by Nurul and Shita as students, they prefer to learn face-to-face because they can chat with friends directly even though they keep their distance, get more pocket money, and can experience another learning atmosphere at school so that not saturate. As mentioned in Febrias' research, there are benefits, namely:

- The blended learning model has no time limit in the learning process.
- Understand the web that can be used to access materials.

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<sup>39</sup> Data obtained from Observations of SMP NU Putri NU Putri Nawa Kartika Kudus, July 4<sup>th</sup> until 6<sup>th</sup> August, 2022.

- Make it easier for teachers to deliver assignments and materials by utilizing technology.<sup>40</sup>

This benefit is in line as previously mentioned by Febrias. The benefits experienced by SMP NU Putri Nawa Kartika Kudus include:

- The benefits of Blended Learning from a teacher's perspective are very helpful because we can complete material in class that cannot be delivered through online learning. While online, we can convey what has not been conveyed and can deliver assignments even though it is only in one direction and discussed when entering class, also the children will certainly not be bored because they feel the atmosphere of learning in class again.
- When face-to-face learning, students have a foothold or square off so that later when they do assignments, they are already quite mastered, so it is not purely textual from Google because all the answers are almost the same, after blended learning students have started to understand the material and can do the work on their own.
- Then, the benefits when online learning, such as reducing air pollution from outside and also the spread of Covid-19, teachers and students can do learning flexibly, it is cost-effective, and can access more materials from any sources.

So, with these benefits, SMP NU Putri Nawa Kartika took this opportunity to improve student learning outcomes that previously only went through online learning, but now can be combined with face-to-face learning even though with limitations but at least able to provide enthusiasm for learning back at school during the Covid-19 pandemic.

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<sup>40</sup> Reza Febrias Putri, "Peran WhatsApp dalam Model Blended Learning untuk Meningkatkan Hasil Belajar Siswa Mata Pelajaran IPS Sealama Pandemi Covid-19", p. 103.