Blended Learning Model for Writing Courses on Media in Era 4.0
(*Model Blended Learning untuk Mata Kuliah Menulis Pada Media di Era 4.0*)

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Article info	A B S T R A C T
	This study aimed to describe the development of a blended learning model in the Writing in Media course in the face of the 4.0 era. This study uses the ADDIE model which is limited to the analysis stage. This study uses the following methods: observation with a tick observation technique, and notes; documentation with document analysis techniques; and survey with a questionnaire technique. Research data in the form of curriculum, SAP, and teaching methods. The results of the study indicate that (1) the curriculum must be revised to meet the knowledge needs of students and stakeholders, (2) the components and features of news must be mastered by students because many stakeholders need skills to work, (3) the application of a mixed learning model of writing for course media improve student skills and grades.
	Tujuan penelitian ini adalah untuk mendeskripsikan pengembangan model blended learning pada mata kuliah Menulis di Media dalam menghadapi era 4.0. Penelitian ini menggunakan model ADDIE yang dibatasi pada tahap analisis. Penelitian ini menggunakan metode: observasi dengan teknik observasi centang, dan catat; dokumentasi dengan teknik analisis dokumen; dan survei dengan teknik kuesioner. Data penelitian berupa kurikulum, SAP dan metode pengajaran. Hasil penelitian menunjukkan bahwa (1) kurikulum harus direvisi untuk memenuhi kebutuhan pengetahuan mahasiswa dan pemangku kepentingan, (2) komponen dan fitur berita harus dikuasai oleh mahasiswa karena banyak pemangku kepentingan membutuhkan keterampilan untuk bekerja, (3) penerapan model pembelajaran campuran menulis untuk media kursus meningkatkan keterampilan dan nilai mahasiswa.

INTRODUCTION

ASEAN Economic Community (MEA), which is the goal of economic integration in the Southeast Asia region, presents its own challenges for universities. Skilled labors from other countries will easily enter Indonesian country. Therefore, universities must improve the quality of graduates, so that university graduates are able to compete with a high level of competition in the world of work. It is also to

implement an education quality assurance system and meet the education standard national and international (Idris, Trisnamansyah, & Wasliman, 2022; Ngatno, 2020; Tay & Tijaja, 2017). One point should the universities do is about to equip skilled students in their fields to be able to master foreign languages so that they can communicate well on a national and international level (Poedjiastutie, Akhyar, & Masduki, 2020). Good English skills is an important skill every graduate where it can be applied with Link and Match between educational institutions and the world of work (Intan & Muthalib, 2021; Sudarmo, 2021). Proposing English for Specific Purposes (ESP) is more appropriate to be applied in teaching English at University because it could answer the requirements asked by the stakeholders in the world of work (Madkur, 2018).

Through ESP learning, it is expected that University graduates will master English in their field of expertise so that they can support the knowledge gained in higher education to be applied in the world of work. Likewise for students at the Politeknik Negeri Padang who are not only able to communicate orally and in writing, but they also have to master English for Broadcasting or English used for communication media. So, they are able to produce English writing in print media, online media and electronic media. Writing for Media is one of courses in Politeknik Negeri Padang. The course has a learning outcome that makes the students able to write many types of news. It is found that there are problems such as the curriculum development, student's need and stakeholder needs and learning process (Bui, 2017; Chapleo & Simms, 2010; Liang, 2013; Meiralda, 2019). Those problems need to be solved in order to achieve the learning outcomes.

There have been some studies related to the writing for media. Facebook as a media can improve the students' writing skill; the students' used effective word or diction choice and usage word from mastery, appropriate register (Qomar, 2017). In classroom situation, teaching and learning process was more effective and students needed long time in using Facebook. Oktaviani, Kuspiyah, & Muklas, (2018) also comments that there are significant differences between the students who are taught by using Diary media and the students who are taught by using conventional. Parangu & Sulistyowati (2020) shows that Instagram media is more effective than Powerpoint media to teach writing; there is an interaction between teaching media and students' creativity in teaching writing and it implies that Instagram media is an effective media in teaching writing.

Based on the previous studies, there are some research gaps found such as the limitation of research on writing media course, curriculum of the media course and also the relation of stakeholders for the curriculum development. Then, it can also be seen that studying the media is still interesting to analyze because the developments of media are always developing from time to time. It is also proved that conducting a research on writing will also improve student ability to master the language. The research aims to analyze the curriculum on writing for media, the influence of student's need and stakeholder and learning process of blended learning. This research is important to conduct to achieve the learning outcomes by considering the curriculum, student's need and stakeholder's need and learning process.

METHOD

This type of research is a Research and Development using ADDIE model. There are five phases of ADDIE model such as: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation (Iswati, 2019; Wibawa, 2017; Widyastuti, 2019). Analysis phase means that to acquire the information from need analysis consisting of lecturers, students, stakeholders, and documents of Writing for Media course. It also means that explaining the importance of developing teaching materials with the Blended Learning model for the Writing for Media course and the requirements needed. Design phase means setting learning objectives, tools needed to analyze student problems designing teaching materials and learning tools. Development phase means carrying out the process of developing Writing for Media teaching materials with a Blended Learning Model based on the design, forming an experimental class. The implementation phase means using teaching materials designed in the Writing for Media course with Blended learning Model and making necessary improvements. The evaluation phase means evaluating the teaching materials that have been implemented. On this research, the research was only conducted on the Analysis Stage. It is used to highlight the problems appearing on the core of the writing for media course.

Data Collection

Data were collected by using observation method, documentation and survey. The observation method serves to explain the conditions or circumstances of the learning process and teaching materials used in the Writing for Media course in Politeknik Negeri Padang. The observation method used observation checklist, note taking, and interview. Documentation method used the document checklist. Document checklist was used to find out some documents related to the teaching and learning process such as books, modules, and learning media used by lecturers to teach the students for the course. Survey method was used by giving questionnaire to the students and lecturers and also the stake holders about the course (Creswell, 2014; Guo, 2019; Mitchell & Clark, 2018; Royadi, Susiana, & Khumaida, 2019).

Data of the research were all students studying the writing for media consisting 48 students registered on 2019/2020. There were four lecturers teaching for the course. The stakeholders involved on the research were ten from various institutions and companies. The research used total sampling for students and lecturers. The sources of data were all of the lecturers and students of English Department at Politeknik Negeri Padang. Data were taken from August to January 2020.

Research Instruments

There were some research instruments used for this research. First, it was need analysis instruments for the students, lecturers and stakeholders. Second, validity instrument, namely instruments in the form of validity sheets used to obtain data about the level of validity of the developed teaching materials. This instrument will be analyzed by several validators. Third is practicality instrument, namely instruments containing practicality questionnaires used to obtain data about the practicality level of the developed teaching materials. This instrument will later be analyzed by lecturers and students. Fourth is SAP implementation observation instrument is an instrument that contains a SAP implementation observation sheet to obtain data on the suitability of activities with learning plans.

This instrument will be filled by observers or experts. Fifth is effectiveness instrument. It is used to obtain data about the level of effectiveness of the teaching materials developed. The instrument consists of a valid student activity observation sheet and a valid learning outcome test.

Then, related to the stages in the development of Writing for Media teaching materials with the Blended Learning Model, ADDIE model was developed as follows:

Stage Analysis

This stage is carried out to find the basic problems needed for the development of teaching materials using the Blended Learning model in the Writing for Media course. The procedures that will be carried out at this stage are:

1. Analysis of the Writing for Media learning curriculum

This analysis will discuss competency standards and what basic competencies are needed by students. This analysis will be carried out by means of observation and interviews to see the suitability between the expected competency standards and the available teaching materials. This curriculum analysis will examine teaching materials, lesson plans, and other elements in the learning process.

2. Analysis of Blended Learning characteristics

This analysis aims to determine the characteristics of blended learning. Where this learning combines face-to-face classes and online learning. So it is necessary to analyze how the characteristics of online learning and instructional are needed for online learning so that learning objectives can be achieved.

3. Analysis of the needs of the world of work and students

This analysis aims to determine the needs of the world of work on the quality of graduates needed. What topics should students master based on their wants and needs in the field. So that later in the process of making teaching materials, those important topics will be integrated into learning. This analysis aims to determine the characteristics of students related to their abilities and attention. Then, student analysis also needs to be done. By knowing the characteristics of students who will be taught a learning method and learning techniques and teaching materials, they can be arranged systematically and attractively from low to advanced levels, so that the ability and attention of these students to carry out the learning process are met. This analysis will be reviewed by looking at the achievement of the value of the Writing for Media course.

For the analysis, the data were analyzed by using document analysis and observation formative evaluation such as (1) the first stage of evaluation data in the form of subject matter content test results, (2) second stage evaluation data in the form of learning design expert test results, (3) the third evaluation data in the form of learning media expert test results data, and (4) fourth stage evaluation data in the form of data from small group trial results.

5. Data Analysis Techniques

The analytical technique used is descriptive which explains the validity and practicality.

6. Validity analysis

After the data is validated by the validator, the data is analyzed using

descriptive statistics. The data from this media are values 1–4. The analysis technique of validator assessment is as follows:

j=1 Vij

R = nm Information

R = Average of the assessment results from the validator

Vij = The score of the jth expert's assessment of the –i criteria

N = number of experts who judged

M = number of criteria

The validation categories are as follows (Muliyardi, 2006):

a. If the mean > 3, 20 then it is categorized as valid

b. If 2.40 < mean 3.20 then it is categorized as valid

c. If 1.60 < mean 2.40 then it is categorized as quite valid d. If 0.80 < mean then it is categorized as less valid

e. If the average is 0.80, it is categorized as invalid

Analysis of the practicality of the learning model

a. give answer score

b. determine the average score by: the number of scores obtained divided by the number of indicators

c. giving practical value by means of

Average score

Practicality value = -------------------- x 100% Maximum score

Riduwan (2008) explains the practicality assessment.

90 – 100% = very practical

80 – 89 % = practical

65 – 79 % = quite practical

50 – 64% = less practical

3). Effectiveness Analysis

a. Analysis of student activity observations

b. Analysis of student learning outcomes

FINDINGS AND DISCUSSION

Research The development of Writing for Media teaching materials begins with the analysis stage which is carried out using a descriptive method. This stage is carried out to find basic problems and things needed for the development of teaching materials using the Blended Learning model in the Writing for Media course. The steps taken at this stage are:

Writing for Media Learning Curriculum

The first step in curriculum analysis is to read the course description and lesson plans for the Writing for Media course. Based on the SAP/RPS for the Writing for Media course, it was found that this course is designed to provide a foundation for students to be able to produce writings that can be published in the media, both print, electronic and online media. The special abilities that are expected are that students are able to analyze the content on the media and are able to write for various communication media. The types of writing that are expected to be mastered by students are News Report, Feature, Editorial, Radio News Copy, Radio News Copy, Radio News Script, Television News Script, Advertorial and Brochure. However, in the RPS it is not explained in detail the use of language for the writing, whether in Indonesian or English or in two

languages. As we know that in Indonesia, the number of media that use English and English-language programs is still very limited.

The curriculum analysis was followed by a discussion with the Chair and Secretary of the English Study Program related to the research and skills expected for the Writing for media course. The researcher discussed with the Head of Study Program to find out the right and accurate information about the competency standards and learning objectives of the course. From the results of discussions with the Head of the English Study Program, it can be found that the purpose of this course is to be drawn based on the profile of the graduates. Where graduates of the English Language Study Program have the potential to become Translators, Copy writers, Content writers, Master of Ceremonies, Customer Service, Radio/TV Script Writers, TV/Radio Presenters, News Readers, Reporters, Radio/TV Journalists. Translator copy writer, content writer, Radio/ Tv script writer, required translation skill hence Master of Ceremony, Customer service, reporter and Radio/TV journalist. So that this course is expected to be a provision for those who will work in the field of communication media or Broadcasting.
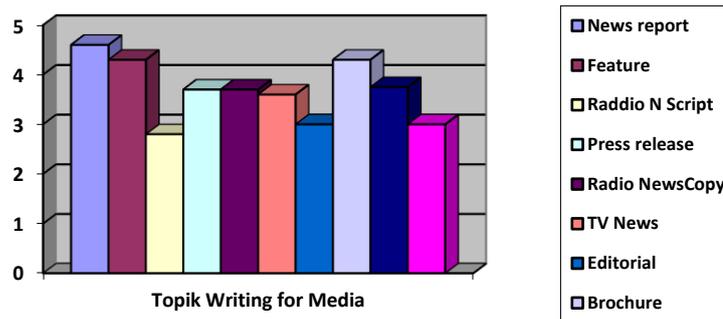
From the curriculum, it is shown that there are some learning outcomes that need to be revised. For example: the learning outcomes of the course are still limited to the basic knowledge of the students. Actually, is also talking about the soft skill that is important for the students during their working in group or personal (Ariwibowo et al., 2020; Majid et al., 2012; Setiani & Rasto, 2016; Shahida, 2021). Then, the competence of the student needs to be made it clearer in journalistic. Competences of the students must be drawn well because it will affect the quality of the graduates and the topics to be delivered for the students on their courses. It is in line with the statement from Palupi (2018) who states that analyzing the curriculum is important to do because it relates to the foundation, principles and issues that are important for the academic communities. It is also supported by the other opinion where curriculum should be arranged and formulated strategically into certain program (Nur & Sulistyani, 2018).

Student Needs, Lecturer Needs and Stakeholder Needs

This analysis aims to determine the needs of the world of work on the quality of graduates needed. What abilities should students have while working and what topics should students master based on and needs in the field. So that later in the process of making teaching materials, those important topics will be integrated into learning. This analysis was carried out by giving questionnaires to print, electronic media, namely TV and radio, as well as online media. This questionnaire uses a Likert scale where 5 means very important, 4 means important, 3 means quite important, 2 is not important and 1 is very unimportant.
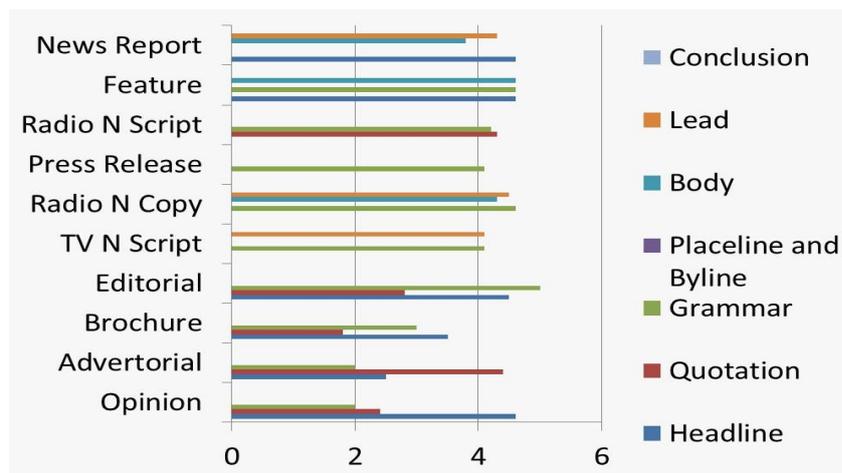
For print media, questionnaires were given to 2 companies, namely Haluan and Padang Ekspress. Because these 2 companies have been around for a long time and are big companies in the print media sector in West Sumatra. For Electronic Media, namely Tv, it was given to Padang TV as a private TV in the city of Padang and Global TV as National TV. As for Radio electronic media, questionnaires were given to RRI as a state-owned radio station and Radio Classy FM as a private radio. Lastly, for online media, a questionnaire was given to Klik Positive and Valora.

From the questionnaire given, it was found that the very important topic to be taught was News Report, with an average of 4.6. Featured and Radio news Script with an average of 4.3, Press Release with an average of 3.8, Radio News Copy with an average of 3.7 and TV News Script with an average of 3.6. The language skills needed by the media are the ability of students to read and analyze Indonesian texts with an average of 5, write in Indonesian with an average of 4.8, translate into Indonesian and Read English texts with an average of 4.25, translate into English with a mean of 4 and writing in English with a mean of 3.8.
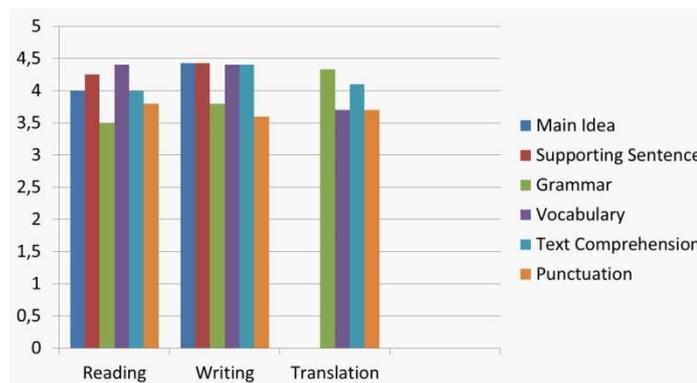

Graphic 1. Topic Significance Level on Writing for Media Course

As a topic that is considered very important to be taught in the Writing for Media course, News Report has components such as headline, place line, byline, Lead, Quotation and Body. Among these components, Headline ranks very important with an average of 4.6, Lead with an average of 4.3 and Body with an average of 3.8. For the Feature topic, the components that must be mastered by students are Headline, Introduction, Details and Sequence, Sentence structure, Correct word choice has the same significance with an average of 4.6. The next topic is Radio news Script with an average of 4.3, in writing quotations and closing radio news Scripts and 4.2 for writing radio news Scripts based on writing structure. Then, for Press Release Topics, the average score is 4.7 on press writing. release while writing a Press Release using a sentence structure got an average score of 4.1. Then, the Radio News Copy topic got an average score of 4.6 on the writing of Radio News Copy based on the order, the average value was 4.5 on the writing of Lead, 4.3 on the writing of the body and 3.3 on the topic of Radio News Copy and the last one was the Topic of TV News Script. which has a high significant value of 4.6 but there is the same mean value of 4.1 in lead writing and structure-based writing. See Graphic 1.

Graphic 2. Components for Each Topic

After the analysis of the needs of the world of work is carried out, the next step is to analyze the needs of students for the importance of mastering Language Skills in the learning process in the Writing for Media course. This analysis also aims to determine the characteristics of students related to their abilities and attention. By knowing the characteristics of students who will be taught a learning method and teaching materials can be arranged systematically. Mastering a lot of vocabulary in the writing for media learning process is a very important point for students with an average score of 4.44. Writing the main sentences in Indonesian and English is also a very important component for students with an average score of 4.43. In addition, the use of grammar in the target text (English) is also an important focus for students with an average value of 4.33. See Graphic 2.

Graphic 3. Language Component

Based on the information above, it can be seen that both student and lecturers think that mastering a language to write news is very important. Language must be studied and comprehended well in order to deliver the correct information or message for the readers. The information must be well-written and well-informed for the readers. by having the correct diction, punctuation, grammar, and sentences, the intended information will be achieved to the readers directly. This statement is supported by the opinion where Lingard (2016) informed that understanding the sentence will make the

writing or news better to inform for the readers. it is also stressed on the (Yu, 2021) where by using a correct and comprehensive sentences, it will make the messages clearer for the readers. See Graphic 4.

Learning Process with Blended Learning

The next analysis is the learning process in the Writing for Media course. The learning process in this course for one semester is carried out with 17 meetings with an allocation of 4 x 50 minutes for each meeting. Each topic is delivered in a face-to-face class, located in the multimedia laboratory and accompanied by 2 lecturers who support courses. All materials are delivered in face-to-face classes and home exercises are given with a certain time span. Based on the results of the questionnaire given to students, it is found that the average of the questions was very significant. The item that gets the highest average value is question item no. 3 with an average of 4.4 where students feel that the time span of doing homework at home is very important. Then, the question that got the highest score was also found at number 12 with an average of 4.44 where students felt that mastering a lot of vocabulary for reading skills was very important in the Writing for Media course. Question number 13 also got the highest score with an average of 4.43 where students thought that writing the main sentence in writing should be considered and very influential in working on writing assignments.

The question that gets the highest average is also in question no 19 with an average of 4.33 where students think that focusing more on the grammar of the target text (English) is very important in compiling and creating writing content later. Question number 1 is also the question item that gets the highest score with an average of 4.3 where students think that teaching materials play an important role in the learning process of the Writing for Media course. The last question that got the highest average score was in question no 6 with an average of 4.2 where students thought that supporting facilities such as source books or references available in the department's library to assist the learning process were very important.

Then, the teaching materials used in this Writing for Media course have several drawbacks. First, the lack of training provided to students. For one topic there is only 1 exercise and it is not explained whether the exercise is done in class or outside of class. While this course is a practical course that requires practice both inside and outside the classroom.

Second, the training materials and instructions did not stimulate the learning process. Where students are only told to write without being preceded by what insight and what process must be passed to write the article. So that the result of writing is shallow and does not activate students' analytical skills for an event to be written. Learning should be linked to everyday life (Zabidin & Mulyaningsih, 2016). Third, the instructions for teaching materials are not clear and complete so they cannot be used for independent study outside the classroom. The teaching materials presented in English do not clearly state whether the exercises are made in Indonesian or English because the media in Indonesia on average uses the national language, namely Indonesian. While the material is presented in English, so students must first ask the lecturer in charge of the course.

Fourth, the existing teaching materials are not arranged systematically and continuously. The order of topics presented in the teaching materials is also not sequential and stratified based on the level of difficulty. Based on interviews with lecturers who teach, the same thing was also found that they also had difficulty with the teaching materials they had because of the difficulty of finding material references. Sometimes, the material from the English reference has a different component with the English reference. This is because Indonesian language references mean that they are used in Indonesia, which may differ from the needs of foreign media. In addition, the topic names of Indonesian-language references and English-language references also differ according to the articles published in Indonesian media and other countries' media.

Then, the teaching materials used in this Writing for Media course have several drawbacks. First, the lack of training provided to students. Second, the training materials and instructions did not stimulate the learning process. Third, the instructions for teaching materials are not clear and complete so they cannot be used for independent study outside the classroom. Fourth, the existing teaching materials are not arranged systematically and continuously. In analyzing the data, it should be linked with other research. Use tables, figures or others to make it easier for readers to understand the research findings. Make sure the table only uses three lines. Make sure the image has a good resolution. Make sure tables, figures or other things are not only described but analyzed.

Based on the information above, it is found that learning process of writing for media using blended learning still leaves some weaknesses in terms of teaching materials, language instructions, and some unclear topics. During the teaching and learning process, a good learning must be supported by many factors, it is not only from the internal factors such as the student and lecturer ability to adapt with the course but it is also some tools that help them to study the course by their own way such books, references and clear information. This information is also supported by Hidayah, Prihatin, & Utanto (2021) and Ariman, Indriyanti, & Prasetyo (2020) where the supporting books or teaching materials must be well-written and informed to student in order to make the class run well and student and lecturer will be easy to comprehend the topics.

From the above findings, there are some information that can be explored for the discussion about writing for media course. First is related to the curriculum used by the institution for teaching and learning. Curriculum is one of the important components in implementation of education to achieve educational goals. It is a plan that is used as a guide or teaching and learning process activities. It is also a plan and arrangement regarding the objectives, content, learning materials and methods used as a guide in teaching and learning activities for achieving educational goals. In line with the times, it is developed to meet the demands of education that occur are efforts to improve the quality of education and create a generation of nations that have human resources with good quality and can compete with other countries.

Curriculum and education are two components that cannot be separated. It is because curriculum acts as a guide in the implementation of education. If there is no curriculum, then there is no education that can be implemented and educational

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goals will not be realized as a guideline for the implementation of education. Curriculum always adapt to the existing situation and circumstances. It is set systematically, clearly, and in detail with the aim to make it is easy to understand and use as an implementation guide teaching and learning process.

Regarding to curriculum used into the writing for media course, it shows there two important component that must be improved or revised. They are learning outcomes and competences. Learning outcomes are very important in the learning process. It is a form of a real change in student behavior after the lesson is finished or teaching and learning process completed, which is in line with the learning objectives. Towards the learning outcomes, it is able to see the progress of the students. Learning outcomes can be used as a reference the level of students' understanding in participating in learning (Jawabreh & Gunduz, 2021; Tas, Yetkiner, & Ince, 2017). Ginting et al. (2021) have already stated that students' experiences obtained from the environment in order to obtain an understanding that can be used as guidelines and learning objectives. Kristianto et al.,(2021) argued that measurement of learning outcomes' attainment is an important step in order to evaluate the course learning process and study program. It is because a key aspect to ensure continuous improvement and quality assurance in the learning process, study program's curriculum, program educational objectives, and even standardization in national education.

Second is related to the student, lecturer, and stakeholder need. Quality of education, it is not only from the lecturer, but it is also related to other aspects such as content standards, processes, graduate competencies, facilities and infrastructure, management, financing, and assessment education, and stakeholders (Ghonji et al., 2015; Harapan & Kesumawati, 2022). It should also be built in such a way considering this has a relationship in order organizations become more effective and efficient. To make education and teaching can run smoothly as well as possible, then the available study programs should be in accordance with the interests of the community, in line with the demands of the times, prospective students must be good, the teaching staff is qualified; the process education must be able to run well; as well as facilities and infrastructure must be adequate and finally the stakeholders could use the graduates for their institutions or industries. Bui (2017) and Fakhruddin & Megawati (2018) also comments that employer preference for graduates from public universities and the loose connections between universities and the employment market. It is very important to identify and manage relationships with key stakeholders who influence these challenging issues. They might obtain competitiveness over the public and private universities.

Third is about learning process in blended learning. During the learning process, it shows that the materials used for teaching and learning are quite limited for explanation and it is more consisting of theories than practices. Teaching materials must well-organized and well-written. Teaching materials are learning materials that have been arranged systematically, and are used by lecturers and students in the learning process. Content in the learning materials is material, message or subject matter in the form of ideas, facts, concepts, principles, rules, or

theories that are included in the training according to disciplines and other information in learning. Teaching materials have advantages such as helping to ease the teacher's task, because teaching materials can be used as a substitute for explanations that require a relatively long time. Teaching materials can be easily learned in a relatively short time. In developing teaching materials, lecturers need to pay attention to things such as aspects of content accuracy, the truth of the content delivered, accuracy of coverage (Biduri, Rasyid, & Emzir, 2018; Hairunisya, 2021).

CONCLUSION

Based on the results of this study, there are several conclusions that can be drawn. First is curriculum for the writing for media course must be revised based on the stakeholder need. Companies need students who are able to write News Report, Feature, Radio news Script, Press Release, Radio News Copy and Tv NewsScript, Brochure, advertorial, Press release. Second is about student, lecturer and stakeholder needs. It shows that mastering the vocabularies or content of the text is very important but it must be related to learning outcomes of the course. it will make the stakeholder accept the graduates to work in their companies or industries. Third is about learning process on writing media course using blended learning. The existing teaching materials still have several shortcomings, namely, lack of training provided for students, training materials and instructions that do not stimulate the learning process, instructions on teaching materials are not clear and complete so they cannot be used for independent study outside the classroom. Existing teaching materials are not arranged systematically and continuously. The time to make the assignments given so far feels less and is not based on the proper writing process.

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