

INCREASING THE COMPETENCE OF TUTORS IN CREATING TEACHING MATERIALS THROUGH IMPLEMENTING THE BLENDED LEARNING MODEL

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Abstract

This study aims to analyze the implementation of the blended learning model in improving the competency of equivalency education tutors in developing teaching materials at PKBM Luthfillah, Palangka Raya City. The research employs action research methods consisting of two cycles, where each cycle includes the stages of planning, action, observation, and reflection. In the first cycle, the training focused on introducing the concept of blended learning and the use of online platforms. However, the results showed that only 40% of the tutors were able to effectively develop technology-based teaching materials. Based on the reflection results, the second cycle was more focused on intensive mentoring and practice in using interactive learning media. The results of the study showed a significant improvement, where 80% of the tutors successfully developed interactive teaching materials that were well-integrated between online and face-to-face components. In conclusion, the blended learning model has proven effective in enhancing tutor competency, although challenges such as limited access to technology still require further attention.

Keywords: Competence of Tutors, Teaching Materials, Blended Learning Model

Abstrak

Penelitian ini bertujuan untuk menganalisis implementasi model pembelajaran campuran dalam meningkatkan kompetensi tutor pendidikan kesetaraan dalam mengembangkan bahan ajar di PKBM Luthfillah, Kota Palangka Raya. Penelitian ini menggunakan metode penelitian tindakan yang terdiri dari dua siklus, di mana setiap siklus mencakup tahap perencanaan, tindakan, pengamatan, dan refleksi. Pada siklus pertama, pelatihan difokuskan pada pengenalan konsep pembelajaran campuran dan penggunaan platform online. Namun, hasil menunjukkan bahwa hanya 40% tutor yang mampu mengembangkan bahan ajar berbasis teknologi dengan efektif. Berdasarkan hasil refleksi, siklus kedua lebih berfokus pada bimbingan intensif dan praktik dalam penggunaan media pembelajaran interaktif. Hasil penelitian menunjukkan peningkatan yang signifikan, di mana 80% dari tutor berhasil mengembangkan bahan ajar interaktif yang terintegrasi dengan baik antara komponen daring dan tatap muka. Kesimpulannya, model pembelajaran blended telah terbukti efektif dalam meningkatkan kompetensi tutor, meskipun tantangan seperti keterbatasan akses teknologi masih memerlukan perhatian lebih lanjut.

Kata kunci: Kompetensi Tutor, Bahan Ajar, Model Pembelajaran Campuran

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INTRODUCTION

Education is an essential aspect that cannot be separated from human development. Educational activities play a significant role in preparing high-quality human resources (HR) capable of

keeping up with the times. Essentially, the educational process is one of the efforts made by humans to shape individuals who are competent and globally competitive.

In Indonesia, the concept of education is outlined as a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state (Depdiknas, 2003).

The concept of education broadly indicates an effort to achieve optimal learning outcomes in cognitive, affective, and psychomotor aspects. Based on its functions, education consists of three subsystems: formal education, nonformal education, and informal education.

Equivalency education, as one of the nonformal education programs in Indonesia, plays a crucial role in providing learning opportunities for individuals who cannot participate in formal education. PKBM (Community Learning Center), as one of the nonformal educational institutions, is expected to offer educational services equivalent to formal education, including the development of quality teaching materials. However, the reality on the ground shows that many tutors in PKBM face challenges in creating innovative, contextual teaching materials that meet the needs of learners.

Along with the development of technology, the implementation of learning methods that integrate information and communication technology is increasingly needed, including in equivalency education. The learning methods should align with the principles of andragogy, which is the art of facilitating adult learning. Andragogy serves to guide adults in the teaching and learning process for the purpose of developing their skills and knowledge, enhancing their technical or professional qualifications, which leads to changes in attitudes and behaviors. This will contribute to social, economic, and cultural development (Knowles, 1980). This means that in learning, adults should be involved from the very beginning, including identifying the needs of the issues to be addressed, designing the learning framework, and continuing through to the evaluation stage of the learning process (Hammond, 1990).

One relevant method is blended learning, which combines face-to-face learning with online learning. This model is considered effective for enhancing tutors' skills in developing teaching materials that are more engaging, interactive, and in line with current developments. Etymologically, the term blended learning consists of two words: "blended" and "learning." The word "blend" means "mixture, coming together to improve quality for the better" (Collins Dictionary), or a formula for aligning combinations or mixtures (Oxford English Dictionary) (Heinze & Procter, 2004). The selection of this method is also intended to enhance the quality of education that aligns more harmoniously with the needs of society for all forms or types of educational endeavors, using a more effective and efficient delivery system (Kiru & Abuya, 2023).

PKBM Luthfillah in Palangka Raya City, as a nonformal educational institution focused on equivalency education, recognizes the importance of enhancing tutors' competencies in developing teaching materials. The use of the blended learning model is expected to provide a solution to the limitations faced by tutors regarding technology mastery and modern teaching methods. By leveraging technology, tutors can learn how to create varied teaching materials that are accessible to learners flexibly.

However, the implementation of this blended learning model still faces several challenges, including the readiness of technological infrastructure, the basic competencies of tutors in using digital devices, and the adaptation to teaching methods that combine face-to-face and online learning. Therefore, this study aims to explore how the implementation of the blended learning model can enhance tutors' competencies in developing teaching materials at PKBM Luthfillah in Palangka Raya City, as well as identify the supporting and inhibiting factors in its implementation.

METHODS

This research design is generally a scientific step to obtain data for specific purposes and uses. The research design is the approach used by the researcher to collect research data (Creswell, 2013). The research approach used is qualitative. The qualitative approach is employed to describe the implementation of the blended learning model in enhancing the ability to develop teaching materials for equivalency education tutors at PKBM Luthfillah in Palangka Raya City, while also uncovering and analyzing the benefits of implementing the blended learning model for improving the ability to create teaching materials among tutors in that educational unit (Affandi, 2020). In every research study, it is essential to have a method that aligns with the issues being investigated. In this research, the method used is action research, also known as participatory research. The choice of this method is based on several considerations related to the problems being studied and the alternative solutions that the researcher aims to implement (Suharsimi, 2013).

RESULTS AND DISCUSSION

Results

This research uses the action research method with two cycles, which include the stages of planning, action, observation, and reflection. The aim is to enhance the competencies of equivalency education tutors in developing blended learning-based teaching materials. Each cycle lasts for one month, with ten tutors from PKBM Luthfillah in Palangka Raya City participating as participants.

Cycle 1

Planning: In the initial stage, a needs assessment was conducted to determine the baseline competencies of tutors in developing blended learning-based teaching materials. The assessment results indicated that the majority of tutors had limitations in using technology and online platforms. Based on these results, a blended learning training program was designed, focusing on introducing the concept of blended learning, operating online platforms (such as Google Classroom), and integrating digital teaching materials.

Action: The training was conducted over two weeks, involving face-to-face meetings and online sessions. Tutors were taught how to create teaching materials using digital media such as interactive presentations and educational videos. They were also introduced to managing online classes and developing teaching materials that could be accessed by learners through online platforms.

Observation: At the end of the first cycle, observations were made on the assignments given to the tutors, which involved creating blended learning-based teaching materials. The observation results showed that only 40% of the tutors were able to develop teaching materials

with effective online and face-to-face elements. Tutors still faced difficulties in optimally integrating technology with face-to-face learning.

Reflection: Based on the observation results and interviews with the tutors, it was found that some tutors required more intensive assistance in using technology, particularly in creating interactive teaching materials. The challenges faced included a lack of experience in utilizing design software and interactive learning media.

Cycle 2

Planning: Based on the reflection from the first cycle, the training in the second cycle was more directed toward intensive mentoring and hands-on practice in developing blended learning-based teaching materials. Tutors were encouraged to practice using various applications, such as Canva for creating infographics, and to develop multimedia content for teaching materials.

Action: At this stage, the training focused on developing more complex teaching materials, such as creating educational videos, utilizing online assessment tools (Google Forms), and integrating more interactive visual media. Tutors were also assigned to create one unit of teaching materials that combined interactive face-to-face and online sessions.

Observation: The observation results at the end of the second cycle showed a significant improvement in tutors' competencies. About 80% of the tutors were able to develop more interactive teaching materials, effectively using a combination of digital media and face-to-face elements. Tutors also became more proficient in using online learning platforms and managing online classes effectively.

Reflection: At the end of the second cycle, the reflection indicated that the majority of tutors had effectively utilized the blended learning model to develop teaching materials. They felt more confident in using technology and began to enhance their creativity in creating engaging and relevant teaching materials that met the needs of the learners.

Discussion

The results of this study show that the implementation of the blended learning model through two cycles of action research successfully improved tutors' competencies in developing teaching materials for equivalency education at PKBM Luthfillah in Palangka Raya City. This improvement in competency is evident from the tutors' ability to create more interactive teaching materials and effectively utilize technology after the second cycle.

1. **Improvement in Teaching Material Development Competencies;** In the first cycle, the results showed that tutors still faced difficulties in integrating online and face-to-face learning. However, after more intensive intervention in the second cycle, the majority of tutors were able to develop blended learning-based teaching materials more effectively. This demonstrates that a gradual approach in blended learning training is effective in enhancing tutors' technical skills. This supports previous findings that blended learning can improve educators' professional abilities, particularly in the use of digital technology for teaching (Garrison & Vaughan, 2012).
2. **Success of Blended Learning Implementation;** The implementation of the blended learning model at PKBM Luthfillah has proven to help tutors in combining face-to-face and online learning. Tutors not only gained technical skills but were also able to develop more flexible teaching strategies that meet the needs of learners. This aligns with the theory

that blended learning enables more dynamic teaching that is responsive to technological developments (Almeida et al., 2021).

3. **Improvement in Technology Use;** The tutors demonstrated an improvement in technology mastery, particularly in the use of online learning platforms and multimedia design tools for teaching materials. Prior to the study, most tutors were unfamiliar with tools such as Canva or Google Classroom. After two cycles of training, they were able to use these applications to create more engaging and interactive teaching materials.
4. **Challenges Faced;** Although this research showed positive results, there were several challenges encountered, such as limited internet access and unequal availability of technological devices. Additionally, some tutors required more time to adapt to mastering digital skills. This highlights the importance of adequate technical support and infrastructure for optimal implementation of blended learning.
5. **The Role of Action Research Method;** The use of the action research method in this study proved highly beneficial as it provided opportunities for gradual improvements based on feedback from the tutors. Through continuous improvement cycles, tutors were able to actively participate in their competency development and receive support tailored to their needs. This supports the notion that action research is highly effective in professional development for educators (Reed et al., 2002).

Thus, the implementation of the blended learning model through the two-cycle action research method has proven to be effective in improving the competencies of equivalency education tutors at PKBM Luthfillah in Palangka Raya, particularly in developing teaching materials that integrate technology and face-to-face learning methods in a balanced manner.

CONCLUSION

The conclusion of this study shows that the gradual implementation of the blended learning model through two cycles of action research has proven effective in improving the competencies of equivalency education tutors at PKBM Luthfillah in Palangka Raya in developing teaching materials. In the first cycle, tutors still struggled to integrate technology into their teaching materials, with only a small number successfully utilizing online learning platforms optimally. However, through the second cycle, which emphasized intensive mentoring and the use of interactive learning media, there was a significant improvement in the tutors' abilities. A total of 80% of tutors successfully developed more interactive and structured teaching materials, effectively combining face-to-face and online learning elements. Despite this, challenges such as limited access to technology and adaptation time still need to be addressed in the implementation of the blended learning model. This study underscores the importance of ongoing training and technical support for tutors to enhance their competencies, enabling them to meet the increasingly dynamic learning demands in the digital era.

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