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Blended Learning Models Using Moodle SPADA Unram to Enhance Student Critical Thinking PPKn Study Program FKIP University of Mataram

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Abstract: This project aims to learn more about the usage of blended learning models using moodle Spada Unram to foster critical thinking among students enrolled in programs at Mataram's PPKn and FKIP universities. This type of investigation is quasi-experimental. There was no requirement for a group control because this study only involved one group and was a group experiment. Students participating in the PPKn FKIP University of Mataram study program may exhibit enhanced critical thinking if blended learning models with moodle Spada Unram are utilized. Students have watched the process of learning. Blended learning is a method of instruction that makes use of technology, specifically the internet and websites, to augment offline or face-to-face learning with online instruction. Due to the convenience of access offered, learning can assist in overcoming educational difficulties such as room class constraints, level presence lecturer class, and level presence student in the classroom.Blended Learning, Moodle, SPADA, UNRAM, and Critical Thinking are described.

Keywords: Blended Learning, Moodle SPADA UNRAM, and Critical Thinking

INTRODUCTION

Mataram University (UNRAM) is one of the campuses in Indonesia that provides learning services to students via the UNRAM online learning system (SPADA), which acts as a means of enhancing student learning quality. In the context of the COVID-19 outbreak, the government continues to advocate that society restrict mobility, including college tall, in a manner that is not permissible when Tri Dharma College tall is applied face-to-face. The aforementioned online learning implementation is in accordance with Circular Letter No. 4 of 2020 regarding the implementation of educational policies during the emergency period of the spread of Corona Virus Disease (Covid-19) and is bolstered by guidelines for organizing learning in the school year and new academic year during the Covid-19 period. Regarding higher education learning patterns for the 2020–2021 academic year, the 2020–2021 higher education academic year will continue to begin in August 2020, while the 2020–2021 religious higher education academic year will begin in September 2020. M. Ismail et al. Following the post-pandemic COVID-19 outbreak, the University of Mataram continues to offer online education using the Moodle Online Learning System (SPADA).

Researchers should explore how blended learning might be applied in order to assure students' long-term learning quality. The word "model" (blended learning) entails three key objectives: 1) a combination of traditional teaching with online technology bases; 2) a combination of traditional facilities and equipment such as textbooks (in the form of soft files) to support the learning environment via the internet; and 3) a combination of multiple teaching strategies in a technology-independent process. The blended learning strategy may be regarded as a sustainable solution that combines many learning situations (more precisely, two learning environments). There can be direct conventional teaching at one time and a technology-based teaching environment that is keeping up with the times with several new technologies that enable the expansion of information distribution, communication, and student participation at another time. Blended learning is learning that combines online and face-to-face methods, according to Sukarno (2012, p. 3). Blended learning aims to provide the most efficient and effective learning experience possible by using a number of learning methods.

Glaser (in Fisher, 2008: 3) described critical thinking as a) an attitude of wanting to think deeply about situations and things in one's experience; b) knowledge of sound reasoning and examination processes; and c) some level of skill in applying the methods. Critical thinking requires making considerable efforts to evaluate every presumed assumption or knowledge based on supporting evidence and the resulting conclusions. The questioned critical thinking is active or in-depth thought. Both are in search of evidence or reasons to trust a certain piece of information. As a result, the critical thinking abilities of kids may improve their academic performance. According to Fauzan et al. (2021: 18), critical thinking may supply students with fresh ideas and experiences, so motivating them to answer more of their professors' difficult questions with more originality.

METHODS

This research refers to a quantitative research approach. The type of research used in this research is quasi-experimental design research. Arikunto (2000: 272) who defines experimental research is research that is intended to determine whether there is an effect of treatment on the subject under investigation. The way to find out is to compare one or more experimental groups that were given treatment with one comparison group that was not given treatment. There was no requirement for a group control because this study only involved one group and was a group experiment. In three phases of the learning process, study stages will be developed. This was done to explore the effect of blended learning models utilizing moodle alert Unram on the critical thinking of students at each level of the learning process.

FINDINGS AND DISCUSSION

Findings

The findings of a Likert scale test were used to illustrate how moodle SPADA UNRAM might improve students' critical thinking skills. After introducing the students to moodle SPADA UNRAM, the lecturer delivered a survey to sixty students. The results of the questionnaire are negative on questions 1 through 10 as a whole, as follows. After giving tests to students using *moodle* SPADA UNRAM, lecturers gave critical thinking questionnaires to 60 students. The results of the critical thinking questionnaire on question number 1 collectively are as follows.

Table 1: *Likert* Scale About Number 1

Frequency			Percent	Valid Percenst	Cumulative Percent
Valid	KS	1	1.7	1.7	1.7
	S	42	70.0	70.0	71.7
	SS	17	28.3	28.3	100.0
	Total	60	100.0	100.0	

To represent the scale data processing*likert* the value and frequency of question number 1 can be seen in the histogram below:

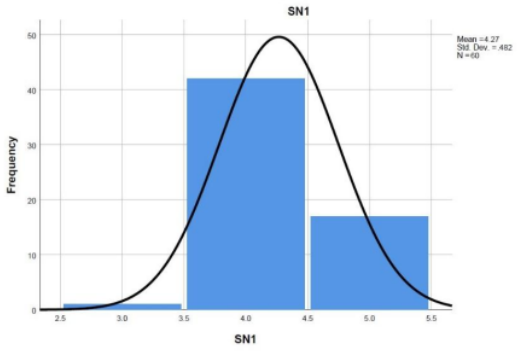

Figure 1. Histogram of Critical Thinking Analysis Results

After giving tests to students using *moodle* SPADA UNRAM, lecturers gave critical thinking questionnaires to 60 students. The results of the critical thinking questionnaire on question number 2 collectively are as follows.

Table 2: *Likert* Scale about Number 2

Frequency			Percent	Valid Percenst	Cumulative Percent
Valid	S	39	65.0	65.0	65.0
	SS	21	35.0	35.0	100.0
	Total	60	100.0	100.0	

To represent the scale data processing*likert* the value and frequency of question number 2 can be seen in the histogram diagram below:

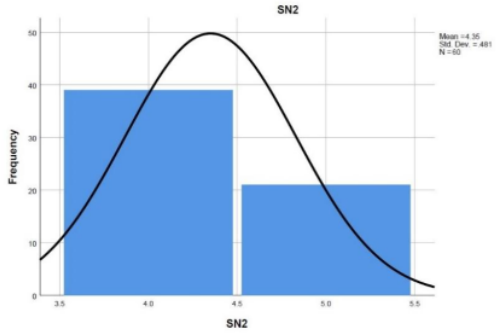

Figure 2. Histogram of Critical Thinking Analysis Results

After giving tests to students using *moodle* SPADA UNRAM, the lecturer gave a thinking questionnaire critical to 60 students. The results of the critical thinking questionnaire on question number 3 collectively are as follows.

Table 3: *Likert* Scale about Number 3

Frequency			Percent	Valid Percenst	Cumulative Percent
Valid	KS	3	5.0	5.0	5.0
	S	37	61.71	61.71	66.7
	SS	20	33.3	33.3	100.0
	Total	60	100.0	100.0	

To represent the scale data processing*likert* the value and frequency of question number 3 can be seen in the histogram diagram below:

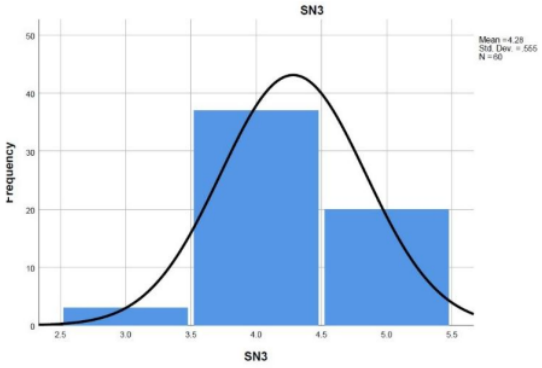

Figure 3. Histogram of Critical Thinking Analysis Results

After giving tests to students using *moodle* SPADA UNRAM, the lecturer gave a thinking questionnairecritical to 60 students. The results of the critical thinking questionnaire on question number 4 collectively are as follows.

Table 4: *Likert* Scale about Number 4

Frequency			Percent	Valid Percenst	Cumulative Percent
Valid	KS	3	5.0	5.0	5.0
	S	37	61.7	61.7	66.7
	SS	20	33.3	33.3	100.0
	Total	60	100.0	100.0	

To represent the scale data processing *likert* the value and frequency of question number 4 can be seen in the histogram diagram below:

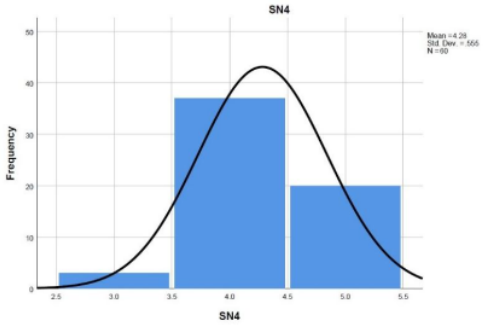

Figure 4. Histogram of Critical Thinking Analysis Results

After giving tests to students using *moodle* SPADA UNRAM, the lecturer gave a thinking questionnaire critical to 60 students. The results of the critical thinking questionnaire on question number 5 collectively are as follows.

Table 5: *Likert* Scale about Number 5

Frequency			Percent	Valid Percenst	Cumulative Percent
Valid	S	24	40.0	40.0	40.0
	SS	36	60.0	60.0	100.0
	Total	60	100.0	100.0	

To represent the scale data processing*likert* the value and frequency of question number 5 can be seen in the histogram diagram below:

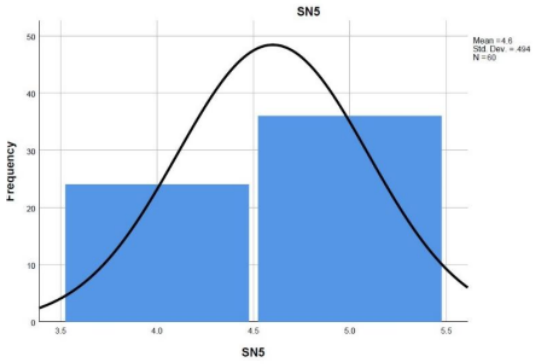

Figure 5. Histogram of Critical Thinking Analysis Results

After giving tests to students using *moodle* SPADA UNRAM, the lecturer gave a thinking questionnairecritical to 60 students. The results of the critical thinking questionnaire on question number 6 collectively are as follows.

Table 6: *Likert* Scale about Number 6

Frequency			Percent	Valid Percenst	Cumulative Percent
Valid	S	40	66.7	66.7	66.7
	SS	20	33.3	33.3	100.0
	Total	60	100.0	100.0	

To represent the scale data processing*likert* the value and frequency of question number 6 can be seen in the histogram diagram below.

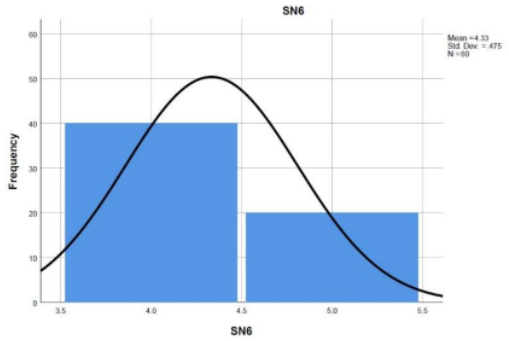

Figure 6. Histogram of Critical Thinking Analysis Results

After giving tests to students using *moodle* SPADA UNRAM, the lecturer gave a thinking questionnairecritical to 60 students. The results of the critical thinking questionnaire on question number 7 collectively are as follows.

Table 7: *Likert* Scale about Number 7

Frequency			Percent	Valid Percenst	Cumulative Percent
Valid	KS	3	5.0	5.0	5.0
	S	40	66.7	66.7	71.7
	SS	17	28.3	28.3	100.0
	Total	60	100.0	100.0	

To represent the scale data processing*likert* the value and frequency of question number 7 can be seen in the histogram diagram below:

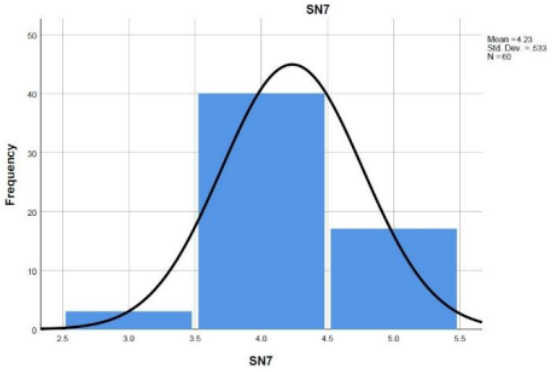

Figure 7. Histogram of Critical Thinking Analysis Results

After giving tests to students using *moodle* SPADA UNRAM, the lecturer gave a thinking questionnairecritical to 60 students. The results of the critical thinking questionnaire on question number 8 collectively are as follows.

Table 8: *Likert* Scale about Number 8

Frequency			Percent	Valid Percenst	Cumulative Percent
Valid	TS	1	1.7	1.7	1.7
	KS	1	1.7	1.7	3.3
	S	39	65.0	65.0	68.3
	SS	19	31.7	31.7	100.0
	Total	60	100.0	100.0	

To represent the scale data processing*likert* the value and frequency of question number 8 can be seen in the histogram diagram below:

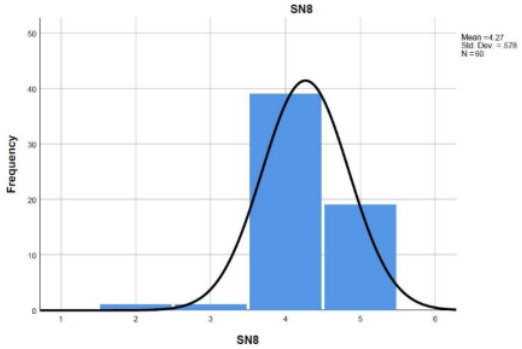

Figure 8. Histogram of Critical Thinking Analysis Results

After giving tests to students using *moodle* SPADA UNRAM, the lecturer gave a thinking questionnairecritical to 60 students. The results of the critical thinking questionnaire on question number 9 collectively are as follows:

Table 9: *Likert* Scale about Number 9

Frequency			Percent	Valid Percenst	Cumulative Percent
Valid	KS	5	8.3	8.3	8.3
	S	44	73.3	73.3	81.7
	SS	11	18.3	18.3	100.0
	Total	60	100.0	100.0	

To represent the scale data processing*likert* the value and frequency of question number 8 can be seen in the histogram diagram below:

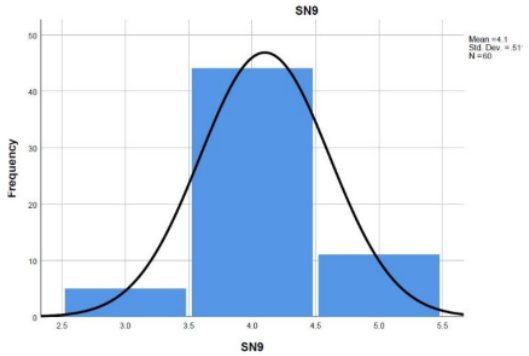

Figure 9. Histogram of Critical Thinking Analysis Results

After giving tests to students using *moodle* SPADA UNRAM, the lecturer gave a thinking questionnairecritical to 60 students. The results of the critical thinking questionnaire on question number 9 collectively are as follows:

Table 10: *Likert* Scale about Number 10

Frequency			Percent	Valid Percenst	Cumulative Percent
Valid	S	30	50.0	50.0	50.0
	SS	30	50.0	50.0	100.0
	Total	60	100.0	100.0	

To represent the scale data processing *likert* the value and frequency of question number 10 can be seen in the histogram diagram below:

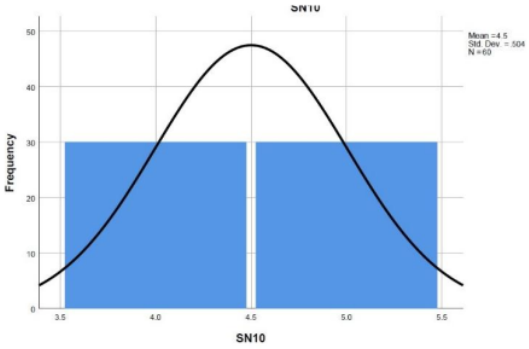

Figure 10. Histogram of Critical Thinking Analysis Results

Discussion

Data on the Application of the Blended Learning Model Utilizing the SPADA UNRAM Model to Increase Critical Thinking Abilities in Students Obtained through Online Questionnaire The adoption of this paradigm has statistically demonstrated to boost a student's critical thinking capacity, as indicated by the findings of an SPSS-assisted study.

Table 1. Questionnaire Results think Critical Student

		SN1	SN2	SN3	SN4	SN5	SN6	SN7	SN8	SN9	SN10
N	Valid	60	60	60	60	60	60	60	60	60	60
	Missing	0	0	0	0	0	0	0	0	0	0
Mean		4.27	4.35	4.28	4.28	4.60	4.33	4.23	4.27	4.10	4.50
Std. Error of Mean		.062	,062	,072	,072	,064	,061	.069	.075	.066	.065
Median		4.00	4.00	4.00	4.00	5.00	4.00	4.00	4.00	4.00	4.50
Mode		4	4	4	4	5	4	4	4	4	4[a]
Std. Deviation		.482	.481	.555	.555	.494	.475	.533	.578	.511	.504
Variance		.233	.231	.308	.308	.244	.226	.284	.334	.261	.251
Range		2	1	2	2	1	1	2	3	2	1
Minimum		3	4	3	3	4	4	3	2	3	4
Maximum		5	5	5	5	5	5	5	5	5	5
Sum		256	261	257	257	276	260	254	256	246	270

The conclusions of a questionnaire distributed to each of the sixty students in classes 2A through F are crucial when seen from a table on a spread. It is known that a considerable proportion of students react with strongly agree (SS) and agree cal to the 10 questions in the questionnaire. It is known that a considerable proportion of students react with strongly agree (SS) and agree (S) to the 10 items on the questionnaire. This illustrates that the

implementation of blended learning strategies like Moodle, SPAM, and UNRAM enhances students' critical thinking skills. Where is the average degree of agreement (S) when it is 60% while SS is 40%? With this information, it is feasible to conclude that the deployment of blended learning models employing UNRAM's SPADA moodle has a good impact on the critical thinking abilities of students. Combining learning with Spada Unram prevents pupils from being bored or unhappy with their academics by fostering their creativity. The actions conducted by students during blended learning reflect this.

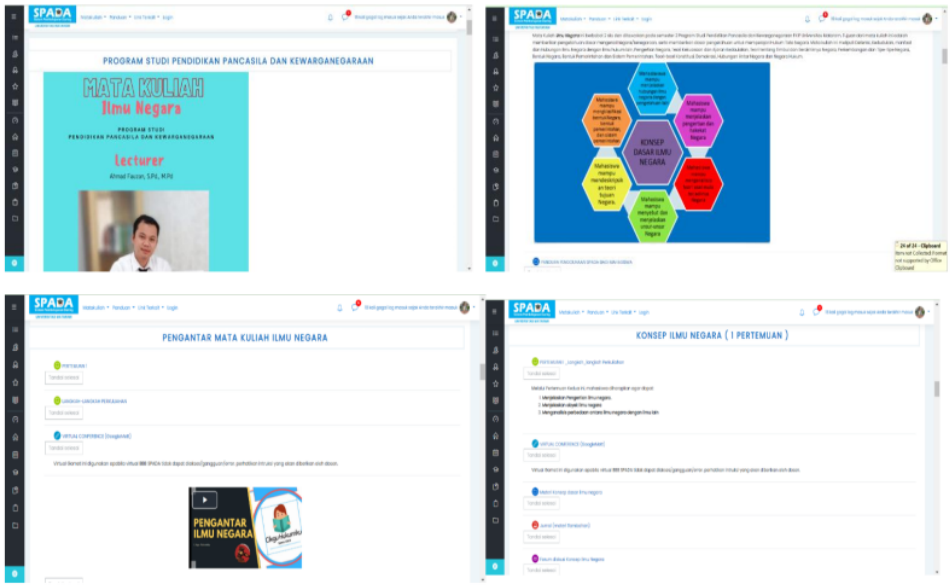

Figure 11. Execution Learning with using Moodle Spada Unram

Blended learning is a solution to the problems of online learning since it combines online, offline, and face-to-face learning. Blended learning might yield something that is more learning-effective and efficient. Blended learning is a flexible learning paradigm because it combines synchronous and asynchronous learning situations in a way that is suitable for the intended learning goal. According to Cheung & Hew (2011:1325), blended learning is a combination of face-to-face and online learning. Through blended learning, this student perceives that there are several learning options; hence, he or she finds learning to be a challenge. This can be observed from content learning in integrated blended learning using Moodle Spada Unram, which consists of a profile class, description eye lessons, topic theory lessons, competency basics, way learning, assessment, and interactive media, as well as necessary reference material. Students can respond in a manner that is active with audio-visual aspects (including animation) through the use of interactive media, which is a media system designed to deliver theory in video format through a computer to students (Arsyad, 2009).

Enhancement this strategy was meant not simply to help students comprehend college-level theory but also to help them polish their critical-thinking skills, as one student explained. To think critically is to think differently. Many individuals use the phrases analytical, thinking, inquiring, probing, unemotional, organized, inventive, socratic, logical, systematic, not taking anything for granted, checked, detailed, complete, outside the box, scientific, and procedural to characterize this procedure. The Skills component of critical thinking includes assessing an argument, generating conclusions using inductive or deductive reasoning, judging or evaluating, and making a decision or solving a problem. Think critically about cognitive and characteristic abilities (Lai, 2011). Individuals who have the

critical thinking ideal try to understand a problem clearly, "fix it," find the truth if it can be found, and serve the problem in an honest and transparent manner. The critical thinker ideal has the ability to clarify, seek, and assess with a solid foundation for a point of view, conclude with wisdom from that foundation, think and integrate in an imaginative manner, and do all of this with sensitivity and skill (Ennis, 2015).

CONCLUSION

Blended learning is a solution to the problems of online learning since it combines online, offline, and face-to-face learning. Blended learning might yield something that is more learning-effective and efficient. Blended learning is a flexible learning paradigm because it combines synchronous and asynchronous learning situations in a way that is suitable for the intended learning goal. According to Cheung & Hew (2011:1325), blended learning is a combination of face-to-face and online learning. Through blended learning, this student perceives that there are several learning options; hence, he or she finds learning to be a challenge. This can be observed from content learning in integrated blended learning using Moodle Spada Unram, which consists of a profile class, description eye lessons, topic theory lessons, competency basics, way learning, assessment, and interactive media, as well as necessary reference material. Interactive media is a way for students to respond in a way that is both active and has audio-visual elements (like animation) (Arsyad, 2009). It is a media system designed to give students theory in video format through a computer. Enhancement this strategy was meant not simply to help students comprehend college-level theory but also to help them polish their critical-thinking skills, as one student explained. To think critically is to think differently. Many individuals use the phrases analytical, thinking, inquiring, probing, unemotional, organized, inventive, socratic, logical, systematic, not taking anything for granted, checked, detailed, complete, outside the box, scientific, and procedural to characterize this procedure. The skills component of critical thinking includes assessing an argument, generating conclusions using inductive or deductive reasoning, judging or evaluating, and making a decision or solving a problem.

Think critically about cognitive and characteristic abilities (Lai, 2011). Individuals who have the critical thinking ideal try to understand a problem clearly, "fix it," find the truth if it can be found, and solve the problem in an honest and transparent manner. The critical thinker ideal has the ability to clarify, seek, and assess with a solid foundation for a point of view, conclude with wisdom from that foundation, think and integrate in an imaginative manner, and do all of this with sensitivity and skill (Ennis, 2015).

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