CHAPTER VI
CONCLUSION

This chapter describes the conclusion of the research and the suggestion to certain parties related to this research. Here is the description of this chapter.

A. Conclusion

Based on the findings of research and data analysis regarding the Implementation of blended learning can be drawn several conclusions:

1. Implementation of Blended Learning

    a. Planning

    Learning planning is carried out by designing the objectives of blended learning -based learning programs, preparing learning support facilities and infrastructure, preparing learning schedules, and developing evaluation and socialization tools before the start of blended learning-based learning implementation.

    b. Implementation

    Blended learning includes online Learning conducted on all subjects with a self-contained asynchronous model and additional face-to-face Learning carried out in four topics: English, Arabic, Mathematics, and Science.

    c. Evaluation

    Evaluation of the learning system of blended learning activities by holding a meeting of teachers and principals conducted once a month to evaluate students' planning, Implementation, and Learning outcomes. Then have a panel of teachers and parents held once a semester.

2. The Challenges are Faced by the Students in Learning Reading through Blended Learning

    The challenges of students in learning reading through blended learning include the two sides the first is from the narrative text itself and the second from the strategy used by the teacher. The text could be simplified as follows:

    a. This type of text is usually very long.

    b. Many vocabularies that students are unfamiliar with.

    c.   The questions asked are not worth the length of the story.

    d.   The questions asked are generally tricky.

While from teachers' strategies are:

    a.   Teachers lack an understanding of technology.

    b.   Teachers delivered the material boringly.

    c.   Teachers give too many tasks.

    d.   The feeling of students not being able to solve problems.

    e.   Teachers do not cooperate.

3.   The Challenges are Faced by the Teachers in Teaching Reading through Blended Learning

    a.   The student has low motivation for learning.

    b.   Student's lousy time management.

    c.   Student's deficient literacy ability.

    d.   Less support for the Parent role.

    e.   Lack of preparation.

    f.   The feeling of being overworked

    g.   Technology issues.

4.   Strategies were Used by the Teacher of MTs Darul Hikmah to Overcome the Challenges in Teaching Narrative Reading through Blended Learning

    a.   Online

        1) Ask students to translate text.

        2) Ask students to do a task.

        3) Ask students to watch videos and make summaries.

    b.   Offline

        1) Bottom-up reading

        2) Self-collection strategy

5.   The Benefit of Blended Learning to the Teacher and Students.

    a.   Students

        1) Students' grades improved.

2) Students are less stressed.

3) Make students more courageous to ask.

4) Help students to think critically.

5) The class situation becomes more active.

6) The intimacy between teachers and students or fellow students is better.

    b. Teacher

1) Teachers could deliver the material efficiently.

2) Teachers and students develop a feeling of closeness.

3) The teacher can assess students' weaknesses in learning.

4) The teacher can assess the level of student understanding of the material.

5) Teachers can measure the level of success of the subject.

B. Suggestion

Based on the above conclusions, the following suggestions can be taken:

1. For the School

The school can improve the function of learning technology and continuously strives to provide varied and innovative learning technologies. In improving the quality of teacher human resources, schools can improve the quality of the teaching profession such as providing various training activities. To establish good cooperation with parents of students, the school can maximize the activities of teacher and parent associations of students by more intents and provide online facilities to communicate with students' parents. Evaluation of learning systems also needs to be maximized by conducting more routine and scheduled evaluation activities involving various parties involved in the teaching and learning process. The shortcomings that exist in the implementation of blended learning during the Covid-19 pandemic can be corrected and developed so that in the future, in the post-pandemic era, Blended-based education can continue to be applied.

2. For Teachers

Teachers should abandon the old mindset and develop a mindset following the times, such as learner-centred learning patterns, interactive learning patterns, multimedia-based learning patterns, et cetera. Then teachers can also design more varied and innovative learning to increase student learning motivation, especially in online-based learning. In learning during this pandemic, teachers should also reduce the burden of student assignments and communicate more and motivate students.

3. For the Next Researcher

Blended learning will still be applied even though the pandemic has over because the types of blended learning are diverse and can meet as needed. The next researcher can pry more profound about the effectiveness of blended learning that can be explained based on numbers.