



The Effect of Blended Learning on Japanese Language Learning Outcomes at the High School Level

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Abstract

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In the field of education, the factors that affect the learning outcomes of a student can come from within and from outside oneself. Learning strategies and methods also influence the learning outcomes of a student. The use of digital technology is very massive in various fields, making the industrial revolution experiencing its peak which is currently called the industrial revolution 4.0. The era of the industrial revolution 4.0 is an era in which all activities of human life are always related to technology and information. (Klaus Schwab, 2016) states that the industrial revolution 4.0 has had an impact in the form of major changes in various aspects of life, one of which is in the field of education.

A very big challenge for Japanese language teachers in the 21st century is to create a learning environment where students are at the center of the learning process. Teachers are expected to be able to accommodate different learning steps, styles, and needs, especially in this digital era (Santosa, 2017). However, in terms of learning styles, teachers prefer to use such lecture and teaching methods that may not be suitable for learning in today's 21st century.

This study aims to study the effect of contextual learning strategies based on blended learning and independent learning on student achievement at SMAN 1 Setu Bekasi. This study used an experiment method with a 2x2 level treatment. Data were analyzed using two-way ANOVA.

Keywords:

blended learning, contextual learning, learning outcomes

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INTRODUCTION

Japanese is a subject that has just been studied by students at SMAN 1 Setu Bekasi. Hiragana and katakana letters are not familiar and the grammar and forms of language are different from Indonesian, so it is possible for students to have difficulties in learning Japanese. The subject matter of Gakkou no seikatsu is the subject matter that is discussed the most, including the date, time information, lesson schedule, and school activities. That means a lot of vocabulary that must be memorized by students in addition to grammar that must be understood. In addition, of the four language skills that must be mastered by students, Japanese reading and writing skills are difficult skills due to various factors. One of the obstacles in writing or making a sentence in Japanese is: lack of vocabulary, can't memorize Hiragana, Katakana and Kanji letters. limitations in understanding Japanese grammar. Therefore, errors made by students in this case need to do an in-depth error analysis, basically the analysis aims to help students understand the material and reduce errors that occur. In this case, the language errors made by students in



the learning process can imply that the language teaching objectives have not been achieved optimally. As according to Miftahulhairah and Sakura Ridwan, 2012, representational is conveying facts, explaining or reporting an event. errors made by students in this case need to do an in-depth error analysis, basically the analysis aims to help students understand the material and reduce errors that occur. In this case, the language errors made by students in the learning process can imply that the language teaching objectives have not been achieved optimally. As according to Miftahulhairah and Sakura Ridwan, 2012, representational is conveying facts, explaining or reporting an event. errors made by students in this case need to do an in-depth error analysis, basically the analysis aims to help students understand the material and reduce errors that occur. In this case, the language errors made by students in the learning process can imply that the language teaching objectives have not been achieved optimally. As according to Miftahulhairah and Sakura Ridwan, 2012, representational is conveying facts, explaining or reporting an event. (Anwar, Miftahulhairah, 2020).

In the Japanese class X subject there is material about school activities which includes the vocabulary of the month, date, day and types of activities, including verbs. With so many sub-materials, students have difficulty remembering vocabulary and writing it in one sentence that fits the context. The time allocation for class X for Japanese specialization subjects is 3 hours of lessons for one week while the time allocation based on the applied syllabus contains 16 subject matter that must be taken in one semester, this means that the allocation of lesson time per subject matter is only 3 hours of equalized lessons. of the difference in the weight of each material.

This is a learning material for teachers in determining effective strategies during this pandemic. namely learning strategies that provide opportunities for more interaction time between teachers and students, involve students actively and independently in learning and incorporate IT technology into it. One solution to this teaching and learning habit is to do Blended Learning. Using blended learning offers the opportunity to put students at the center of the learning process (Heinze & Procter, 2004). Therefore, Zoom and Google Classroom were used to teach Japanese in this study.

Online learning can increase insight and knowledge, and offline learning can improve skills, especially on specific material for which skills are not automatically acquired from increased knowledge. The combination of online and offline or face-to-face percentages can be adjusted to the training needs. Blended learning can make it more cost effective, save time, objects can be reused for re-study and flexible for participants. Some things that need to be prepared before running blended learning include: the provision of facilitators who understand information and communication technology, Learning Management Systems (LMS), internet facilities, digital libraries, modification of broadcast material that easier to understand and makes participants enjoy and anticipate inhibiting things such as frustrated participants because time is running out to learn the system (Nurhadi, 2020).

according to (Ramadania & Aswadi, 2020) in his research article that any form of strategy, method or learning model that is applied and utilized properly and

appropriately in education will expand learning opportunities, increase efficiency, improve the quality of learning, facilitate skill formation, and encourage sustainable lifelong learning as stated in the beginning of this article. Blended learning is not the only alternative in overcoming learning problems. However, in the midst of the rapid flow of information and communication in various walks of life, blended learning has made blended learning an essential solution today. (Indrilla, 2018) concluded in his research that the scientific approach and the CTL approach were indeed proven to be effective in teaching writing. Therefore, in this study, the scientific approach and the CTL approach are effective approaches in learning to write in class VIII SMP XX Yogyakarta. Then in the research conducted by (Sarah, 2019) that the results of hypothesis testing obtained the following conclusions: 1) There is a significant influence of the learning model on students' learning outcomes of standard Indonesian, this is evidenced by $\text{sig} = 0.001$; $\text{sig} < 0.05$ and $F_{\text{count}} = 13,782$. 2) There is a significant influence of intellectual intelligence on students' learning outcomes of standard Indonesian, this is evidenced by $\text{sig} = 0.001$; $\text{sig} < 0.05$ and $F_{\text{count}} = 23,602$. 3) There is no interaction effect of learning model and intellectual intelligence on students' learning outcomes of standard Indonesian, this is proven by the results of the interaction test table obtained $\text{sig} = 0.617$; $\text{sig} > 0.05$ and $F_{\text{count}} = 0.254$. The results of this study are useful for improving the quality of learning and improving standard Indonesian language skills at the high school level.

Then the research conducted by (Darmawan, 2019) that there is an interaction effect between the learning approach and the level of student confidence on the integrated science learning outcomes. The use of a blended learning approach provides more optimal results for students who have high self-confidence. The blended learning approach is less than optimal when applied to students with low self-confidence. The results showed that for students with low self-confidence, the learning approach that gave optimal results was a contextual approach, but overall the Integrated Science learning outcomes for the group of students who used the blended learning approach were higher than the group of students who used the contextual approach.

Research conducted by (Philiyanti & Rismorlita, 2020) concluded that the results of the analysis of the expert assessment and the structure of the teaching materials developed showed that the teaching materials were declared eligible as beginner-level reading materials based on 21st century skills. This could answer the needs of students and study programs for systematic, contextual teaching materials, and help efforts to improve skills. needed in the 21st century. By considering the need for teaching materials that can be used in virtual face-to-face.

In several studies, the effectiveness of the blended learning model shows positive results in improving students' ability to learn Japanese. In addition, the application of ICT in the blended learning model learning process with the Flipped Classroom strategy has been proven to be able to overcome the limited time in class, as well as improve students' problem solving skills. As research conducted by But there are studies that say the failure of implementing the Flipped Classroom strategy is due to the ability of students in the learning process that is not monitored by the teacher, the lack of computer science and technology from the teacher. (Li, 2018).

The factors that influence the implementation of the Flipped Classroom strategy are student learning independence; students determine the direction of their learning without the help of others, diagnosing learning needs and goals (Din et al., 2016)

Then from research (Nurhadi, 2020) concluded that blended learning is a very effective, efficient learning to improve the ability of students to be fun, students' interest in learning is greater with a comfortable learning environment. Blended learning offers better learning, either separately or in groups and at the same or different times. (Kintu et al., 2017) in his research states that effective blended learning is needed in carrying out an innovative pedagogical approach through the use of technology in the teaching and learning process. Learner characteristics/background, design features and learning outcomes as effectiveness factors can help inform the design of an effective learning environment involving face-to-face sessions and online aspects. Most of the student characteristics and mixed learning design features discussed in this study are important factors for the effectiveness of mixed learning. None of the independent variables were identified as significant predictors of student performance.

In a study written by (Yuniarsih et al., 2020) entitled "Use of the Flipped Classroom Blended Learning Model Against Kaiwa III Lessons" with the conclusion of the research that each learning approach/method/technique has advantages and disadvantages. Therefore, in its application, it must look at the situation and conditions, especially the targets or learning objectives to be achieved. Similarly, in this study, which applied the blended learning model of the flipped classroom in Kaiwa III learning, both based on statistically calculated data and the results of the questionnaire showed it was effective, however, there are several things that need to be considered in its implementation. Things that must be considered are as follows: 1) Control of students during online learning, for example as a form of control over students, researchers assign students to make personal notes, sending videos while studying, and making practice quizzes using the google form feature on google classroom and kahoot 2) Time management for giving lesson materials and exercises. 3) Notification problems in the Google Classroom application, in this case you must always give a reminder to the class person in charge via WhatsApp regarding the tasks that students have to do. 4) Handouts of subject matter must be varied with examples of the use of sentence patterns reproduced in PDF format that embed QR codes and hyperlinks containing videos as additional references. In this case, you must always give a reminder to the person in charge of the class via WhatsApp regarding the tasks that students must do. 4) Handouts of subject matter must be varied with examples of the use of sentence patterns reproduced in PDF format that embed QR codes and hyperlinks containing videos as additional references. In this case, you must always give a reminder to the person in charge of the class via WhatsApp regarding the tasks that students must do. 4) Handouts of subject matter must be varied with examples of the use of sentence patterns reproduced in PDF format that embed QR codes and hyperlinks containing videos as additional references.

In the Flipped Classroom class, students who have high self-esteem learn, get higher learning outcomes as well. However, in the control class, students who have low self-esteem actually get higher learning outcomes. This can be explained,

students who have low self-learning will be motivated in learning if they are given the freedom to study independently. On the other hand, students who have high learning self will experience demotivation if they are forced to participate in expository learning, which forces students to accept what is given by the teacher. This is why students with high self-directed learning will get low learning outcomes (Syakdiyah et al., 2018).

Based on this research, it is expected that teachers can apply contextual strategies based on blended learning in Japanese subjects, as well as in other subjects. The researcher hopes that Japanese language teachers can vary the learning methods, making it easier to choose and apply the right learning strategies. In the future, the researcher hopes that there will be further research, with other subjects in the field of chemistry so as to enrich teachers' knowledge in implementing learning strategies.

From In several studies, the authors are interested in examining the effectiveness of the blended learning learning model in improving student learning outcomes by considering students' independence in learning. This article uses an experimental research method with a 2x2 treatment design, in this case the researcher is still analyzing the data and the temporary conclusion is that the application of the flipped classroom strategy on the subject of Seikatsuno Gakkou is very effective in improving students' Japanese learning outcomes. In order to help students improve learning outcomes, the learning process needs to be made to be interactive, inspiring, innovative, fun, challenging, motivating students to actively participate. The learning process should also provide sufficient opportunities for initiative, creativity, and independence of students in accordance with the interests, talents, and physical and psychological development of students. So that these activities can be achieved properly, learning strategies and media are needed as tools in the learning process. In addition, there needs to be a willingness from students to improve their learning outcomes.

Teachers as learning designers must be able to design, implement and manage learning systematically in order to improve and improve student competencies. Moreover, students who are accustomed to systematic learning will be accustomed to thinking systematically and able to transform the knowledge, skills, and attitudes acquired into real life. Teachers are required to be educational innovators, who are able to make the elements in the education system interact with each other as a unit.

From several studies, the authors are motivated to conduct research with the title "The Effect of Contextual Learning Based on Blended Learning and Independent Learning on Japanese Language Learning Outcomes" with the aim of knowing how effective blended learning is in improving student learning outcomes, and mastery of hiragana letters in language subjects. Japan.

METHODS

This research was carried out at SMA Negeri 1 Setu Bekasi, this research took 4 months starting from the even semester of the 2020/2021 Academic Year. The research time activities will be carried out starting from February to May 2021, through field observations, making learning strategies, preparing instruments,

testing instruments, validating instruments, data collection, data analysis and writing research reports. The treatment was carried out according to the schedule in the 2nd semester of the 2020/2021 school year for class X Language students with learning activities for 8 meetings and time allocation of 3 x 45 minutes every week.

This study uses an experimental research method with a treatment design on a treatment by level 2x2 design consisting of learning strategies (A) and learning independence (B). The learning strategy (A) consisted of a group that was treated with contextual learning strategy (A₁) as the experimental class and expository learning (A₂) as the control class. While learning independence (B) also consists of two groups, namely the high learning independence group (B₁), and the low learning independence group (B₂). The treatment in this study was divided into three stages, namely (1) the preparation stage, (2) the implementation stage, (3) the final stage of treatment (Anshori & Iswanti, 2017).

Student learning outcomes

Learning outcomes can be interpreted as the maximum results that have been achieved by a student after experiencing the teaching and learning process in studying certain subject matter. Learning outcomes are not absolute in the form of values, but can be in the form of changes, reasoning, discipline, skills and so on that lead to positive changes. Understanding learning outcomes is a process to determine the value of student learning through assessment activities or measurement of learning outcomes. Based on the above understanding, learning outcomes can illuminate the main purpose of which is to determine the level of success achieved by students after participating in a learning activity, where the success rate is then marked with a value scale in the form of letters or words or symbols. (husamah, Y. pantiwati, 2010).

Contextual Learning

Contextual teaching and learning is a learning concept that helps teachers relate the material they teach to students' real world situations and encourages students to make connections between their knowledge and its application in their daily lives, by involving the seven main components of effective learning, namely: constructivism (Constructivism), asking (Questioning), finding (Inquiry), learning community (Learning Community), strategy (Strateging), reflection (Reflection), and actual assessment (Authentic Assessment). In contextual learning, the learning program is more of a class activity plan designed by the teacher, which contains a step-by-step scenario of what the students will do with respect to the topic to be studied. (Selvianiresa & Prabawanto, 2017)

Blended Learning

Etymologically the term Blended Learning consists of two words, namely Blended which means mixture and Learning which means learning. Thus, at first glance, blended learning implies learning patterns that contain elements of mixing or merging one pattern with other patterns in learning. (Kumar & Gottlich,

2013)said that what was mixed in blended learning were two main elements, namely the classroom lesson and online learning. The purpose of blended learning is to provide opportunities for learners so that independent, sustainable, and lifelong learning occurs, so that learning will be more effective, efficient, and interesting.(Munir, 2017).

The study was conducted on Japanese subjects with 12 sessions of Gakkouno seikatsu material by comparing the experimental class with the flipped classroom strategy and the control class with the contextual strategy. Japanese learning outcomes as the dependent variable and independent learning as the independent variable. The research began by distributing questionnaires to students as a needs analysis, followed by making Japanese language assessment instruments and learning independence instruments, lesson plans (RPP), learning media in the form of videos and PPT to be used in the experimental class. The target population in this study were all students of class X SMAN 1 Setu Bekasi who studied Japanese. Study samples were taken randomly from 6 classes learning Japanese, one for the experimental class, one for the control class. The total population in the experimental class was 36 students and 36 students in the control class. All of these instruments were tested for validity and reliability before being used in the study. Based on the problem formulation and data analysis techniques, the statistical hypothesis of the research was formulated as follows:

1. $H_0 : A_1 A_2$
 $H_1 : A_1 A_2$
2. $H_0 : B_1 B_2$
 $H_1 : B_1 B_2$
3. $H_0 : \text{Interaction } A \times B = 0$
 $H_1 : \text{Interaction } A \times B \neq 0$

Information :

- μ = average population
- A = strategy learning
- A_1 = contextual learning strategy based on blended learning
- A_2 = strategy expository learning
- B = learning independence
- B_1 = high learning independence
- B_2 = low learning independence
- μA_1 = the average score of learning outcomes from the group of students who were given contextual learning strategies
- μA_2 = the average score of learning outcomes from the group of students who were given expository learning strategies
- μB_1 = the average score of learning outcomes from groups of students who have high learning independence
- μB_2 = the average score of learning outcomes from groups of students who have low learning independence
- Int.AxB = interaction between learning strategies and independent learning
- $\mu A_1 B_1$ = the average score of learning outcomes from groups of students who use contextual learning and have high learning independence

$\mu_{A_2B_1}$ = the average score of learning outcomes from groups of students who use expository learning and have high learning independence

$\mu_{A_1B_2}$ = the average score of learning outcomes from groups of students who use contextual learning and have low learning independence

$\mu_{A_2B_2}$ = the average score of learning outcomes from groups of students who use expository learning and have low learning independence

RESULTS AND DISCUSSION

Research Result

The sample is part of the population under study. The sample comes from a completely homogeneous population so that the sample is representative or can represent the population. So before selecting the sample, homogeneity test and average similarity test were carried out on the population. Homogeneity test using Bartlett test. Meanwhile, the average similarity test was carried out using one-way analysis of variance. The sampling technique in this research is random sampling. The sample comes from class X students who have studied together, so they have relatively the same and homogeneous abilities.

From the seven X classes, 2 classes were randomly selected for the study. Then from the 2 classes taken, they were randomized again to determine the class that used contextual learning strategies (A1) as the experimental class and expository learning (A2) as the control class.

The next stage is from the two classes, each of which is divided into two groups, namely groups with high learning independence and low learning independence by providing learning independence instruments. From the scores obtained, they are sorted from the highest score to the lowest of the three classes sorted, after which 27% are taken for high learning independence and 27% low learning independence. The size of each sample for each class is 27% high learning independence and 27% low learning independence, from 36 students in each class. By calculating 27% of 36 students, 9 students represented the high independence group, 9 students represented the low independence group. This is done for classes that use contextual learning and expository learning strategies.

The research hypothesis was tested using two-way ANOVA analysis with Dunnett's t test continued. Anova test to examine the main effect (main effect) and interaction (interaction effect) variable learning strategy and learning independence on student learning outcomes as the dependent variable. A summary of the results of the two-way ANOVA calculation for all effects is shown as follows:

Table 1-3 : test the hypothesis of the results of the two-way ANOVA calculation on all effects.

Table 1. Descriptive Statistics

| Learning strategies | Independent Learning | mean | Std. | |
|---------------------|----------------------------|-------|-----------|----|
| | | | Deviation | N |
| Contextual Strategy | High learning independence | 80.29 | 4.753 | 17 |
| | Low learning independence | 80.00 | 4.325 | 18 |
| | Total | 80.14 | 4.473 | 35 |
| Expository | High learning independence | 76.78 | 5.526 | 18 |
| | Low learning independence | 77.12 | 5,290 | 17 |
| | Total | 76.94 | 5.335 | 35 |
| Total | High learning independence | 78.49 | 5,393 | 35 |
| | Low learning independence | 78.60 | 4.966 | 35 |
| | Total | 78.54 | 5.146 | 70 |

Table 1

Table 2. Levene's Test of Equality of Error Variances^{a,b}

| | | Levene Statistics | df1 | df2 | Sig. |
|-------------------|--------------------------------------|-------------------|-----|--------|------|
| Learning outcomes | Based on Mean | .390 | 3 | 66 | .761 |
| | Based on Median | .261 | 3 | 66 | .854 |
| | Based on Median and with adjusted df | .261 | 3 | 63,779 | .854 |
| | Based on trimmed mean | .468 | 3 | 66 | .706 |

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Dependent variable: Learning Outcomes

b. Design: Intercept + Strategy + Independence + Strategy * Independence

Table 3. Tests of Between-Subjects Effects

| Source | Type III Sum of Squares | df | Mean Square | F | Sig. |
|-------------------------|-------------------------|----|-------------|-----------|------|
| Corrected Model | 180,966a | 3 | 60,322 | 2.418 | .074 |
| Intercept | 431525,871 | 1 | 431525,871 | 17298,723 | .000 |
| Strategy | 178,981 | 1 | 178,981 | 7.175 | .009 |
| independence | .009 | 1 | .009 | .000 | .985 |
| Strategy * Independence | 1,757 | 1 | 1,757 | .070 | .792 |
| Error | 1646,405 | 66 | 24,946 | | |
| Total | 433656.000 | 70 | | | |
| Corrected Total | 1827,371 | 69 | | | |

a. R Squared = .099 (Adjusted R Squared = .058)

Based on the results of the research that has been carried out above that contextual learning strategies show higher results than expository learning strategies and students who have high learning independence show higher Japanese learning outcomes than students who have low learning independence in contextual strategies. There is an interaction effect between learning strategies and learning independence of students on Japanese learning outcomes. Discussion of research results will be explained as follows:

First Hypothesis Testing

Table 4. Learning outcomes between students who use contextual learning strategies are higher than students who use expository learning strategies.

Hypothesis test

H₀ : A₁ A₂

H₁ : A₁ A₂

Table 4. Contextual Learning Outcomes

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | 170.819 | 9 | 18,980 | .931 | .516 |
| Within Groups | 509,467 | 25 | 20,379 | | |
| Total | 680,286 | 34 | | | |

The results of testing the first hypothesis show that the Japanese learning outcomes of students who use contextual learning strategies are higher than students who use expository learning strategies. Learning materials given to students will be accepted, understood, and analyzed if students are actively involved in the learning process that is associated with supportive real life. The procedures achieved in learning using contextual learning strategies include the provision of stimulation (stimulation), exploration, explanations and solutions and drawing conclusions.

Second Hypothesis Testing

Table 5. Learning outcomes between students who have high learning independence are higher than students who have low learning independence.

$H_0 : \mu_{B1} \leq \mu_{B2}$

$H_1 : \mu_{B1} > \mu_{B2}$

Table 5. High Learning Independence Learning Outcomes

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|------|------|
| Between Groups | 456.518 | 10 | 45,652 | .820 | .614 |
| Within Groups | 1336,625 | 24 | 55,693 | | |
| Total | 1793,143 | 34 | | | |

Japanese learning outcomes of students who have high learning independence are higher than students who have low learning independence. It is known that students who have high learning independence usually prefer independent activities and have the ability to analyze well by using internal factors and internal motivations that exist within themselves to process information or instructions that enter them without the surrounding environment.

Third Hypothesis Testing

Table 6. There is an interaction between learning strategies and students' learning independence on Japanese language learning outcomes

Table 6. Learning strategies

| | Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----------------|----|-------------|-------|------|
| Between Groups | 784,985 | 16 | 49,062 | 2.495 | .007 |
| Within Groups | 1042,387 | 53 | 19,668 | | |
| Total | 1827,371 | 69 | | | |

The results of testing the third hypothesis indicate that there is an interaction effect between learning strategies and students' learning independence which has a different effect on Japanese learning outcomes. The application of learning strategies and independent learning has an influence on students' Japanese learning outcomes. In planning learning an educator can determine learning strategies that can create active learning conditions. Learning strategy is a learning strategy that applies active learning, which encourages students who are involved in receiving, compiling, processing and finding problem solving. Learning independence is the tendency of someone who is relatively permanent in students because of internal and external influences. Learning strategies and students' learning independence on Japanese language learning outcomes have a very significant interaction.

Contextual learning strategies have a very close correlation with high learning independence which has the characteristics of independent learning and strong internal motivation to be able to solve the problems encountered. While the expository learning strategy is a learning strategy that is centered on educators, learning activities are regulated and by educators. Students who have low learning independence will feel suitable to follow expository learning strategies because they are accustomed to a structured environment, follow existing goals and have external motivation and support and guidance or instructions from educators.

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Students who have low learning independence will feel suitable to follow expository learning strategies because they are accustomed to a structured environment, follow existing goals and have external motivation and support and guidance or instructions from educators. learning activities that are regulated and by educators. Students who have low learning independence will feel suitable to follow expository learning strategies because they are accustomed to a structured environment, follow existing goals and have external motivation and support and guidance or instructions from educators. learning activities that are regulated and by educators. Students who have low learning independence will feel suitable to follow expository learning strategies because they are accustomed to a structured environment, follow existing goals and have external motivation and support and guidance or instructions from educators.

CONCLUSION

First, learning strategies can affect students' Japanese learning outcomes. The use of different learning strategies will get different learning outcomes. It can also explain that learning strategies are specific, learning strategies must be adapted to learning objectives, learning materials (materials), and student characteristics. Learning strategies can improve the quality of learning and learning outcomes if they are in accordance with the learning objectives to be achieved. Different learning objectives require different learning strategies. If the learning goal to be achieved is to increase students' cognitive values, the strategies used will be different, if the goal to be achieved is to increase psychomotor skills or attitudes. Contextual learning strategies, and expository learning strategies have an impact on different students' Japanese learning outcomes.

Second, the results showed that the learning outcomes of students who studied with contextual learning strategies were higher than those of students who studied with expository learning strategies. This means that contextual learning strategies are more appropriate to use in the learning process of Japanese subjects, especially on the subject of Seikatsuno Gakkou compared to using expository learning strategies.

Third, the results of the study indicate that there is an interaction between learning strategies and learning independence on learning outcomes. This means that student learning outcomes are caused by the selection of learning strategies and have something to do with student learning independence. In carrying out learning the teacher must be able to choose the learning strategy that is most appropriate to the learning objectives, taking into account the independence of student learning. The results showed that the learning outcomes of students who studied with contextual learning strategies were higher than those of students who studied with expository learning strategies of students who had high learning independence. This means that for students who have high independence, the selection of contextual learning strategies is more appropriate to use in the Japanese language learning process on the subject of Seikatsuno Gakkou, when compared to expository learning strategies.

Blended learning is an appropriate learning model to be integrated in distance learning. This learning model allows for a combination of face-to-face meetings in class with online learning components. Online learning can be supported by various online technologies that are identified according to the needs of students to develop skills according to expertise in their fields, such as teleconferencing, video, and learning system management. The implementation of blended learning can support students to obtain better quality learning outcomes and increase the effectiveness of instructional delivery. This conceptual study of blended learning has explained the principles of blended learning that can be applied in schools during this pandemic.

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