The Impact of the Blended Learning Model on Student Learning Independence during the Learning Process

Achmad Syarifudin[1*], Henny Sanulita[2], Erna Noer Hajati[3], Jitu Halomoan Lumbantoruan[4] (iD)

[1] Universitas Islam Negeri Raden Fatah Palembang, Palembang, Indonesia
[2] Universitas Tanjungpura Pontianak, Pontianak, Indonesia
[3] Sekolah Menengah Atas Muhammadiyah Jayapura, Jayapura, Indonesia.
[4] Universitas Kristen indonesia, Jakarta, Indonesia

A B S T R A K

Rendahnya interaksi langsung antara guru dengan peserta didik yang diakibatkan karena adanya pembatasan dan jarak yang harus dilakukan, memaksa siswa untuk belajar secara mandiri. Namun tidak semua siswa memiliki ketrampilan saat online. Oleh karena itu, para guru harus mengembangkan kompetensi dengan menghadirkan model yang tepat dan sesuai dengan kebijakan pemerintah, bisa online dan offline. Model pembelajaran ini adalah blended learning. Guru Tidak memiliki pilihan lain selain melakukan manajemen blended learning yang baik sehingga kegiatan pembelajaran dapat terus berlangsung. Tujuan dari penelitian ini adalah untuk menganalisis efektifitas manajemen blended learning dan keterampilan online terhadap kemandirian belajar para siswa. Metode dalam penelitian ini adalah kuantitatif dengan jenis penelitian export facto yaitu penelitian kausal komparatif. Teknik pengumpulan datanya dengan membagikan instrumen berupa angket kepada masing-masing responden guru dengan terlebih dahulu membuatkan link google from. Populasi dalam penelitian adalah seluruh guru dalam satu kabupaten dengan sampel penelitian berjumlah 90 orang dari 4 sekolah yang tersebar di satu kabupaten. Teknik analisis data yaitu korelasi dan regresi. Hasil penelitian menunjukkan manajemen blended learning dan ketrampilan online berdampak terhadap kemandirian belajar siswa. Dampak model blended learning dan ketrampilan online siswa adalah 52, 10%. Kesimpulan adalah untuk meningkatkan kemandirian belajar siswa, guru harus melakukan proses pembelajaran dengan model blended learning secara maksimal. Implikasi penelitian para guru sudah menerapkan model blended learning dengan melatih siswa yang kesulitan online.

A B S T R A C T

The low level of direct interaction between teachers and students due to the restrictions and distance that must be observed forces students to learn independently. However, not all students have online skills. Therefore, teachers must develop competence by presenting the right model and by government policy, both online and offline. This learning model is blended learning. Teachers have no other choice but to carry out good blended learning management so that learning activities can continue. This research aims to analyze the effectiveness of blended learning management and online skills on students' learning independence. The method in this research is quantitative with an export facto type of research, namely comparative causal research. The data collection technique is by distributing instruments in the form of questionnaires to each teacher respondent by first creating a Google from link. The population in the study were all teachers in one district with a research sample of 90 people from 4 schools spread across one district. Data analysis techniques are correlation and regression. The research results show that blended learning management and online skills have an impact on student learning independence. The impact of the blended learning model and students' online skills is 52.10%. The conclusion is that to increase student learning independence, teachers must carry out the learning process using the blended learning model optimally. The research implies that teachers have implemented the blended learning model by training students who have difficulty online.

1. INTRODUCTION

The emergence of distance learning activities in Indonesia is a policy implemented by the government to ensure that the teaching and learning process continues to run according to the expectations of the planned curriculum, even though it is still in the midst of the ongoing Coved pandemic (Puspitasari, 2018; Cui et al., 2023). The government has socialized and given authority to schools and universities to use the APA learning model that is appropriate for the learning process in their schools and universities. Taking this policy into account, schools must still pay attention to and understand that which is the most dangerous place that has the potential to cause

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crowds so large that it has a fairly high risk of spreading Covid-19 (Julaeha, 2019; Drury et al., 2021). The implementation of the online distance learning policy requires students to study independently at home (VJ Caiozzo, F. Haddad, S. Lee, M. Baker et al., 2019). This is because direct interactions must be avoided and communication can only be done via digital media. However, with the very rapid development of technology and lack of time to adapt the ability to master technology. To overcome this, the learning process can be done partly online and partly face-to-face, but this is limited (Brooks et al., 2020; Rasheed et al., 2020). With a learning model like this, students are expected to have their own initiative to explore different learning sources to gain knowledge according to what the students themselves want and need. This learning process method requires a lot of great responsibility, high self-discipline, and skills in utilizing learning resources. By implementing this hope, the learning process will be ensured to be effective and run as previously planned.

In measuring students' learning independence, it can be measured from their learning process until they get the specified results (Handayani & Ariyanti, 2021; Niemi, 2002). This independence can be seen from the characteristics: a) having the ability to plan and choose learning materials independently; b) Have initiative and self-motivation without having to be directed; c) be responsible for carrying out your own work; d) critical, logical and open to all; e) have a high sense of self-confidence. With the emergence of a high sense of confidence, it will also give rise to high enthusiasm in completing the work. Students' learning independence is influenced by several factors, including motivation, place of study, learning aids, availability of time, economic conditions, and skills in using online media (Fadhli, 2020; Jayawardena et al., 2020). Skills in using online media include operating and writing skills in Zoom and Google Meet media during the learning process. This skill can be obtained by students by studying independently, by studying independently it will have an impact on greater curiosity, more critical thinking in decision making, innovation and high self-confidence (Fey et al., 2020; Selvaraj et al., 2021). These indicators are important things that students must have in learning. The existence of social restrictions has a negative impact on students in carrying out independent learning at home. Adult interference in students' learning can have a negative impact on the development of their learning independence. Meanwhile, very limited interaction between teachers and students will reduce enthusiasm for independent learning (Grewenig et al., 2021; Rovai, 2000). The motivation that is usually obtained from face-to-face learning is very useful. This is what requires teachers to have an obligation to balance direct interaction and monitoring the development of online media mastery.

Realizing the importance of student learning independence, teachers should look for appropriate learning methods to meet current government policies in online and offline learning. Learning with a new life order requires teachers to make changes by developing basic abilities. This is based on the fact that there is an ongoing transition process from face-to-face learning process methods to online learning process methods (Hasibuan et al., 2018; Mali & Lim, 2021). One suitable method choice is to combine online and face-to-face learning, which is known as a learning style. Combining the two methods is called a blended learning model. The blended learning model has many advantages, including flexibility, cost-effectiveness, and interactivity. The blended learning implementation model can be adapted to the current situation of students. Online learning or online learning allows students to access various learning resources online from wherever they want, anytime and anywhere (Bdair, 2021; Yangari & Inga, 2021).. This can also be done during direct discussion activities in the classroom face-to-face or online from home. The concept of blended learning management is one of the steps that must be implemented to ensure quality learning activities are implemented. The steps that must be taken by the teacher are: 1) Implementing learning plans, 2) blended learning-based learning activity materials must be able to be discussed in face-to-face and online meetings; 3) It must be a form of assessment by the teacher, namely the teacher provides an assessment, both attitude assessment, knowledge and skills assessment that are in accordance with the characteristics of blended learning; 4) teachers can implement blended learning method management, for example carrying out learning activities using the hybrid learning method (Dwivedi et al., 2019; Lapitan et al., 2021). However, to carry out this learning model, teachers face different obstacles in implementing blended learning management. The learning method was applied suddenly, resulting in them not understanding in depth how the blended learning form of learning management could work well (Feitosa de Moura et al., 2021; Gjestvang et al., 2021). The teachers did not have extensive experience of implementing this model and little information about the blended learning methods they received (Chiu, 2021; Garrison & Kanuka, 2004). Teachers in carrying out online learning predominantly only give assignments to students without a clear division between material that will be done independently and that done during face-to-face learning. Independent learning according to developments in the current technological era requires special skills in obtaining information or sources that can be used in developing the material they will teach. Special online skills give students the opportunity to be able to define a problem with their own thinking concept, collect information, analyze it, and freely find a solution to the problem. This skill is very useful, especially in the current situation because it can save time and costs and can obtain information quickly (Alshawabkeh et al., 2021; Sjølie et al., 2021).. However, in fact, there is still a gap in student skills.

In general, if seen from geographical location, students who live in dominant urban areas have the ability to use technology and operate online media well (Syahruddin et al., 2021).This is supported by the facilities and

infrastructure available in the student environment. However, on the other hand, skills in using this technology will be seen in rural areas, where students still experience limited facilities and infrastructure, for example the availability of limited internet access in their environment. Apart from that, students also need assistance from adults, especially regarding ethical and safety factors in using technology (Laksana, 2020; Lavi et al., 2021). Previous research states that 21st century skills require online skills in technical aspects, information and communication, collaboration, critical thinking, creativity, and special skills in solving problems through the use of the latest technology (Yustina et al., 2020). Other research shows that digital skills have a positive effect on the work readiness of the millennial generation in urban areas such as Jakarta (Hendayani, 2019). Interest in learning is also greatly influenced by the ability to operate technology, students who are equipped with good technological knowledge can access various learning resources well (Lee et al., 2021; Sailer et al., 2021). With a good interest in learning, students will naturally be independent in carrying out learning activities.

This research is urgent to research because there are differences between theory, expectations, and reality in the field. The theory says that the blended learning model increases knowledge and learning outcomes with the hope that teachers and students have mastered it but in reality, not all teachers and students have mastered the blended learning model. So, this research has the general aim to analyze effectively students use online skills with the blended learning model used by teachers to support the independent learning process. The novelty of this study focusses of the effect of blended learning model management with online skills on student learning independence and to determine the effectiveness of blended learning management and online skills on student learning independence.

2. METHOD

This research uses a quantitative method with an export facto type where the research is comparative causal (Hope et al., 2020). Researchers try to find cause-and-effect relationships in certain problems. The problem in this research is the relationship between blended learning management and online skills on student learning independence. The location of this research was carried out at public and private high schools, in South Sumatra. When testing the instrument, was carried out on 20 teacher respondents who were not part of the research sample. The population in this study were all public and private high school teachers in South Sumatra, with the research sample being teachers who taught in high schools with a total of 90 teachers directly involved. The data collection technique is by distributing an instrument in the form of a questionnaire directly to the respondent's WhatsApp number by creating Google from a link that has been prepared by the researcher and can be accessed by respondents via cellphone or laptop. The instrument is in the form of a statement that has alternative answers as follows: Always (5), Often (4), Sometimes (3), Rarely (2), and Never (1). Data analysis techniques use correlation and regression analysis methods. The variables in this research are management of blended learning (X_1), Online Skills (X_2), and learning independence (Y). In this research, the researcher carried out a t-test (partial test) which aims to find out how significant the independent variable is to the dependent variable with the assumption that other independent variables are considered constant. Meanwhile, the F test in this research is to determine the effect of all independent variables contained in the model simultaneously on the dependent variable. The indicators and research grid are show in Table 1, Table 2, and Table 3.

Table 1. Learning Independence Instrument Grid

Number	Indicator
1	Have Initiative
2	Have high responsibility
3	Self-Discipline
4	Self-control

Table 2. Blended Learning Management Instrument Grid

Number	Indicator
1	Blended Learning planning management
2	Management of Blended Learning implementation
3	Blended Learning evaluation management
4	Blended Learning development management

Table 3. Online Skills Instrument Grid

| Number	Indicator
1	Information Skills online
2	Online Communication Intelligence (Communication Digital Skills)
3	Media collaboration (Collaboration Digital Skills)
4	Creative (Creative Digital Skills)
5	Problem solving (Problem solving skills)

3. RESULT AND DISCUSSION

Result

Based on the results of research conducted in one of the districts of South Sumatra, namely 4 school samples were selected randomly in two different sub-districts, two state high schools and two private high schools. The data obtained from the research results and the aspects of independent learning, management of blended learning, and online skills can be seen descriptively in Table 4.

Table 4. Descriptive Results of Learning Independence, Blended Learning Management and Digital Skills

Information	Learning Independence	Blended Learning	Online Skills
N	90	90	90
Mean	4.00	3.92	3.81
Range	2.50	2.81	2.76
Std. Deviation	0.47	0.45	0.48
Maximum	4.73	5.03	4.96
Minimum	2.42	2.09	2.05

Based on the descriptive Table 4, it can be seen that the average score data obtained by the indicator of learning independence shows that the level of student learning independence is quite high. This data shows that the data distribution is quite good, looking at the standard deviation of 0.47, where the data can be a responsible source of information. Looking at Table 4, the blended learning indicator shows that the average score obtained is 3.92, meaning that the learning model used in high school is running well and is effectively used to help the learning process. The same thing can also be seen in the online skills indicator with an average of 3.81, meaning that the teacher's skills are considered very good. By comparing the maximum score given by the teacher for online skills of 4.96, the student's ability in online skills is 4.96. In rural areas, their abilities are no less than students in urban areas. Histogram of learning independence, blended learning and online skills is show in Figure 1.
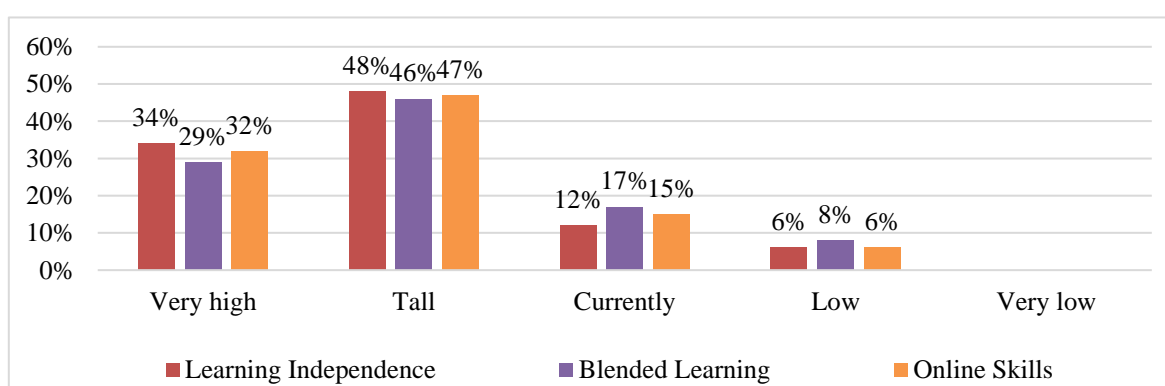
Figure 1. Histogram of Learning Independence, Blended Learning and Online Skills

Based on Figure 1, it is known that students in high school have a fairly high level of learning independence. This can be seen from diagram 1, of the 90 teachers who were respondents, 34% and 48% stated that the students they taught had a very high level of learning independence. This is in line with the average found in Table 4, namely 4.00 from a maximum scale of 4.73. The blended learning management indicator presents data on the frequency of teachers who have blended learning management skills in the "very high" category at 29% and high at 46%. Or 66%. However, some teachers believe that not all students can fulfill the learning process using the blended learning model, there are 17% in the medium category and 8% in the low category. This can be used

as input for educational circles to improve and find out the obstacles for low-level students in participating in the learning process with the help of the blended learning model. In terms of online skills, students in high school were rated by teachers as very high and high and in the assessment categories by 32% and 42%. This has a positive impact on the progress of education in the South Sumatra region in overcoming emergencies such as the COVID-19 pandemic in the future. To determine the effect of blended learning management (X_1) and online skills (X_2) on students' learning independence (Y), researchers conducted a multiple regression analysis test. The results of this multiple regression analysis appear as in Table 5.

Table 5. Results of Multiple Linear Regression Analysis X_1 and X_2 on Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	0.476	0.243		1.276	0.051
Blended Learning Management	0.510	0.058	0.476	7.085	0.000
Online Skills	0.488	0.053	0.478	5.067	0.000
Student Learning Independence	0.521	0.051	0.467	6.890	0.000

Based on the results of the multiple linear regression test as shown in Table 5, the significance of the Blended Learning Management (X_1) variable is $0.000 < 0.05$, and the t_{count} is $7.0853 > t_{table}$ 1.984, this can mean that H_0 is being rejected and H_1 is being accepted. which means that there is a significant influence of blended learning management variables on the implementation of learning carried out by teachers in the South Sumatra region on high school students with an influence of 51.0%. In the online skills indicator, the significance obtained was $0.000 < 0.05$, and the t_{count} was $5.0657 > t_{table}$ 1.984, this can be interpreted as H_0 being rejected and H_1 being accepted. This means that there is a significant influence of students' online skills on learning independence. The influence is 48.8%. The results of the F test analysis of blended learning management variables (X_1) and online skills (X_2) on student learning independence (Y) obtained a significance of $0.000 < 0.05$ and the calculated F value was $68.90 > F_{table}$ 2.32, this means It can be interpreted that H_0 is rejected and H_1 is accepted, which means that the blended learning management model (X_1) and online skills (X_2) used by teachers have a relationship with student learning independence (Y) with a variation of Y of 52.10%.

Discussion

From the results of the descriptive analysis, it was found that the learning independence of high school students in the South Sumatra region showed 34% very high and 48% high. After deeper analysis, of the 90 respondents, only 6% assessed the learning independence of high school students as low and 12% of respondents assessed it as medium. This certainly has a positive impact on the development of education in the region, especially in the South Sumatra region which is relatively far from urban areas. The findings of this research refute previous research, previous research which stated that independent learning is predominantly carried out by students who live in urban areas (Soesilo et al., 2022). These findings show that students are independent through initiative, responsibility, discipline and self-control as well l as skills that continue to be honed through the digital media they own. This independence can be achieved due to the direct impact of the government policy which implemented learning from home during the Coved pandemic, at which time they were not allowed to leave the house to carry out the learning process at school or were prohibited from working in groups with friends. Online learning methods cause teacher interaction with students to be very low so that teachers' opportunities to participate in directing students are very limited. In the online learning process, the tasks carried out by the teacher are more dominant so that students have their own initiative to deepen the subject matter being studied. Students consciously carry out the tasks given by the teacher. Through existing facilities such as textbooks or smartphones, they are used to access various learning resources in a disciplined manner. Student discipline through their learning activities can be seen from the completion of assigned tasks on time (Berezovska et al., 2020; Chulsum, 2017).

When teachers provide material and assignments to students, they limit the time, this is considered necessary to know the seriousness of students and keep students disciplined. The students enthusiastically completed the assigned tasks according to the time limit agreed by both parties. These assignments are collected directly and via social media which the teacher has created a link to collect student work. The students realize that learning process activities like this are carried out for their good, their future and to overcome the spread of the disease that is currently endemic. With this self-awareness, students pay close attention and try to achieve maximum learning outcomes (Cohen et al., 2020; Dewi, 2021). However, this research notes that the learning outcomes obtained by students are still low in several materials, such as mathematics, physics and chemistry. Students in exact science lessons are still unable to learn independently and are simply let go by the teacher. They are still very dependent on the topic and the way the teacher designs the learning given to them by the teacher.

Apart from that, the level of self-confidence to overcome problems in learning activities is in the quite good category. If students do not attend lessons at scheduled meetings, they usually try to look for other sources, but ensuring their understanding of the material is still in doubt. It was also found in this research that some students did not complete the assignments given by the teacher. To overcome this, teachers create special strategies to adapt to the problems students face. They can apply problem-based learning methods so that students can be more independent in planning and implementing their learning activities. Their self-confidence can be increased by giving students more opportunities to communicate WHAT they have learned. This is in line with previous research, that communication can facilitate the learning process (Azizah & Widjajanti, 2019).

It was found from the results of descriptive analysis of blended learning management variable data that shows that teachers in high schools have implemented this model well so that the expected learning objectives can be achieved. Management of blended learning is integrated learning between face-to-face and online learning carried out by teachers which includes planning, implementation, assessment, and learning development activities. At the learning planning stage, teachers, through routine activities carried out at school, prepare annual programs and semester programs that will be implemented at the beginning of the school year. Create a semester program as a plan for the next semester's activities that will be implemented by the teacher for time management and implementation management. Teachers determine days and weeks effectively, based on calculations in the educational calendar by compiling a blended learning curriculum and learning implementation plans so that learning material can be implemented according to the time agreed by the teacher and school principal. The teacher prepares a blended learning-based learning implementation plan as a reference in carrying out learning activities, prepares online and offline learning materials so that they can be accessed easily by each student via the links that have been prepared, creates a list of sites for the material to be studied, and divides the topics better. . in a structured and continuous manner. As well as planning supporting facilities by preparing learning media that students are interested in, such as Google Meet and Zoom media. The implementation of the learning process includes opening, core, and closing activities. Teachers interact with students and integrate online learning and face-to-face learning. Planned learning is carried out by teachers in learning activities. Opening activities include saying hello, praying, and checking student attendance. Furthermore, in the main learning activities, the teacher conveys the topic using methods, learning aids, and learning media that have been prepared previously. In this activity, teachers build communication through interaction, give problem-based assignments to students to work on independently via WhatsApp groups, direct students to conduct studies on certain topics and hold virtual or face-to-face meetings in class to discuss. Then in the closing activity, the teacher and students conclude the topic. Teachers provide continuous reinforcement and assistance to students by providing guidance and solutions to those who find it difficult to understand the lesson material. Teachers always facilitate interaction between students, such as greeting them in a friendly manner at every meeting inviting them to actively discuss and always providing feedback at every discussion session and this finding is in line with previous findings (Hobert et al., 2023; Nijland et al., 2023).

At the learning assessment stage, high school teachers throughout South Sumatra provide an assessment of the results of student learning activities at the end of each subject both online and offline. Evaluation is carried out by providing an assessment of attitudes, knowledge, and skills during face-to-face learning in the curriculum. Evaluation is carried out continuously and in a planned manner to determine the progress and shortcomings of the learning process by providing continuous corrective treatment to students who have not reached the minimum completeness criteria score on each lesson topic. This has been proven, and teachers have received a lot of appreciation, one proof of this is that students are active in carrying out online and offline learning activities. At the learning development stage, teachers use Google Classroom, Zoom, Google Meet, and WhatsApp to develop learning process management. The teacher Organizes blended learning-based learning activities where students can participate face-to-face or virtually via proximity, Google Meet at the same time. In the skill variable using descriptive analysis, it is known that teachers give instrument assessments of 32% and 47% in the very high and high categories for students' ability to operate online media. This data provides information that students in high school are very proficient in using online media. These digital skills can be seen in students' skills in using digital devices to learn, communicating digitally, collaborating digitally, and developing creativity by creating digital content and solving problems related to digital technology that they use to find answers to questions that arise in their lives. . thought. Students' skills in utilizing digital information are very good. They can search for the topics they need from online sites. The data they obtain can be stored in the computer folder that they can access when they need it again. In online learning activities, they use these skills to share information in solving problems they face through assignments given by Google Meet teachers and through developing learning process management via WhatsApp. Teacher Organizes blended learning-based learning activities where students can participate face to face or virtually via proximity, Google Meet at the same time (Galvin & Greenhow, 2020; Hempel et al., 2020).

Technology that connects teachers with students is hampered by regulations made by the government because the Coved factor is no longer an obstacle for them to learn more. They prove this by still being able to communicate either via voice calls, video calls, or messages sent via Google Meet and Zoom. Group assignments given by the teacher can be carried out collaboratively through an active virtual world. With the skills they have,

they create digital content such as making learning videos and things that become projects or assignments given by teachers to students (Hawari & Noor, 2020; Setiawardhani, 2013). This can hone students' creativity with one piece of evidence, students are more confident and have lots of time and sources of information obtained online. However, the results of this study also show that at the point in problem solving. Some of the students got scores below average. Some students experience obstacles in operating the media used during the learning process. Around 8% of teachers think that the students they teach experience difficulties. This happens because students have unequal conditions in owning electronic devices such as smartphones and laptops. In this case, teachers must be able to provide solutions to the difficulties faced by students when online learning is carried out. Teachers must be able to direct students who have difficulty using technology at home or around the house, or invite other students to help each other by lending their communication tools. Based on the results of the t-test analysis, it is known that the blended learning model has a significant effect on students' learning independence. Generating independent learning requires each learner to have a strategy that is very well planned and can be modified well. Teachers can organize blended learning very well. Even though this online learning method is implemented, teachers are inadequate in implementing it. Teachers can design quality learning, organize learning, and make assessments that are appropriate to the circumstances and conditions of students (Anggraeni & Sole, 2018; Kumar & Nanda, 2019). Good learning planning begins with preparing a learning implementation plan using a blended learning model, and choosing learning media that is appropriate to the subject to be taught and adapts to the students' circumstances. With this planning, teachers are more focused in carrying out each stage of learning, have better mastery of the subject matter, and are more responsive to every problem that arises in learning activities. Teachers can carry out the learning process using the online blended learning model. Teachers share learning materials via the WhatsApp group or Google Classroom application before the learning process begins.

In the initial stage, the teacher provides a learning implementation plan and is followed by providing topics and material briefly by giving students the opportunity to discuss problems and difficulties. The teacher also prepares a rubric provided by the teacher which includes an assessment covering cognitive competencies in the form of student worksheets which are collected via the link that has been prepared. Skills assessment is carried out through products produced by students, such as creating digital content or other products that students make at home. Situation assessment is carried out by involving students in learning activities or completing assignments appropriately within the allotted time. The results of data analysis show that students' digital skills have a significant effect on learning independence. With this method, they can learn according to their circumstances. They can access various learning resources from their devices independently with a little guidance from the teacher (Amadea & Ayuningtyas, 2020; Gideon & Rahmansyah, 2021). Various applications that are available for free support their creativity in creating digital content related to their studies, for example creating tutorials for making a product. The ease of sharing content allows them to collaborate on an issue or create content either as an assignment given by the teacher or on their own initiative. They can also find colleagues with the same talents without being limited to one school but on a larger scale so they can share ideas and creativity. Management of blended learning and digital skills has a significant impact on student independence. Teachers who are able to implement blended learning planning well will be able to provide fun and challenging learning for students. Sharing material studied offline and material studied online will be more sustainable. Online learning provides students with the opportunity to explore material without limits, while in offline learning, teachers can directly check the achievements and progress of each student. Teachers can also provide reinforcement for the material that has been presented. The Blended Learning Department, if supported by good numerical abilities of students, will support each other to increase students' learning independence (Ferdianto & Dwiniasih, 2019; Lampropoulos et al., 2019; Supeni et al., 2019). Students are more focused on studying lesson topics, and it is easy to get good lesson references. Solutions to the obstacles and difficulties faced by students can be found right away by discussing together.

The implications of this research can be used as input, reference and discourse regarding student learning independence in managing blended learning and students' digital skills. By having good digital skills and supported by good educational management, students' learning independence will also increase, thus having an impact on improving the quality of education. The weakness of this research is that it did not develop learning materials using the Blended Learning model, so this research did not find the location of difficulties in each material taught by the teacher during the learning process in class. This research also has limitations in that it has a limited sample and does not conduct in-depth interviews, so the primary data collection cannot be shown in this research. The suggestion for this research is to carry out development research by developing teaching materials and using the Blended Learning model as well as testing the product on students on a larger scale. So that the data obtained can become primary evidence and have a significant impact on education through development research

4. CONCLUSION

Management of learning using the blended learning model carried out by teachers in high school has had a positive impact on learning independence for all students at the high school level. A blended learning model that is well designed and implemented will arouse students' interest in learning and motivate students in the independent learning process, both at school and at home. The independent learning process provides a positive impact and value for improving the quality of education expected by the government and society. Students' online skills have an impact on increasing students' interest in continuing to learn independently. With online skills, students spend more time looking for sources of information to answer questions given by teachers at school, this makes students more developed, challenged, independent, and more creative in solving the problems they face.

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