
**NEEDS ASSESSMENT OF BLENDED LEARNING MANAGEMENT IN HIGHER EDUCATION
IN SURAKARTA, INDONESIA**Wahyuningsih, D.¹, Suyanto², Ghufon, A.³¹Faculty of Teacher Training and Education, Sebelas Maret University, Surakarta, Indonesia.Email: daruwahyuningsih@staff.uns.ac.id²Faculty of Economics, Yogyakarta State University, Yogyakarta, Indonesia³Faculty of Education Science, Yogyakarta State University, Yogyakarta, Indonesia.**ABSTRAC**

The management of blended learning in higher education is a learning management in higher education that blends the learning in face to face meetings with learning in e-learning class. Learning management is the management of learning according to the management functions of planning, organizing, actuating, and controlling of human resources, materials, methods and machines in order to achieve the learning objectives effectively and efficiently. Needs analysis of management of blended learning in higher education aims to identify the needs of management of blended learning at the higher education who has an e-learning. The used data collection methods were closed interview. Respondents are 35 lecturers of higher education that have e-learning. Based on research result, it can be concluded that in the planning function, syllabus subjects have included the use of e-learning as a means for distributing learning material, as the place to discuss the course material, and as a place to discuss the learning process, and e-learning can be complements or substitutes. Organizing function of blended learning management in higher education following the SOP which includes the provision that the e-learning activities contained in the course report, the presence of students in e-learning class was recorded in the presence attendance, and e-learning class made by the lecturer in the pages of e-learning that was provided by the higher education. Just like in the organizing function, actuating of management of blended learning is performed in accordance with the SOP with the proviso that the use of e-learning facilities as a means of active learning (student center learning) and document of actuating in e-learning is a file download the presence, activity, and / or by students project. The controlling function includes a midterm can be implemented using e-learning facilities, but the semester exams only conducted in face to face meetings, dissemination of material and collecting tasks subjects of lecturers to students can be varied by e-learning facility, and evaluation of teaching and learning process made a lecturer in e-learning.

Keywords : need assesment, blended learning management, higher education**1.INTRODUCTON**

Higher education in the Surakarta, Indonesia amounted to 74 higher educations. Forms of the higher educations are universities, colleges, high schools, institutes, and polytechnics. From the 74 higher educations, there are 16 colleges or 21.62% of higher educations that already has an e-learning website. The existence of the e-learning in a higher education can be an indicator that the higher education has hosted a blended learning, which blends between face-to-face learning with e-learning. Just as in face to face teaching, blended learning also requires the learning management so that learning objectives can be achieved effectively and efficiently. The management for blended

learning will then be developed after the need analysis of blended learning management is obtained.

1.1 Blended Learning

According to Carman (2005), the learning process involves a blend of the five elements of learning, namely live events, self-paced learning, collaboration, assessment, and reference materials. Learning by educators is synchronously when all learners participating at the same time. Examples are face-to-face learning in a virtual classroom or meeting directly. Asynchronous learning and self-learning add significance in the blend. Asynchronous learning and independent learning is undertaken by learners themselves at the time that does not coincide with learning face to face. Collaborative learning can help learner complete learning and problem solving. This collaboration happens between educators and learners (peer to mentor) and between learners and learners (peer to peer). Collaboration can occur at the same time (synchronous) and not simultaneously (out of sync). Examples of collaboration are electronic mail, thematic discussions, and online chat. Rate is the measurement of the knowledge of learners. The pre-assessments are conducted prior learning assessment to-face or self study, to determine the initial knowledge of learners. The post-assessments conducted by educators is the assessment of the aftermath to-face learning and self-learning learners, for measuring knowledge mastered by learners as a result of the learning process.

Learning materials in learning is an important element in the blended learning. Forms of the most effective learning materials are materials that can be printed, or a work tool. Blended learning elements according to Singh & Reed (2001) is divided into three categories, namely Synchronous physical formats, Synchronous Live eLearning formats, and self-paced, asynchronous formats. In the form of physical synchronous is an instructor face-to-face and teacher (instructor-led classrooms and lectures), hands-on labs and workshops, and field trips, an online form that synchronous is meeting electronically (e-meetings), virtual classroom, seminars and web seminars and broadcasts, coaching, and instant messaging). Forms of self-learning is asynchronous is documents and web pages, module-based training site / computer (web / computer-based training modules), assessments / tests & surveys, simulations, job aids and electronic performance support systems (EPSS), recorded live events, and online learning communities and discussion forums.

According to Bath & Bourke (2010) that the learners of blended learning can study individually and learn together or discuss with fellow learners. Learners who need direct assistance by educators can use during the learning opportunities face to face, whereas independent learners who have to fulfill his desire to learn more by accessing learning resources provided by educators. Blended learning provides an opportunity to create a learning experience at the time of need and available to students individually. According to the Thorne (2003), that the flexibility of time and place of learning is what makes learning the mixture is said to provide greater opportunities for learners to learn.

Pursuant to the results of a survey in the Center of Digital Education (2012) and the marketing team DreamBox Learning (2013), that students in higher education or

student prefers a mixture of learning rather than face to face or virtual only. Blended learning provides greater opportunities for students to obtain information to remain within the scope of the established educator or lecturer. The scope of learning established by faculty is to help students focus on learning materials according to the course syllabus.

Motivated college in using a blended learning is various reasons. Quoting from Educase (2009), the following reasons for colleges to use a blended learning:

1. It is a secure way for educator or work units to explore learning without issuing a full online program.
2. Offer solutions for the latest generation of hope towards high technology and learning vary according to the needs of students in pedagogy which also provides an alternative learning time.
3. It has potential for cost and time savings (although developing and teaching blended courses requires intensive work at first), but resulted in increased engagement, achievement, and access.
4. It offers the possibility of variation and flexibility of time that students are expected to use the time to go online and take advantage of the technology to their own needs such as enrichment and programmatic needs.
5. Have the potential to reduce the burden of the use of space, but this depends on the policies of each college. For example, in a course held 50% online and 50% face to face.

Successful learning in college mixture, according to Educase (2009), depends on the ability of institutions to support the blended learning model and the existence of institutional development programs are of good quality and well designed.

1.2 Blended learning management

Learning is a process of making a person learns. According to Chickering and Gamson (1987), the seven principles of good practice in teaching in higher education is a good habit to encourage contact students and community of academics, encourage cooperation among students, encourage active learning, providing rapid feedback, emphasizing time on task, communicating high expectations, and respects diverse talents and ways of learning. According to Lynch & Smith (2005) and Heryati & Muhsin (2014) and obtained the definition of learning management are efforts being made to achieve the learning objectives or the use of learning resources materials, methods, and machine according to the management functions of planning, organizing, actuating, and controlling to achieve the learning objectives effectively and efficiently.

Blended learning management in higher education is a learning management at higher education that blends between face-to-face learning and online learning or LMS-assisted learning. In that management, it is contained the management functions of planning, organizing, implementing, and monitoring. The resources involved in the four functions of management are human, materials, methods, and machine resources.

2. MATERIALS AND METHODS

The used data collection method is closed interview with item 34 questions. Validation of the instrument is the contents validity. Respondents are lecturer at higher education in Surakarta which have e-learning pages. Total respondents are 35 people.

3. RESULTS

Based on the interview data, it can be illustrate the need of blended learning management from lecturers in higher education that already have e-learning page. The requirement specified in the respective management functions as follows :

1) The planning function :

- a. Syllabus subjects have included the use of e-learning as a means for distributing learning material, as the place to discuss the course material, and as a place to discuss the learning process, and
- b. E-learning can be as complement or substitute.

2) Organizing function :

Organizing management of blended learning in higher education is following the SOP which includes the provision that the e-learning activities contained in the course report, the presence of students in e-learning class was recorded in the presence attendance, and e-learning class made by the lecturer in the pages of e-learning that was provided by the higher education.

3) Actuating function :

Actuating of management of blended learning is performed in accordance with the SOP with the proviso that the use of e-learning facilities as a means of active learning (student center learning) and document of actuating in e-learning is a downloaded file, the presence, activity, and / or by students project.

4) Controlling function :

A midterm can be implemented using e-learning facilities, but the semester exams only conducted in face-to-face meetings, dissemination of material and collecting tasks subjects of lecturers to students can be varied by e-learning facility, and evaluation of teaching and learning process made a lecturer in e-learning.

5. CONCLUSION

Based on research result, it can be concluded that in the planning function, syllabus subjects have included the use of e-learning as a means for distributing learning material,

as the place to discuss the course material, and as a place to discuss the learning process, and e-learning can be complements or substitutes. Organizing function of blended learning management in higher education following the SOP which includes the provision that the e-learning activities contained in the course report, the presence of students in e-learning class was recorded in the presence attendance, and e-learning class made by the lecturer in the pages of e-learning that was provided by the higher education. Just like in the organizing function, actuating of management of blended learning is performed in accordance with the SOP with the proviso that the use of e-learning facilities as a means of active learning (student center learning) and document of actuating in e-learning is a file download the presence, activity, and / or by students project. The controlling function includes a midterm can be implemented using e-learning facilities, but the semester exams only conducted in face to face meetings, dissemination of material and collecting tasks subjects of lecturers to students can be varied by e-learning facility, and evaluation of teaching and learning process made a lecturer in e-learning.

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