Development of Blended Learning Activities Based on 3CM (Cool-Critical-Creative-Meaningful) to Support Creativity and Good Character Students

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Abstract. Good character and creativity are two of the ten determining factors of a person's success. These two things are important to form in educational activities, especially in elementary schools. During the Covid-19 pandemic, this became a tough challenge to achieve. The new normal period is beginning, and a good and effective learning preparation is needed. The purpose of this study is to develop blended learning activities with the 3CM model to increase students' creativity and good character. Blended learning is one of the alternative learning modes that can be done. It requires appropriate design and learning activities. Blended learning that gives students the opportunity to develop critical, creative, meaning-ful thinking skills in a fun and challenging way. One of them is a blended learning design based on 3CM (Cool-Critical-Creative-Meaningful). Learning activities with blended learning can be done with full online or a combination of face-to-face and online. This research is RnD re-search with ASSURE design in 6 stages of development activity. The results of the development of blended learning activities based on 3CM learning are carried out in 4 activities, namely 1) it's time to play and challenge (cool), 2) it's time to criticize (critical), 3) it's time to be creative, 4) it's time to reflect and take meaning (meaningful). The results of the assessment of blended learning activities aspects of ease of access to learning score 4.48 (excellent), aspects of content, media and teaching materials score 4.57 (excellent) from the assessment of 45 teachers. Student response to aspects of ease of access to learning score 4.72 (excellent), aspects of content, media and teaching materials score 4.72 (excellent). The results of this study are proven to increase students' creativity and good character.

Key words: blended learning activities, 3cm learning, creativity, good character, new normal.

INTRODUCTION

One of the interesting things about the purpose of Indonesian education is to develop the potential of students to become creative human beings and have good character (Law No. 20 of 2003). Creativity is also one of the reasons for changing 2013 curriculum. Creativity is one of the main components of 21st century education and contemporary curricula (Tindowen Bassig, & Cagurangan, 2017; Vale, & Barbosa, 2015; Navarrete, 2013; Sternberg, 2012; Mann, 2006; Sternberg, 2006). Creativity fosters creativity in finding new insights, new perspectives, and new ways of seeing things. The students' creativity becomes something important (Nuha, Waluya, & Junaedi, 2018; Kadir, Lucyana, & Satriawati, 2016; Leikin, 2013) and must be developed. The opportunity to develop creativity is greater than increasing one's learning intelligence (Dyer, Gregersen, & Christensen, 2011; Djibu, 2019). Creative students must be supported with good character, so that they become whole persons. In this case, individuals who have good academic abilities and skills

and a good personality. The problem of education due to the Covid-19 pandemic is that learning activities are carried out from home in the form of online learning. This is in accordance with the policy of the Ministry of Education and Culture of the Republic of Indonesia, namely Learning From Home (BDR) online (Circular Letter of the Minister of Education and Culture of the Republic of Indonesia number 3 of 2020 and Letter of the Secretary General of the Minister of Education and Culture number 35492/A.A5/HK/2020).

Conditions are getting better, giving consideration to the government to take a policy that from January 2022, all education units in the PPKM level 1, 2 and 3 areas must implement limited PTM. The local government should not prohibit limited PTM for those who meet the criteria and should not add more severe criteria. This was conveyed by the Director General of PAUD, Primary Education and Secondary Education, Ministry of Education and Culture, Jumeri, S.TP., M.Si., at the 2022 Face-to-Face Learning Implementation.

Readiness webinar, Monday, January 3, 2022. This is also in accordance with the Joint Decree (SKB) 4 of the Minister on Guidelines for the Implementation of Learning Education during the Pandemic for the 2022 school year. Another consideration used as a reference is the percentage of education personnel who have been vaccinated. As many as 81% of the 4.5 million or as many as 3.606 million educators and education personnel have received vaccinations, even 72% or 3.26 million have received the 2nd vaccination. The implementation of limited PTM must be prepared properly, not only in terms of health protocols, but how learning activities and learning facilities for learners. The results of the initial survie conducted to 519 respondents from the Principal, teacher, and student elements were obtained that 45.7% agreed with PTM Limited and 54.3% hoped with PTM Limited with the addition of other facilities carried out online.

The results of this survie show that PTM Limited which when it has been implemented has not provided sufficient learning facilities for students. It is necessary to prepare additional facilities as a supplement to close the learning deficit experienced by students. In addition, the limited time during PTM Limited is 6 hours of lessons per day according to the Joint Decree (SKB) 4 Of the Minister, making teachers still universal in preparing activities and learning resources that are appropriate for students. Learning activities are not enough only with PTM Limited, it needs additional facilities as learning facilities and also learning resources for students independently. This facility is packaged in a supplement facility designed in an online facility. It is not easy to do this, but it becomes a necessity that must be met. This condition is experienced at all levels of education in several regions in Indonesia including in schools under the services of the Foundation for Education Planning and Development of the Synod of The Christian Church of Indonesia (Yayasan LP3S). The foundation serves Christian schools under GKJ and GKI java and DIY regions. The preparation of online facilities as a learning supplement during the new normal period of the Covid-19 pandemic is a problem and a challenge for schools. The results of a survey of 271 teachers found that online facilities were not in accordance with the concept of online learning activities that should be. The data obtained is 89.7% of the 271 only use WhatsApps Group facilities to provide materials and irrigate tasks without clear rules as required in online learning activities. This is not in accordance with the principle of online learning in the form of Blended learning (Watson, 2008; Bonk & Graham, 2006).

This definitely has a different impact than online learning activities that should be (Watson, 2008; Bonk & Graham, 2006). Survie results are obtained by most students feel bored because they have difficulty learning, because not all get assistance from parents. The material provided is difficult to understand because only the material from the book is made in electronics so it is not in accordance with the needs of good online learning activities. The number of tasks that make learners more bored and lack enthusiasm in learning so that learning los occurs (Pratiwi, 2021; Rossa & Efendi, 2021). In addition, many parents complain about not being able to accompany their children properly, because of material constraints and also facilities at home. So according to parents online learning activities become ineffective and troublesome for parents. Teachers and schools need help to conduct a needs analysis related toonline learning activities and the facilities needed to overcome this. The next steps that have been taken are conducting FGD with the principal and teacher, class observation and interviews with students, as well as conducting discussions and venting teachers, parents and students to get more information to determine the right solution of the problem at hand.

Based on the main problems faced by partners, the solution that will be provided is to improve the quality of learning and learning resources by blended learning with 3CM Learning. This solution was chosen to overcome the deficit in study time during limited PTM and the lack of quality of additional learning resources / supplements provided to students. Blended learning was chosen because this model learning pattern is able to increase learners' access to high-quality education (Watson, 2008). This learning activity combines PTM (*synchronised*) learning activities and independent activities with learning resource supplements provided in a system called 3CM Learning Room (Teacher and Student Creative Room) (asynchronous). Thus blended learning activities can really be applied correctly according to the principle of a combination of face-to-face learning activities and online learning by looking at the advantages of the two, not just a mixture (Bonk & Graham, 2006). There are two requirements for learning activities carried out with Blended learning that are often forgotten by teachers, namely synchronous activities (learning activities between teachers and learners are carried out at the same time both face-to-face and virtually) and asynchronous (self-learning activities by participants carried out anytime, anywhere and not tied to time with the teacher).

Both of these activities must be prepared properly so that the two will strengthen each other's learning process (Bonk & Graham, 2006) which has implications for student learning outcomes. To be able to prepare and organize online learning properly, technology mastery, pedagogy and content mastery skills or TPACK (Wahyudi & Relmasira, 2015; Smaldino, Lowther, Russell, & Mims, 2008) are needed in accordance with the Research Developing Teaching and Learning Model with TPACK Framework and Blended Learning Content. For this reason, it is necessary to conceptualize

and prepare the right blended learning so that students can still learn in a way that is fun, challenging, critical, creative, and must be meaningful. Appropriate learning models are needed so that blended learning activities can be done properly and have good implications for learning activities and student learning outcomes. One model that can be applied is the 3CM learning model. The 3CM (Cool-Critical-Creative-Meaningful) learning model was developed by Wahyudi (Wahyudi, Waluya & Suyitno, 2019; Fakhruddin, 2021). This learning model is a learning model that involves the work of the left and right brains. A learning model that not only gives learners the opportunity to think using logic, but provides opportunities to develop the work of the right brain that is central to creativity, initiative, and the arts. Learning begins with creating a pleasant atmosphere through the presentation of interesting and challenging contextual events (Cool). This situation will make it easier for teachers to raise the level of thinking of students to think about problems from contextual events given and criticize the problem (Critical). The hierarchy

of thinking that begins with this happy state of heart, will allow learners to produce good and correct problem solving (Critical). This is the capital to invite them to think about the possibility of solving other different problems as creative products resulting from their creativity (Creative). The creative results produced by learners become the basis for reflecting on what they can while learning and finding the benefits of these results in their daily lives (Meaningful).

METHOD

This study is an RnD study that uses the ASSURE development procedure with 6 activity steps such as Figure 1. The aims of this study were to develop a renewable blended learning model based on 3CM learning in accordance with the context of the school and students to improve creativity and good character students in the new normal era.
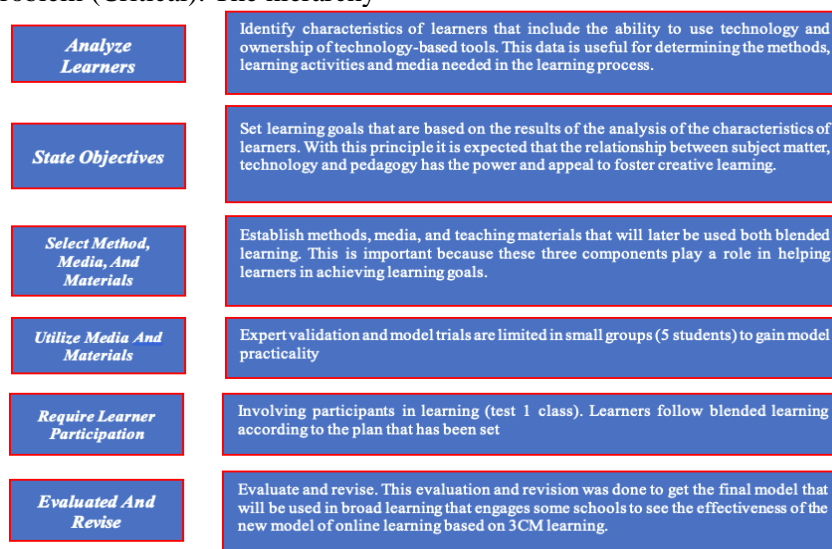

Figure 1. Development Steps with ASSURE

Data from the development results collected through the process of developing a model with an ASSURE design. The impact of the implementation of the model was on the creativity data and students' good character of. Creativity data was taken through creative products produced by students during the learning process and independent projects. Character data was either taken from the results of student observations during learning and when working on independent tasks (asynchronous).

This study used RnD (ASSURE model) with the output of the initial data analysis related to the perceptions of principals, teachers, students and parents about online learning. These results are the initial data to ana-

lyze the suitability of the model with the model theory. Data on the results of the development of 3CM-based online learning were analyzed based on the development steps according to the ASSURE design (Smaldino, Lowther, Russell, & Mims, 2008).

Creativity data were analyzed by means of evaluating creative products produced by students during the learning process and independent projects. Good character data was analyzed according to the characters that appeared during learning. It was according to the material and the learning process carried out both during learning and when working on independent tasks (asynchronous).

RESULTS AND DISCUSSION

The results obtained are in accordance with the research design RnD (ASSURE model) with the output of the results of the initial data analysis related to the perceptions of principals, teachers, students and parents about blended learning and the results of developing innovative blended learning based on 3CM learning. The process of developing innovative online learning based on 3CM learning is carried out with the ASSURE development principle with the following steps.

1. Analyze Learners

The first step is to identify the characteristics of students who will be involved in innovative online learning based on 3CM learning. Based on the results of identification and analysis of the characteristics of students, class 5 was taken as a sample. This is done because they are able to learn independently, both synchronously and asynchronously. Based on the data obtained from the school and the results of joint coordination with students, it was found that 15 students out of 20 total existing students were able to use online learning facilities. These results are used as a reference to determine the online learning activities that will be carried out. Another characteristic obtained is that students still need contextual media and teaching materials by using real problems in their lives.

2. State Objectives

In accordance with the school's learning calendar, learning activities are carried out at the beginning of semester 1 of the 2021-2022 Academic Year. Learning activities are developed based on competencies that will be achieved by teaching materials used to achieve competence. The first material to be taught is numbers. To implement innovative online learning based on 3CM learning, the learning objectives are formulated with the concept of ABCD (Audience-Behavior-Condition-Degree) and the concept of 3CM Learning (Cool-Creative-Creative-Meaningful). The following is an example of formulating learning objectives for one 3CM learning cycle.

a. Given the opportunity to watch videos and accept challenges, students show a happy attitude, and are enthusiastic in learning.

b. Given the opportunity to observe the teacher's explanation with the power point media about integers, students can state examples of everyday events that state positive and negative numbers correctly.

c. Given the opportunity to criticize problems about the number presented by the teacher through a power point, students can determine the 2 ideas of problem solving.

d. Given the opportunity to discuss in groups related to contextual problems about the operation of numbers, students in the group are able to solve the problems given with a guide and correctly.

e. Given the opportunity to work together in groups about a creative product, students in the group are able to create at least one creative medium related to the operation of counting numbers.

f. Given the opportunity to reflect together with the guidance of the teacher, students are able to formulate at least 2 good attitudes from the learning experience gained.

3. Select Method, Media, And Materials

Methods, media and teaching materials used in online learning use 3CM learning principles. To foster creativity and good character, online learning activities are carried out in 4 activities, namely 1) time to play and challenge (cool), 2) time to criticize (critical), 3) time to be creative (creative), 4) time to reflect and take meaning (meaningful) . Media and teaching materials are prepared in 3CM learning facilities and can be accessed at https://3cm-center.com/.

4. Utilize Media And Materials

Before being used in real learning in the classroom, the results of developing innovative blended learning based on 3CM learning were assessed by 45 teachers who had implemented blended learning. The results of blended learning design development based on 3CM learning from the aspect of easy access to learning obtained a score of 4.48 (very good), content aspect (content), media and teaching materials a score of 4.57 (very good) from the assessment of 45 teachers. Based on these results, blended learning facilities can be used in real classes in school.

5. Require Learner Participation

After being assessed for teachers and suitable for use, this online learning design is used in real classes. The school used is SMP Kristen 01 Surakarta. All activities can be accessed at https://3cm-center.com/. Communication to students is assisted by Whatsapp groups. Online learning activities are carried out in 4 activities, namely 1) time to play and challenge (cool), 2) time to criticize (critical), 3) time to be creative (creative), 4) time to reflect and take meaning (meaningful). The following are examples of activities in Whatsapp groups and in innovative online classes based on 3CM learning.
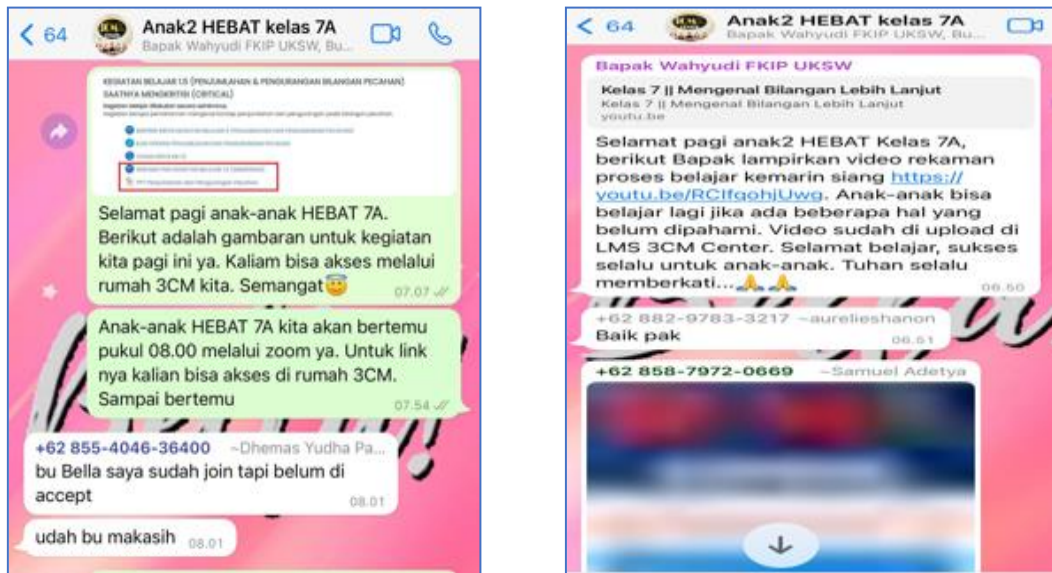
Figure 2 explains the interaction and communication carried out by students with the teacher and shows the achievements that have been passed in learning activities.

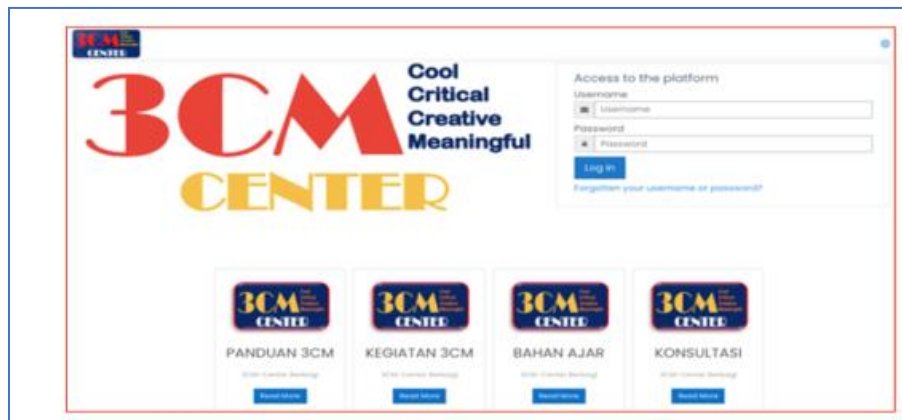**Figure 2**. Example Communication in Whatsapps Group

Figure 3 main view of the 3CM website homepage and login page for users. The start page provides a brief overview of some learning classes students can take.

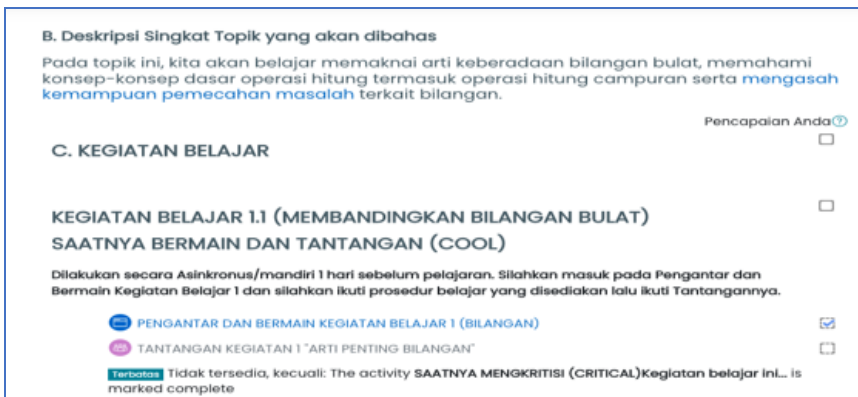**Figure 3.** Homepage of 3CM Online Class

14

Figure 4 shows an overview of student learning activities that begin with playing activities and challenges to get started on learning materials.

Figure 4. Early 3CM Online Learning Activities

Figure 5 describes the learning procedure that will be carried out with the available learning challenges and introductory learning videos.

Figure 5. Phase 1 Playing and Challenges

Figure 6 describes the tasks related to the learning videos studied previously.

Figure 6. Phase 2 is the Time to Criticize

Figure 7 shows a creative task that trains students to design and complete a project in the form of a project related to the learning material.

Figure 7. Phase 3 is the Time to be Creative

Figure 8 describes a series of learning activities that will be carried out and prepared for synchronous learning.

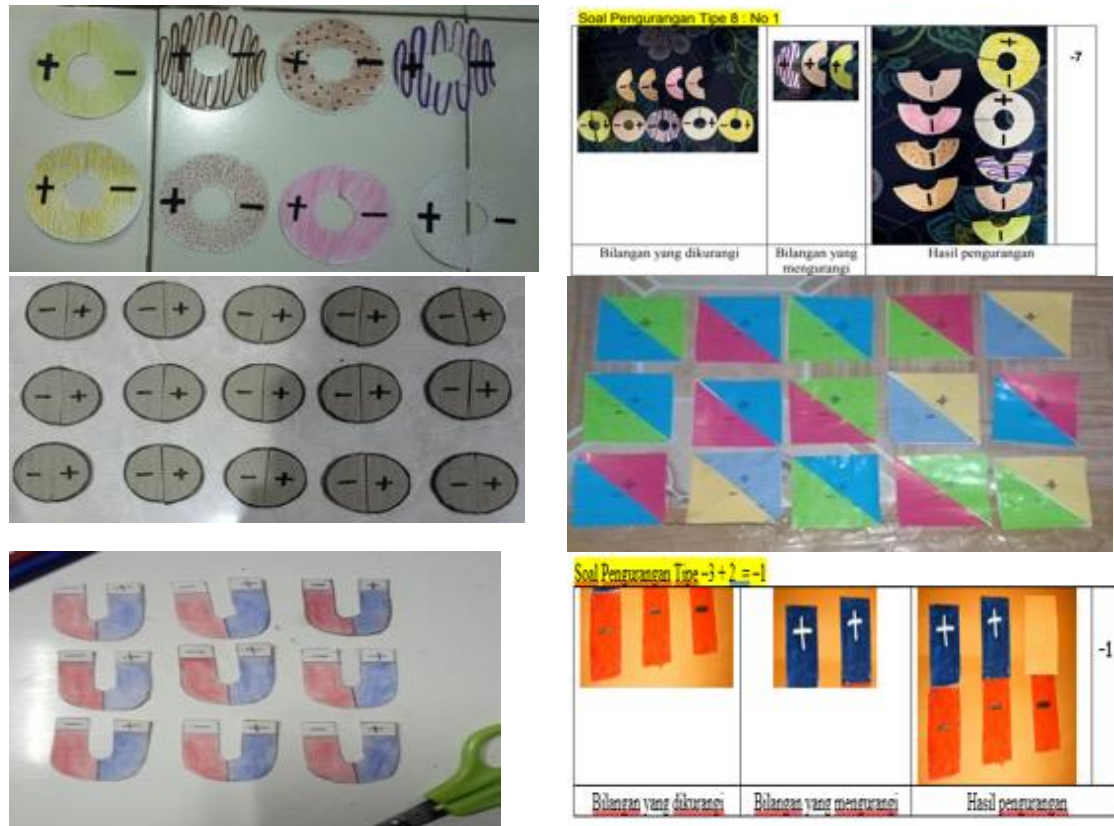**Figure 8.** Phase 4 is the Time to Reflect and Take Meaning

Figure 9 shows the project results of each student based on the assignments given. Students can create a variety of creative works.

Figure 9. Examples of Student Creativity Results

Figure 10 displays the learning process through Zoom and the synchronous learning process between teachers and students.

Figure 10. Examples of Synchronous Activities 1
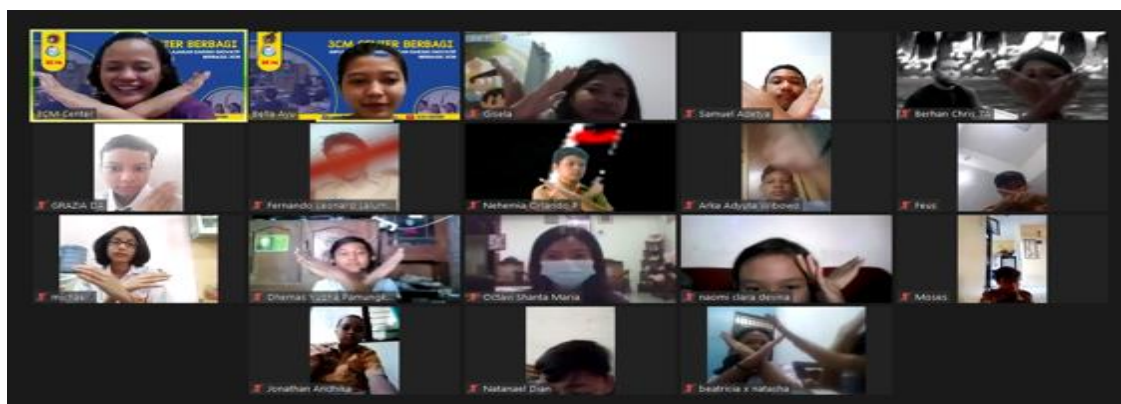
Figure 11 shows the online learning process by adding strengthening understanding and then interspersed with icebreaker activities.

Figure 11. Examples of Synchronous Activities 2

Based on the results of the questionnaire given to students, a positive response was obtained. Student assessment for the aspect of ease of access to learning scored 4.72 (very good), content aspect (content), media and teaching materials scored 4.72 (very good). In addition to the assessment of the two aspects, students are given the opportunity to provide an assessment of learning activities in the categories of INTERESTING and FRIENDLY and GIVING CREATIVE OPPORTUNITIES. The results obtained by 14 people (93.3%) stated that learning was interesting and fun, 11 people (73.3%) stated that learning provided opportunities for creativity.

Figure 12 shows the questionnaire results on student perceptions related to the learning process that has been carried out and shows positive results.

Figure 12. Student Response to Learning Activities

6. Evaluated And Revise

Based on the results of the 45 teacher assessors, the results were very good and suitable for use. The results of online learning design development based on 3CM learning from the aspect of easy access to learning obtained a score of 4.48 (very good), content aspect (conte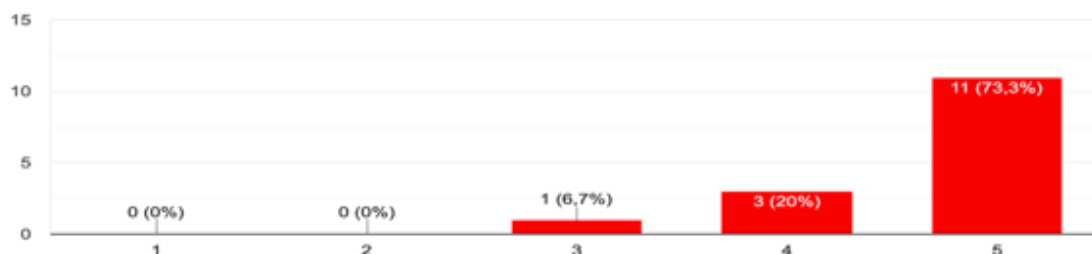nt), media and teaching materials a score of 4.57 (very good) from the assessment of 45 elementary school teachers. In addition to the results of the closed assessment, an open questionnaire was also given. Some of the assessments given are shown in the data below. Some inputs for improvement include all LKPD must include the basic competencies of each content being taught. This is a very good input, so that all LKPDs can clearly see the competencies to be achieved.

In accordance with the results obtained in this study, it shows that teachers do not yet have the correct perception of what, why and how online learning. This causes the process of planning and implementing blended learning cannot be implemented properly. This is not in line with the supposed concept of online learning (Chaeruman, Wibawa, & Syahrial, 2018; Watson, 2008; Bonk & Graham, 2006). The development of innovative blended learning based on 3CM learning provides a new learning experience for students. Innovative blended learning activities are carried out in 4 activities, namely 1) time to play and challenge (cool), 2) time to criticize (critical), 3) time to be creative (creative), 4) time to reflect and take meaning (meaningful). This learning activity provides opportunities for students to learn happily, fun and challenging, but also provides opportunities for critical thinking and creativity.

> Learning from one lesson to another is well done.
>
> 3 cm online learning is very good, hopefully later it can be accessed by all relevant parties, especially in remote areas.
>
> Very good and innovative, where learning during a pandemic like this really requires learning that is cool-critical-creative-meaningful, hopefully it can be further developed. The material and learning are very interesting and meaningful (cool, critical, creative, meaningful). My input, for the time in each activity, please add it so that learning is more relaxed.
>
> Online learning based on 3CM Learning is good and creative. Hopefully in the future it will be even better. Learning is very good and makes it easier for distance learning activities. Online learning based on 3CM Learning is very feasible to be applied in times of pandemic like this. Online learning based on 3CM Learning is very good, thank you for adding to my experience. Online learning based on 3CM learning is very good and suitable for student.

The activity of reflecting and taking meaning provides opportunities for students to take meaning and good attitudes from the learning experience gained. The learning process that is fun and brings contextual events will give students easy opportunities to relate everyday experiences to new concepts to be learned. This is what causes the process of adaptation to new information through assimilation and accommodation to occur properly so that the brain process of passing information from short term memory to long term memory occurs (John-Steiner, & Mahn, 1996; Kay, & Kibble, 2016). This process causes the process of forming new knowledge that is interconnected in the form of conceptual schemes to occur properly. This is in accordance with schema theory, where the schemata formed will show knowledge that has been arranged in an interrelated pattern in one's mind that is built from all previous experiences (Longo, & Perret, 2018; Rumelhart 2017; Cook, 1989).

Critical activities from each lesson and activities that require each student to produce creative products in accordance with the concept of thinking Best & Thomas (2007); Torrance (2000); McGregor (2007) and Brownell (1942) that to produce something creative as a result of creative thinking requires a critical thinking process from the contextual problems encountered. The last step (Meaningful) of 3CM learning is to take meaning from learning in the activity of reflecting and taking meaning. With this learning pattern, students can learn from the realities of their lives, activities that are close to them and take advantage of them for their lives.

This is in accordance with Brownell's (1935) learning concept, namely Meaning Theory; Brownell (1942) about the involvement of students in a pleasant environment to solve problems and David Ausubel that learning will be more meaningful if it is associated with the contextual problems of students' lives. This very positive learning environment triggers students and their teams to continuously improve their creative work. A positive learning environment is also provided by the teacher using animated media, pictures and even videos of the reality of life that is close to students so that it is easy to understand. This is in accordance with the results of research by Brownell (1942), Tsai & Chung, (2015), and Fan (2019) that a positive and fun learning environment will make students motivated and creative to produce something useful and able to solve problems well. so that they get interesting experiences that form good attitudes that become the good character of students.

CONCLUSION

The results of the development of blended learning activities based on 3CM learning are carried out in 4 activities, namely 1) it's time to play and challenge

(cool), 2) it's time to criticize (critical), 3) it's time to be creative, 4) it's time to reflect and take meaning (meaningful). The results of the assessment of blended learning activities aspects of ease of access to learning score 4.48 (excellent), aspects of content, media and teaching materials score 4.57 (excellent) from the assessment of 45 teachers. Student response to aspects of ease of access to learning score 4.72 (excellent), aspects of content, media and teaching materials score 4.72 (excellent). Thus, the development of blended learning activities based on 3CM learning is valid, practical and effective to be used to increase the creativity and good character of students.

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