

## Design of a participatory blended learning model in partnership with schools and parents of elementary school students

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### ABSTRACT

Desain model pembelajaran untuk membangun kemitraan sekolah dan orang tua siswa belum banyak dikembangkan, sementara dalam banyak literatur ditemukan bahwa partisipasi orang tua dalam proses pendidikan di sekolah sangat berpengaruh pada hasil belajar siswa. Penelitian ini bertujuan menghasilkan desain model pembelajaran blended-partisipatif kemitraan sekolah dan orang tua siswa SD yang layak dan praktis untuk diterapkan. Metode penelitian dan pengembangan yang digunakan untuk menghasilkan desain model pembelajaran yaitu metode pengembangan model ADDIE. Teknik pengumpulan data menggunakan angket, sedangkan analisis data menggunakan analisis deskriptif-kuantitatif. Hasil pengembangan tersusun model pembelajaran blended-partisipatif kemitraan sekolah dan orang tua siswa SD yang layak dan praktis berdasarkan hasil validasi pakar dengan skor rerata 3.50. Penilaian pakar materi kemitraan sekolah dan orang tua yaitu 3,79 atau sangat layak sementara penilaian pakar pembelajaran terhadap desain model pembelajaran blended mendapat skor 3.81 atau sangat layak untuk diimplementasikan. Hasil uji kepraktisan yaitu diperoleh skor 3,64 atau sangat layak. Rekomendasi penelitian ini berupa penerapan desain model ini di seluruh sekolah dasar dengan karakteristik sekolah yang relevan.

*The design of learning models to build school partnerships with students' parents has yet to be widely developed. At the same time, in a lot of literature, it is found that parental participation in the educational process in schools greatly influences student learning outcomes. This study aims to design a participatory blended learning model in partnership between schools and parents of elementary school students that is feasible and practical to implement. The research and development method used to produce a learning model design is the ADDIE model development method. Data collection techniques use questionnaires, while data analysis uses descriptive-quantitative analysis. The development results are a decent and practical blended-participatory learning model based on the results of expert validation with an average score of 3.50. The material expert's assessment of school partnerships and parents was 3.79 or very feasible. In contrast, the learning expert's evaluation of the blended learning model design received a score of 3.81, or very viable to implement. The practicality test results obtained a score of 3.64 or very feasible. The recommendation of this research is the implementation of this model design in all elementary schools with relevant school characteristics.*



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## INTRODUCTION

Parental involvement in the educational process at school greatly influences student learning and behavior (West et al., 2018). Parental involvement is also in line with a study by Badri et al. (2014: 15) that significantly reduces unwanted aspects related to external, internal, and hyperactive behavior. Meanwhile, Gross et al. (2020: 11) explain that school and parent partnerships can assist schools in preparing an appropriate environment for the learning process. Some of these opinions form the basis for the importance of the involvement and collaboration of schools and parents of students. Zarra-Nezhad et al. (2019: 882) revealed that parenting from parents marked with a high level of affection can protect children from the adverse effects of peer acceptance while at school and increase their learning success.

The involvement and partnership of schools and parents of students must be built on the principle of mutual trust between partnering institutions and provide benefits to all of these institutions (Tony Lendrum (2003: 7). Nana Rukmana, 2006 also conveyed this) partnerships are mutually beneficial collaborations between parties, by placing both parties in an equal position. Apart from that, school and parent partnerships can be built with the active participation of both parties. Fimm (2019: 10) reveals that providing an understanding through family and community involvement in pedagogical exchanges with the school environment. Participation is the basis for building school partnerships with parents of students, but based on preliminary studies show that parental participation in building partnerships is still low; there are still 25% of parents who have never attended a parent/guardian program at school, 54% rarely attend at parent/guardian meetings, and only 21% always attend.

The low participation of parents in school programs and committee activities indicates that the partnership between schools and parents could be more optimal. The low level of participation of students' parents in building partnerships could be due to the needing to apply the principles of adult learning (andragogy). Parents of elementary school students are included in the group of adults with their learning characteristics. Adults are characterized by maturity, self-confidence, and autonomy in decision-making, and are generally more practical, multi-tasking, purposeful, independent, experienced, and less open to change. All of these traits influence an adult's motivation and ability to learn. Knowles (1990) states that there are 4 (four) principles of adult learning, namely: (1) adults need to be involved in designing and making learning objectives, (2) experience is the basis of learning activities, (3) adults are more interested in learning something directly related to their work and life and (4) learning is more problem-centered and requires encouragement and motivation. Adults need to be involved in the planning, processing and evaluating learning. This involvement is called participatory.

The school-parent partnership model, which so far has yet to be able to increase the active involvement of parents, still seems formal and tends to be oriented toward school problems. Therefore, it is necessary to develop a partnership model that can increase the participation of parents of students. Ying et al. (2020: 1) revealed that home and school partnerships positively predict parental satisfaction with school services in four respects, namely: views on administration, quality of the learning environment, teacher qualifications, and appropriate learning for children. The characteristics of the developed learning model can be more flexible and are not bound by space and time so that people can follow the learning process. Parents can communicate and participate actively in learning without being present in person (face to face). Learning material is also delivered directly (synchronously) either in direct virtual or face-to-face and indirectly (asynchronous) with online mode.

In this digital era, parents of elementary school primarily include parents of generation Y, the generation born in the 1980s to 2000s. This generation is also called the millennial generation, which is the generation that already uses technological devices such as computers, video games, and smartphones. This generation uses many instant communication technologies such as e-mail, SMS, and social media such as Facebook, line, path, Instagram, WhatsApp, and Twitter. Most of the millennial generation already have smartphone devices and are connected to the internet network. From a preliminary study of parents of elementary school students, 100% already have a smartphone, even 42.9% already have home internet, and more than 85.7% already have an e-mail address.

Along with current technological developments, much e-learning-based learning has been developed with mixed or blended learning models. E-learning is a learning model that is used for synchronous and asynchronous learning. Parents of elementary school students experience problems participating in parenting programs with face-to-face meetings, so the blended learning model can be an alternative to overcome this problem. The results of research conducted by Westerlaken et al. (2019: 6) show that blended learning can increase learning more effective for professionals. Furthermore, Munro et al. (2018: 7) revealed that the blended learning model is a more effective method for teaching skills than the traditional model. However, Ibrahim & Nat (2019: 17) state that a cohesive environment must be created to increase learning motivation in blended learning. Misra (2021) reveals that the future direction of learning will tend toward blended learning. Meanwhile, Zenda (2020) recommends training and development for parents of students so they can carry out their functions optimally in learning activities at school.

Developing a participatory blended learning model can be an alternative to improve school partnerships with students' parents. Participatory learning refers to active learning theory, cognitive development theory, constructivist learning theory, behavioristic learning theory, citizen-centered learning, and experiential learning. Iman (2004: 4) means that participatory education is an educational process that involves all components of education, especially students. Meanwhile, Knowles, cited by Sudjana (2005: 74), defines participatory education as a set of events in the learning process that involve learning citizens to play an active role in learning activities through planning, implementation, and assessment. Learning, according to the constructivist view, as stated by Budiningsih (2005: 58), is a process of forming knowledge carried out by students. Students must be active in carrying out activities, thinking, compiling concepts, and giving meaning to the things being studied.

Sudjana (2005: 155) states that the participation of learning citizens is realized in three stages of learning activities, namely program planning, implementation, and learning assessment. Kim, Jeong, Park, and Kang (2011: 130) in their research stated that participatory learning is divided into three stages, namely (1) the listening stage through the forum, (2) the group discussion stage with brainstorming, and (3) the action stage in the implementation of the selected strategy. Participatory learning is a learning event that includes and actively involves the learning community, from planning and implementation to learning evaluation. One alternative conceptual model (novelty) is the participatory blended learning model. This model has the characteristics of (1) flexible, (2) participatory, and (3) synchronous and asynchronous.

## METHOD

The method used in this study is research and development or R&D (Research and Development). The ADDIE development model consists of five stages: analysis, design, development, implementation, and evaluation. The research subjects for validating the expert model were two people, validating the material and learning two experts, and testing the practicality of the learning model were 20 parents of elementary school students. The data collection technique used a questionnaire that was arranged systematically, including a feasibility questionnaire for learning models, a feasibility questionnaire for partnership materials, a media feasibility questionnaire and learning tools, and a practicality test questionnaire.

Table 1. Conversion of assessment scores and eligibility conversions

Interval Score	Criteria	Category	Feasibility Conversion
$X > X_i + 1,50 \times SD_i$	$X > 3,25$	Excellent	Feasible
$X_i + 0,50 \times SD_i < X \leq X_i + 1,50 \times SD_i$	$2,75 < X \leq 3,25$	Good	Feasible & revision
$X_i - 0,50 \times SD_i < X \leq X_i + 0,50 \times SD_i$	$2,25 < X \leq 2,75$	Enough	Not feasible
$X_i - 1,50 \times SD_i < X \leq X_i - 0,50 \times SD_i$	$1,75 < X \leq 2,25$	Less	
$X \leq X_i - 1,50 \times SD_i$	$X \leq 1,75$	Very Less	

Data analysis was carried out in a quantitative descriptive manner. The feasibility validity category of each assessed aspect is determined according to the results of converting quantitative

data to qualitative data with a scale of 5 referring to the Sudijono formula (2009: 329) in Table 1. The basis for calculating the feasibility validity scale conversion can be accepted if the average ( $X$ ) of all aspects is in the "decent" category or  $X > 3.25$ . This means that the feasibility level of the participatory blended learning model product can be stated to be continued to be applied if the average assessment of aspects is above 3.25.

## RESULTS AND DISCUSSION

### Results

The results of the analysis of preliminary studies and needs become guides in the development of a participatory blended learning model. The steps for developing a participatory blended learning model are; (1) analysis of needs and situations, (2) analysis of general objectives and materials, (3) analysis of the characteristics of parents of elementary school students, (4) analysis of the environment and technological devices, (5) analysis of blended learning time, (6) blended learning design (face to face and online), (7) developing blended learning, (8) implementing blended learning, and (9) carrying out evaluations of blended learning in the form of formative evaluations, program revisions, and summative evaluations. The expected results of developing this learning model are increasing school partnerships with parents of students with indicators of increasing knowledge of partnerships and school and parent partnership programs.

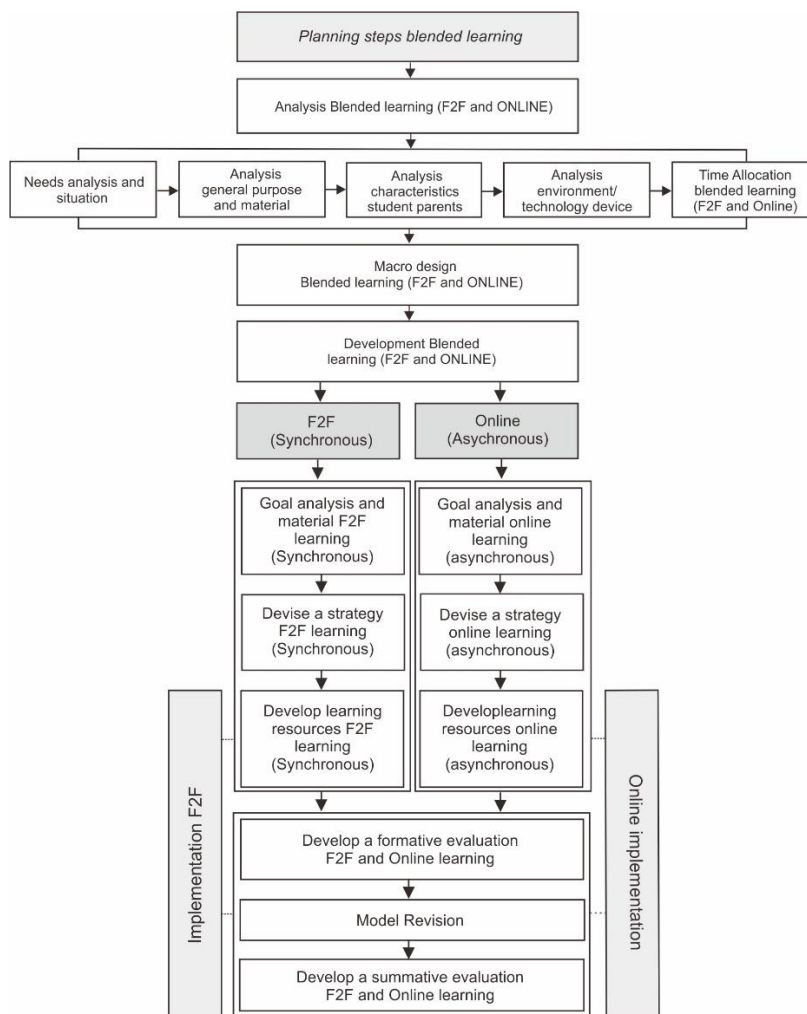


Figure 1. Development of a participatory blended learning model

The integration scheme between the procedures for developing a modified blended learning model in full is presented in Figure 1. The design of the participatory blended learning model is

equipped with learning tools in the form of a syllabus, learning plans accompanied by facilitation guides, media (learning resources) such as modules, videos, links, and animations, as well as learning management system (LMS) applications. The learning models and tools developed were subjected to feasibility tests, practitioner tests, and effectiveness tests.

### Blended learning analysis

The first step in developing a participatory blended learning model is to do analysis. The stages of analysis include (a) analysis of needs and situations, (b) analysis of general objectives and materials, (c) analysis of the characteristics of students' parents, (d) analysis of the environment/technological devices, (e) analysis of blended learning time.

### Blended learning design

The participatory blended learning design is designed in two modes, namely face-to-face (synchronous) and online (asynchronous). As previously stated, the material was delivered through face-to-face (synchronous) mode, namely introductory material, school, and parent partnership materials, and workshops to develop school and family partnership action plans as for material delivered online (asynchronous), namely; educating children in the digital era, positive parenting, good habits in the family, and parental involvement in school. The suitability of the material is based on the learning objectives. The material in the form of face-to-face (synchronous) and online (asynchronous) is prepared to take into account the objectives, depth, and learning media.

### Development of blended learning

The stages of developing participatory blended learning partnerships between schools and parents of elementary students include; (a) analysis of specific objectives and blended learning materials, (b) designing blended learning strategies, and (c) developing blended learning resources. The following describes the stages of developing learning devices.

### Implementation of blended learning models

After the development process is complete, the next stage is the implementation stage of blended learning. The implementation stage of blended learning includes the limited trial and field test stages. The implementation design is carried out in F2F and online modes. F2F learning steps begin with initial activities by conducting exploration and pretest, followed by core activities with brainstorming and sharing experiences with participants, explaining the material, and participants designing learning programs; in closing activities, reflection, reinforcement, and posttest are carried out. The online learning steps begin with preliminary activities, namely material explanation and pretest; in the core activities, participants study e-module material, videos, and links independently, as well as discussion and sharing through forums, followed by closing activities, namely reading summaries and posttests.

### Evaluation

Evaluation is the final step in developing a participatory blended learning model in partnership with schools and parents of elementary school students. The evaluation phase includes; (a) the development of a formative evaluation of blended learning, (b) the revision of the model, and (c) the development of a summative evaluation of blended learning.

### Product Specifications Participatory Blended Learning Model

The specification of the product developed is called the participatory blended learning model, "school and family partnership." The development of a participatory blended learning model is carried out through the stages of (1) learning analysis, (2) blended learning design, (3) development of participatory blended learning, (4) implementation of participatory blended learning, and (5)

evaluation of participatory blended learning. The product of the participatory blended learning model is prepared with a theoretical basis, model syntax, social systems, reaction principles, support systems, and instructional and accompaniment impacts. Product specifications of the participatory blended learning model become a conceptual framework which is then outlined in the form of a participatory blended learning model book. To support the conceptual framework of the participatory blended learning model in partnership with schools and parents, learning tools have also been developed, which are an integral part of the development of this model in the form of integrated learning guides, tools, and applications—learning tools developed in the form of; (a) participatory blended learning model guidelines, (b) learning tools such as syllabus, learning plans, learning modules, and learning videos, (c) Learning Management System (LMS) applications. The following describes the specifications of each product.

The validity of the participatory blended learning model

Validation of the feasibility of participatory blended learning models by experts includes (1) participatory blended learning conceptual models, (2) learning tools such as syllabus, modules, learning media, and assessment instruments, and (3) application of the google classroom learning management system. Learning device products are integrated into a blended learning model so that the assessment of learning devices becomes a single unit in the Google Classroom application. The prescription for the participatory blended learning model was requested for material and learning expert assessment on the components of (1) participatory blended learning conceptual model and (2) integrated learning tools in the Google Classroom learning management system application, namely aspects of (a) learning, (b) curriculum and materials, (c) appearance and program instructions, and (d) language and grammar. Tabulations of material and learning expert assessments can be seen in the appendix, and a recap of the research results is presented in [Table 2](#).

**Tabel 2.** The results of the assessment of the blended learning model by experts

Aspect	Rating		Mean	Category	Feasibility
	Expert 1	Expert 2			
Models syntax	4.00	4.00	4.00	Excellent	Feasible
Social system	3.00	4.00	3.50	Excellent	
Reaction principle	3.00	3.00	3.00	Excellent	
Support system	4.00	4.00	4.00	Excellent	
Companion impact	3.00	3.00	3.00	Excellent	
			3.50	Excellent	Feasible

The results of the assessment of the participatory blended learning model from experts were generally declared feasible, namely the average score of 3.50. The syntax and support system of the blended-participatory learning model obtained an average rating of 4.00, an average score of the social system assessment of 3.5, and an assessment of the principle of reaction and instructional impact and accompaniment obtained an average score of 3.00. Meanwhile, the assessment of the feasibility of learning devices integrated into learning system applications by material, and learning experts include aspects of learning, curriculum, materials, display, and programming, as well as language and writing. [Table 3](#) summarizes material and learning experts' assessment of learning tools.

**Tabel 3.** The results of the assessment of learning devices

Components assessed	Expert judgment	Category	Feasibility
Learning	3.75	Excellent	Feasible
Curriculum and materials	3.91	Excellent	
Display and programming	4.00	Excellent	
Language and grammar	3.50	Excellent	
Mean	3.79	Excellent	Feasible

The indicators for assessing learning components, curriculum, materials, appearance, and programs, as well as language and writing procedures, generally score 3.79 (very good) and are



feasible to be implemented at a later stage. Furthermore, the description of the participatory blended learning model was requested for an assessment by media and learning experts, which included several components, namely; (a) learning, (b) display, (c) program/compatibility, (d) language and communication, (e) media utilization, (f) presentations and modules, (g) video presentation. The criteria refer to Table 4, which assesses media and learning experts.

Table 4. The results of the learning device assessment

Components assessed	Expert judgment	Category	Feasibility
Learning	3.80	Excellent	Feasible
Interface	3.75	Excellent	
Program/ compatibility	3.90	Excellent	
Language and communication	3.80	Excellent	
Media utilization	3.75	Excellent	
Presentations and modules	3.67	Excellent	
Video presentation	4.00	Excellent	
Mean	3.81	Excellent	

Media and learning expert assessment indicators for the learning component include several aspects, namely; (a) a brief explanation of the introductory material, (b) the delivery of motivation, (c) the suitability of the method used, (d) the suitability of the target characteristics, (e) adequacy of time to explore the material, assessment of media and learning experts on the learning component 3.80 (very good).

Media and learning expert assessment for the display component consists of; (a) color compatibility, (b) readability of text or writing (language), (d) color composition, (e) ease of use of navigation, (f) text color and background contrast, (g) use of color combinations for text, and (h) graphics support capacity. The assessment of media and learning experts for the display and program component aspects is 3.75 (very good). Media and learning expert assessment indicators for program components and compatibility include: (a) study guides, (b) ease of web access and navigation, (c) loading capacity, (d) media tools capacity, (e) website feature functions, (f) availability of hyperlinks, (g) availability of "question" facilities, (h) availability of search facilities, (i) feedback mechanisms, (j) level of download (loading) speed. The assessment of media and learning experts for the display and program component aspects is 3.90 (very good). The assessment of media and learning experts for the language and communication component consists of; (a) correctness of EYD, (b) editorial clarity, (c) communication, (d) suitability of language style, and (e) readability. The assessment of media and learning experts for the language and communication component is 3.80 (very good).

The components of media utilization are assessed by media and learning experts from several aspects, namely; (a) the suitability of the content with the media, (b) the media can meet the learning objectives that have been determined, (c) the accuracy of the media presentation format in delivering the material, (d) the accuracy of the infographic media in delivering the material. The assessment of media and learning experts for the component of media utilization is 3.75 (very good). The module presentation components and presentations were assessed by media and learning experts from several aspects, namely; (a) the accuracy of selecting letters, (b) the accuracy of choosing colors, (c) the accuracy of selecting illustrations, (d) the accuracy of selecting icons, (e) the consistency of teaching materials, (f) the attractiveness of teaching materials. The assessment of media and learning experts for the module and presentation components is 3.67 (very good). The assessment of media and learning experts for the video presentation component consists of several aspects (a) clarity of appearance, (b) clarity of sound, (c) clarity of the material, and (d) attractiveness of teaching materials. The assessment of media and learning experts for the video presentation component is 3.67 (very good). In general, the assessment of media and learning experts on the blended learning model received an assessment of 3.81 (very good) and is feasible to implement later.

User validation includes a practitioner's assessment stage involving ten parents of elementary school students. Table 5 summarizes the results of the model tool assessment on the practicality test. The components of the practicality test assessment of the participatory blended learning model

include learning components, materials, display, programming, language, and communication. Overall the evaluation of the practicality trial results obtained a value of 3.65 or was feasible to use.

**Table 5.** Recapitulation of the results of the assessment of the model set in the one-to-one test

No	Components assessed	Practitioner										Mean
		1	2	3	4	5	6	7	8	9	10	
1	Learning	3.00	3.63	4.00	4.00	3.63	4.00	3.88	3.88	3.63	3.25	3.69
2	Content	3.25	4.00	4.00	4.00	3.50	4.00	3.50	3.00	3.50	3.50	3.63
3	Interface	3.67	4.00	4.00	4.00	3.33	4.00	3.50	3.50	3.17	2.67	3.58
4	Programming	3.50	4.00	4.00	3.00	3.00	4.00	3.33	3.50	3.33	4.00	3.57
5	Language and communication	3.17	4.00	4.00	4.00	3.67	4.00	3.17	3.67	3.50	4.00	3.72
Mean											3.64	

## Discussion

### Development of a participatory blended learning model

The learning model produced in this study is a participatory blended learning model in partnership with schools and parents of elementary school students. The development of the blended learning model modifies the Lee, Lim & Kim (2017) model, which describes face-to-face (synchronous) and online (asynchronous) learning steps. The learning model was developed taking into account the characteristics of the target group, namely parents of elementary school students who are adults. One of the characteristics of adult learning is participatory or involvement.

Systematic steps for developing a participatory blended learning model in partnership between schools and parents of elementary students begin with (1) analysis of needs and situations, (2) analysis of objectives and materials, (3) analysis of the characteristics of parents of elementary students, (4) analysis technological environment/tools, (5) time analysis of blended learning, (6) design of blended learning, (7) development of blended learning, (8) implementation of blended learning, and (9) developing evaluation of blended learning.

The learning model is a conceptual framework that describes steps used as a guide in conducting learning, as stated by Joyce, Weil & Calhoun (2011: 54) define the learning model as a conceptual framework used as a guide in conducting learning. While Eggen & Kauchak (2006) explains that a model is a specific approach to learning that has four characteristics, namely: (1) designed to help to learn participants gain an in-depth understanding of the material, (2) includes a series of specific steps intended to help students achieve goals, (3) based on learning theory and (4) supported by motivation theory.

Furthermore, Joyce, Weil & Calhoun (2011) explained that the learning model has five elements: (1) syntax, namely the operational steps of learning, (2) social system, namely the atmosphere or norms that apply in learning, (3) principles of reaction, which describes how educators should view, treat and respond to students, (4) support system, namely all facilities, materials, tools, or learning environments that support learning, and (5) instructional and nurturant effects, namely learning outcomes obtained directly based on the objectives and learning outcomes.

If you look at some of the opinions above, the steps for developing a participatory blended learning model for school partnerships and parents of students have fulfilled the elements referred to, namely syntax, social system, principles of reaction, support system, instructional and nurturant effect. The learning model is a series of unified wholes, including strategies, technical methods, and learning materials. The participatory blended learning model is described as a whole, from lesson planning and implementation to learning evaluation. Sumantri (2015: 38) reveals that a learning model is a form of learning that is illustrated from start to finish and is presented uniquely.

### The product of the participatory blended learning model

The research products of the participatory blended learning model in partnership with schools and parents include (1) participatory blended learning model guidebooks, (2) syllabus and



participatory blended learning designs, (3) learning modules, (4) learning videos, (5) learning management system (LMS) application.

The blended learning model product was developed to fulfill the educational components, namely objectives, materials, tools, materials, media, and evaluation instruments. The educational component, as stated by [Siswoyo \(2008: 33\)](#) states that the learning component consists of educational objectives, students, educators, educational content, educational methods, educational tools, and educational environment. The learning model products in this study complement and formulate learning components to suit the learning participants' needs.

The first product developed was a guide to the blended learning model in partnership with schools and parents. The guidebook is divided into three (3) sections, namely the introduction part I contains the background of learning, aims and objectives of learning, objectives, learning systematics, tasks, functions, and roles of facilitators, learning methods, and Outline of Participatory Blended Learning Program (GBPP). The guidebook explains the general competency of learning. The birth of competencies is based on needs and analysis of early learning by sorting and linking competencies. [Sumantri \(2015: 17\)](#) reveals a way to acquire competence by asking questions and formulating using active verbs.

The second product developed in this learning model is the syllabus. The syllabus is integrated into a guidebook that explains the scope of material, learning methods, and media, as well as evaluation. The guidebook and syllabus are a reference for teachers and facilitators in implementing participatory blended learning in partnership with schools and parents. The syllabus developed in this model includes material descriptions, objectives, indicators, synchronous and asynchronous learning methods, tools/materials/resources, and time allocation. The components developed in the syllabus follow Sanjaya's explanation that the syllabus is a learning plan that includes competency standards, essential competencies, learning materials, objectives, assessments, time allocation, and learning resources ([Sanjaya, 2011](#)).

The third product developed in the learning model is the module. The module is the primary teaching material in this study entitled "building school and parent partnerships." As expressed by [Sumantri \(2015: 217\)](#), teaching materials are everything that students want to learn and master in the form of knowledge, skills, and attitudes through learning activities. Meanwhile, [Suparman \(2014: 312\)](#) reveals that a module is a set of teaching materials that can be studied independently (self-instructional). The school and parent partnership modules are structured in 2 formats: print modules used for face-to-face (offline) learning and electronic modules used for online learning.

The fourth product developed in the blended learning model is learning videos. A video is a form of learning media with advantages in conveying learning messages. [Smaldino \(2019: 179\)](#) reveals several advantages of video media, including (1) moving images that can explain concepts and processes better, (2) can teach affective aspects such as the formation of personal and social values, (3) minimal risk in observation, (4) can be dramatized, and others.

The fifth product developed in the learning model is the Google Classroom-based Learning Management System (LMS) application issued by the Google company. Google Classroom can be used to deliver teaching materials and provide tests that are integrated with assessments. Parents of students can access via the browser on desktop and mobile devices (Android and Apple). Google classroom is appropriate for opening asynchronous (non-real-time) mode online classes. Google Classroom was chosen based on initial preliminary studies and ease of use and access. LMS is used for repositories such as storing material, managing schedules, storing learning participants, and learning outcomes. [Prawiradilaga \(2014: 286\)](#) explains that LMS is authoring software developed to manage learning processes such as scheduling, discussion, material explanation, and assessment. Some of the advantages of an LMS based on Google Classroom include being easy to use with simple display tools, organizing learning and storing material, and compiling quizzes and assessments.

The feasibility of the participatory blended learning model

The validity, which includes conceptual validity through expert tests, empirical tests through practitioner tests, and limited trials in authentic learning, has been declared feasible. Conceptual

validity involves both material and learning experts and media and learning. The assessment of material and learning experts with four components yielded an average rating of 3.79. In comparison, the assessment of media and learning experts with seven components resulted in an average rating of 3.81. Several improvements were made to learning guides, daily activity designs, blended-participatory learning steps, and illustrations in media presentations and learning modules. What is suggested by the experts strengthens the nature of participatory blended learning, especially in the learning method variable. Learning steps and illustrations of media presentations are closely related to the strategy for managing and delivering learning messages; as stated by Degeng (2013: 12), learning variables are classified into three parts: organizing strategies, delivery strategies, and management strategies.

Methods related to learning strategies are designed so that learning is under the design. The blended learning method is carried out in 2 modes: direct (synchronous) and online (asynchronous) virtual face-to-face learning. Each method has a different learning strategy. Prawiradilaga (2007: 18) reveals that methods are effective ways or techniques for conveying teaching material, further conveying that methods as learning strategies can be associated with the media and the time available for them. Validation has led to the development of a participatory blended learning model with clear stages and steps, as well as the application of appropriate methods and media choices in each mode (F2F and online).

## CONCLUSION

The results of the research are composed of a participatory blended learning model of school partnerships and parents of elementary school students with the first stage, the analysis stage, including analysis of needs and situations, analysis of general objectives and materials, analysis of the characteristics of students' parents, analysis of the environment/technological devices, and analysis of blended learning time. Second, The design phase is designed in two modes: face-to-face (synchronous) and online (asynchronous). Third, the development stage includes developing specific objectives and blended learning materials, designing blended learning strategies, and developing blended learning resources. Fourth, the implementation stage of blended learning includes the limited trial and field test stages. The practicality test was carried out in face-to-face (synchronous) and online (asynchronous) modes. Fifth, The evaluation phase includes developing formative evaluations for blended learning, model revisions, and developing summative evaluations. The results of the expert validation of the participatory blended learning model assessment were generally declared feasible, namely the average score of 3.5. While the material and learning expert's assessment of the blended learning model received an assessment of 3.79 (very good) or proper, and the media and learning expert's assessment of the blended learning model received an assessment of 3.81 (very good) and is feasible to implement.

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