The Use of Facebook in Blended Course in Teacher Training College

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Abstract: Future educational challenges are related to technology, especially information and communications technology (ICT). The ICT has a very big influence to the learners. Many students have already used social media 'facebook' and 'twitter', but not so with their teachers. The rapid globalization and ICT development requires a change in attitude and mindset of teachers and students, including in Teacher Training College (LPTK). A good approach is to integrate technology with education through blended learning models (BLM), that is learning that combines face-to-face learning activities and learning online through social media facebook. One of the advantages of BLM is to improve the interaction between learners, between learners and educators, and learners with different learning resources anytime and anywhere without being limited by space and time.

Key Words: *Blended Learning Model, Facebook, LPTK.*

INTRODUCTION

Future educational challenges related to ICT have a very big influence on the learners, particularly the use of social media facebook. Learners are now so technologically savvy, but not so with their teachers. As a result, a gap between learners and educators who do not use technology arises in the classrooms. This is also confirmed by Diktis Director, Prof. Dr. Dede Rosyada (News Diktis: 2014) who states that the conventional learning systems (*faculty teaching*) that have been conducted and condensed by instructional atmosphere are lack of dynamics of the rapid development of science and technology. Besides the conventional learning system, PTAI graduates still lack of knowledge and mastery of the latest technology. To answer these problems there is a need to apply e-learning-based learning to improve the quality of learning in PTAI (Islamic University).

Teacher Training And Educational College (LPTK) of PTAI must prepare teachers and prospective teachers who are skilled in the 21st century demands of the 2013 curriculum. The teacher must be skillful to use the technology. In the era of ICT, the teacher must

have a high information technology literacy. LPTK need to familiarize teachers and prospective teachers to use ICT in the lecture. One of them is by applying the model of *blended learning* (BLM), namely, learning model that combines face-to-face lectures and online lecture. One of the advantages of BLM is to increase the interaction of learning, anytime and anywhere without being limited by space and time and it can overcome the lack of student self confidence.

BLM is very appropriate to be applied in Teacher Training College since the lecturers here often use lecturing and discussion to improve students' critical thinking skills and the mastery of concepts. But the classroom discussions have limited time and they often rise psychological effects. In addition, the discussion technique cannot cope the overall learning objectives for the large classes. Sometimes, lecturers do not have enough time to interact with the students within this additional time, therefore, BLM is thought to be the best solution.

BLM can cope with limited time and psychological limitations in face to face discussions because it increases the interaction

in the learning and maximizes students' involvement. Online discussion does not require additional classrooms and neither cause problems with the other classes. Lectures can be done anytime and anywhere. The widely developed BLM in college is a web-based BLM. The availability of the web that can be accessed through BLM is a requirement to ensure the successful implementation of BLM web-based. However, this requirement cannot be applied in many Islamic Higher Education for some reasons, therefore, social media facebook on online learning can be implemented.

Facebook has a lot of advantages when applied in learning. Facebook is a popular social media in Indonesia, especially among students and college students. Most students have facebook accounts, so, it can be used in the online lecture. Facebook can accommodate a lot of access, quick, and confidential/convenient and it is easy to use independently. So online learning can be done without the need to wait for a website of the university or institute which can be used for lectures. Facebook provides potential opportunities and challenges in teaching teachers or prospective teachers. By combining the face-to-face lectures and online courses through social media, facebook is expected to overcome a variety of obstacles in the lecture in teacher training program and generates candidate of ICT-literate teachers.

BLENDING LEARNING MODEL

Generally, model of *Blended Learning* (BLM) means meaningful learning pattern in mixing elements, or a merger between one pattern with another pattern. The definition of *blended learning* according to Driscoll (2002) refers to four different concepts: (a) *Blended learning* is learning that combines various web-based technologies to achieve educational goals; (b) *Blended learning* is a combination of a variety of learning approaches (such as *behaviorism*, *constructivism*, *cognitivism*) to produce an optimal learning achievement with or without instructional technology; (c) *Blended*

learning is also is a combination of many formats learning technologies, such as video tapes, CD-ROMs, *web-based training*, film) with face-to-face learning; and (d) *Blended learning* combines technology of learning with actual job tasks commanding to create a good influence on learning and work.

Furthermore, Graham (2005:4) states that the definition of *Blended learning* is most often cited as: (a) definition that combines various media modalities of learning; (b) definition that combines a variety of teaching methods, learning theory, and pedagogical dimensions; and (c) the definition that combines online learning with face-to-face course.

Based on the definitions described above, the BLM will be developed based on the definition of the 3 (three) of Driscoll and Graham namely; combination of learning the characteristics of traditional and electronic learning or *e-learning*. combination or merging aspects of *e-learning* approach in the form of *web-based instruction*, *video streaming*, audio, *synchronous* communications with traditional face-to-face learning, including learning approach, teaching methods, learning theory, and other pedagogical dimensions. It can be said, that MBL is a learning activity that incorporates many learning theories, approaches, models of teaching and learning activities face to face and online learning activities to produce or achieve better learning.

Basic Theory of *Blended Learning* Model

BLM is a combination of face-to-face learning and *e-learning*. There are various theories of learning applied in different situations to produce a good model of instructional design. Based on the existing components in the BLM learning theories, the supporting components are cognitive and constructivism (Carmen, 2005: 1-2 and Rusman et al, 2011: 247).

Cognitive learning theory holds that learning is more important than the results of their study. Learning does not just involve the relationship between stimulus and response. The

learning process will work well if the subject matter or new information is adapted to the cognitive structure that has been possessed by someone. Personal behavior is determined by the perception and understanding of the situation related to the learning goals. Therefore, the study endeavored to provide the conditions for the formation of such knowledge on the optimal self-learners.

The learning process according to the flow of constructivism is the process of giving meaning to the student experience through a process of assimilation and accommodation that encourages updating cognitive structure. Knowledge is essentially constructed by learners through the interaction involved in the environment. Learners are given the freedom to express their opinions and thoughts on something they face. The role of the teacher in the learning process is to help the process of knowledge to be constructed and run smoothly in the learners' minds.

Based on the opinion above, it can be said that the cognitive-constructivist learning is learning in which learners construct knowledge based on the knowledge and experience that have been previously owned. Social interaction and language are used to facilitate the process of knowledge construction. The use of BLM through discussions in face-to-face classes and online classes aims at facilitating the process of knowledge construction.

The use of BLM enables the learning process to take place regardless of time and place. Learners discuss freely whenever and wherever. BLM can create a positive learning environment for the interaction between learners, and learners with educators. Dewey in Comey (2009: 5) believes that learning is "*Social enterprise*" and stressed that interaction between students and teacher which is important to the learning process.

The Excess of *Blended Learning Model*

BLM appears as a response to the weakness of face-to-face learning and online

learning. But each of these learning also has certain advantages. The advantages of face-to-face lectures are the main direct interaction between learners and educators with student participants with other participants. This interaction makes the feeling more strongly connected to the instructor/lecturer. Weakness of face to face learning is limited by space and time so that the learning is less than the maximum perceived by educators.

The advantages of web-based online learning according to Rusman (2011: 271-275) are: (1) allowing everyone to learn anything without being limited by space and time, because the connection is available anytime, anywhere in the world; (2) the operational costs of each student to participate in learning activities become more affordable; (3) supervision of students' progress is much easier; (4) the design of web-based learning allows for learning activities that have been personalized; (5) learning materials can be updated more easily. However, web-based learning also has disadvantages, namely (1) the success of web-based learning relies on the ability and motivation of learning; (2) the access to participate in learning by using the web is often a problem for learners; (3) the learners quickly feel tired and bored if they do not access the information, due to the absence of adequate equipment and sufficient bandwidth; (4) the need of guide for learners to find relevant information, because the information contained in the web is very diverse; and (5) using a web-based learning, learning will be disturbed if there are limitations in communication facilities. The biggest drawback in online learning is very lack of direct interaction between educators with learners and among learners.

Discussions conducted in face to face and online classes have advantages and disadvantages. However, MBL can combine the advantages of face to face discussion on learning and online learning. Graham (2005: 18) points out the strengths and weaknesses of the discussion that occurs in face-to-face learning environments and online one as shown in Table 1 below.

Table 1.
Discussion on the strengths and weaknesses
of face-to-face and online lectures

	Asynchronous Discussions in An Online Learning Environment	Class Discussion in Face-to-Face Learning Environment
Strength	<ul style="list-style-type: none"> Flexibility: Students can contribute to the discussion at the time and place which are most convenient for them. Participation: All students can participate because there are no constraints of time and place The depth of reflection: Students have more time to carefully consider and provide evidence for their claims and provide more in-depth statement, wiser reflection 	<ul style="list-style-type: none"> Human relations: It is easier to establish and develop a social relationship in a face-to-face environment. This makes it easier to develop trust. Spontaneity: Allows to quickly to relate the ideas and inventions
Weakness	<ul style="list-style-type: none"> Spontaneity: Do not push the links of the ideas and discoveries quickly. Delays: There may be tendency to delay the work. Human relations: More impersonal or personal, which may lead to lower levels of satisfaction. 	<ul style="list-style-type: none"> Participation: Not everyone can participate, especially if any participant who dominates. Flexibility: Limited time, which means that the participants may not be able to achieve the desired depth of discussion participants.

BLM is learning that combines the advantages of face to face lectures and *online* learning. BLM can create a positive learning environment for the interaction between fellow learners, and learners with educators without being limited by space and time. Dewey (1938) in Comey (2009:5) suggests that the interaction among the students and the interaction between students and teachers is a key factor in students' learning process and is an important element in creating an effective learning experience. Not only the interaction between learners and educators are important in the learning process, but the interaction between learners with learners is also important in learning (Moore in Comey (2009: 9). According to Michael Moore in Comey (2009: 9-10) there are three types of interaction, namely *learner-content interaction*, *learner-instructor interaction*, and *learner-learner interaction*, and *learner-interface interaction*. Graham (2005: 5) describes the four critical dimensions of interaction that occurs between face to face classes and online classes, as shown in figure 1 below.

Figure 1. A four-dimensional continuum of critical interactions that occur in a face-to-face classroom environment and *online* (virtual).

There are many interactions occur in the BLM. Interactions can occur in the teaching of 'Synchronously' (at the same time) or 'asynchronously' (at different times). In the

BLM, educators prepare teaching materials for students can be accessed through the online media that contain text, graphics, animations, simulations, audio and video. Educators also provide ease for '*discussion group*' so that the interaction between learners, learners and educators can be conducted anytime and anywhere within orally and in writing.

Eggen & Kauchak (2012:57-58) argues that "the more the learners/ students practice in using the language, the deeper their understanding. Because if a teacher or lecturer who speak or explain, the student/student may understand and may not be, but if a student who said it, most likely they are going to "understand". As noted Silberman (2006:23) "people tend to forget about what they hear, but I have taught to others, I mastered".

Learning interaction is an important factor in learning. Interactions in the BLM is included in active learning because communication can occur through oral and written. Thus, BLM is potential to provide better interaction between students and students with lecturer. Interactions can occur through many opportunities, either through face-to-face and online communication. Students who may be shy to speak or ask questions in face-to-face classrooms can utilize online communication to interact with faculty and with his friends whenever and wherever. This illustrates the importance of social interaction and use of oral and written language in encouraging learning.

Blended Learning Model in Teacher Training College

ICT is potential to improve the effectiveness of learning. The access to learning resources via the Internet allows students who previously out of reach for more extensive information. MBL is a new way to improve the process of teaching and learning in higher education, including LPTK. Graham (2005:8-10) and Sukarno (: 3) state that there are three main reasons why *blended learning* is chosen in colleges: improvement of pedagogy; the increase access and flexibility, and the increase

of cost effectiveness. While Osguthorpe and Graham in Graham (2005:8) identify six reasons to use BL system: (1) rich in instruction, (2) access to knowledge, (3) social interaction, (4) personal agency, (5) cost-effectiveness, and (6) ease of revision.

In addition to these considerations, current teachers or prospective teachers must be technology literate. Technology is an integral part of life. Herath (2011:4-10) argues that 21st century learning for teachers and students, 21st century skills, and the development of teacher's knowledge related to technology, pedagogy, and learning content that learned or (*Technological, Pedagogical, and Content Knowledge* (TPACK). TPACK as a cornerstone of the need for teachers or lecturers consider the use of *blended learning* in the learning. Advances in ICT and its impact on learners become the basis for LPTK to equip teachers and prospective teachers to use technology skillfully. Lectures in LPTK need to familiarize students to use ICT in learning; one of them is through BLM.

BLM developed by various institutions is in accordance with the desired goal. Graham (2005: 10-11) explains that all the BLM may occur at the level of the activity, the level of the course, program level, or institutional level. From the four levels, MBL activities on teachers and instructors are more likely in the level of activity and tuition. The model can be developed in Teacher Training College is BLM which are complementary between face-to-face learning with online learning. This model is more relevant to use in the development of teachers' education, in terms of the conditions, culture and infrastructure owned today. Substantially, teacher's material is identical to the value that can not only be transferred through without face-to-face learning, but rather required *direct learning*, so that the elements of a teacher's *modeling* can be adapted well. For mastery of conceptual, theoretical and skills can use the MBL with the remote system.

FACEBOOK IN LEARNING

Many web-based BLM developed by various educational institutions rely heavily on

the availability of the website which can be used for learning and can be accessed anytime and anywhere. Availability of a website is an absolute requirement of this web-based implementation of BLM. Darmansyah (2010:226-230) states that at least in the web-based effective online learning, there must be: (1) support and technical services; (2) support and academic services; and (3) support and library services. For support and technical services, at least there are three principles that should be considered, namely: (a) a comprehensive system of technical support services must be in place to ensure the effective use of technology in online learning for students, instructors and staff; (B) the institution must provide adequate access support during the process of designing, developing, and providing online learning; and (c) the support system should be designed to provide services to students in a variety of locations wherever and whenever.

Availability of a website that can be used for lecturing is the limitations/weaknesses of web-based BLM if applied in Islamic Higher Education. Due to the limitations in supporting infrastructure, such as the availability of the website and a LAN (*Local Area Network*) that can be used for online lectures, online discussion that it is usually done through the web, to be replaced by using social media facebook.

In addition to constraints in the availability of the website for carrying out online lectures, the use of the website also has some disadvantages compared to facebook social media in the implementation of *online* classes. Herlanti (2011) suggests a comparison between weblogs and facebook, as can be seen in Table 2.

Table 2 Features in Weblog and Facebook

No.	Facilities	Weblog	Facebook
1.	Making free account	V	V

2.	The easiness of creation and management	V	V
3.	Writing delivery	V	V
4.	Giving comments	V	V
5.	Notification of any posts/comments	V	V
6.	Notifications integrated "mobile" via mobile phone	X	V
7.	Posts and comments submitted are open to the public	V	V
8.	Posts and comments submitted can be closed only for a network of friends	X	V
9.	Group discussion and participants can be selected (can be closed or open to the public)	X	V
10.	Marker (<i>tag-in</i>) that can connect mobile and appear in the notice, to call another user, so active discussion.	X	V
11.	One post can accommodate more than 100 comments without "low loading"	X	V
12.	In addition to discussion of the <i>ON / OFF</i> can also be done online discussion	X	V

Description: V = available, X = not available

Based on Table 2, it appears that Facebook has several advantages compared to the weblog or web. Facility to send a note and comment are existing records in the facebook. Weblog is open, as for facebook can be made "secret" is limited only to the friends who make friends. Facebook can accommodate a lot of access capabilities, fast, and confidential / comfortable and easy to run without operator assistance.

Facebook has a great potential to be used in education and learning. Facebook presents the various forms of applications that allow the participants and learners with educators to collaborate, interact to provide opportunities for knowledge construction learners all the time, however it should take into account the limits of decency in communication.

The utilization forms of facebook of learning depend on the applications available in facebook and learning needs. According Nurkamid, *et. al.* (2010) Facebook provides a wide range of applications that can be used for learning media. Some of the applications that can be used for *e-learning* are:

1. Profile management; The system can handle activities related to the facebook user's profile, begin to edit profile, change profile picture, add links, etc..
2. News management; The system can handle activities related to presenting information to the user, eg status updates, send messages, leave a comment, reply to comments, etc..
3. Applications management; The system can be integrated with existing applications, such as applications create quizzes, share information, create a schedule application in study groups, etc..
4. Schedule management; The system can create a schedule of activities, such as study groups, discussions, events, etc.
5. Group management; The system can create or add a group / group as fellow members of a social network, such as an alumni group of engineering faculty, group, etc.

The utilization of facebook as a medium of learning according Prasetyo (2011), is:

1. Creating a forum for discussion with the learners and provide feedback discussion material related to the subject matter in school. Create a group specifically for a classroom or school based material.
2. Provide a summary of the material or task via Facebook. To take copy and learners can learn at home, for the tasks could be discussed in schools.
3. Perform an online test. This can be done with existing facilities on facebook *chat*.
4. Provide URL/Web-related subject matter in school, then the students assigned to study the material which can then be discussed in schools.

The utilization of facebook for discussion was also conducted by Erik Moberand in Ragapathi (2011: 1-4). Erick uses the facility closed for the class group and invites all students to join. Students are assigned to classes on the internet looking for material, lead lectures alternately every week and share the lecture materials to their friends. As a result, students transformed from students into a "teacher" that improve learning outcomes.

Students make connections between the concepts in the classroom and the real world environment with on Facebook. Learning environment that is "informality" helps students to express themselves better without the boundaries of academic and social, as well as a discussion. Students can easily access Facebook on mobile devices, so using facebook in class enables them to participate in academic activities while on the move (anywhere anytime). Facebook could make a shy student in the face to face class to be participating in the discussion.

The results of the study were presented by Saikew, *et al.* (2010) also showed that even though there many tools available to *e-learning*, facebook is effectively used in learning. Students generally respond quickly in discussion and quite comfortable to share information and their opinions. By using facebook in learning, the role of students can shifted from only receive knowledge into search and share their knowledge. Moreover, the interaction with the teacher can become more fast because teachers and students can respond quickly via Facebook. Facebook have excellent potential as a channel lifelong learning for teachers and students.

Facebook can provide a friendly learning environment (free of trepidation and embarrassment), safe, and confidential (closed group, only for members only). Learning environment that is friendly, safe and confidential enable to conduct discussion related to sensitive issues of social and political standpoint though.

Discussion through facebook can overcome the limitations of time and psychological limitations that often come up in face-to-face discussions in the classroom. Herlanti (2012:7) states that the cause of time constraints limited the opportunity for participants to argue. Time constraints also led to discuss unclear material, although not finished, the discussion often must end because the clock has run out lessons. Psychological constraints, often faced by participants of

discussion, some participants chose to become a listener, because less confident and anxious when delivering opinion orally. As a result, only certain people who dared to put forward arguments and dominate the discussion. Social media can be an alternative implementation of the discussions to overcome the limitations of time and psychological. Comments in written form, more felt comfortable and safe, especially for people who have *introverted* attitude.

Learning through facebook creates a new atmosphere the students are learning. In opposite to this learning, traditional learning in the classroom just deal with sitting and listening. But when confronted with instructional media using facebook they feel a somewhat different lesson. Through facebook, educators can utilize learners' pleasure to revive their enthusiasm for learning. But before using facebook in an online discussion, it should be emphasized to students about politeness and limitations need to be considered.

Social interactions that occur in facebook also need boundaries. When direct interaction, students can read nonverbal clues and get immediate feedback related to social interaction with friends. But the indirect interaction via electronic communication such as SMS, twitter and facebook, social skills - such as listening with full attention when someone is speaking can not be done. For the impressions in the electronic communication is more important than face-to-face interaction. Therefore, electronic communication does not allow direct oral feedback and do not include non-verbal feedback at all.

CONCLUSION

The rapid changes in globalization and ICT development today demand a change in attitude and mindset of the teacher/lecturer. Therefore, the role of the teacher/lecturer is now increasingly competed with the existence of a variety of communication tools, social media and the Internet and also television. If the teacher/lecturer does not update itself to the development of ICT, then they could be rivaled

by the social media. ICT can enhance the creativity and motivation of learners. So educators need to utilize social media especially facebook ICT in learning to get positive benefits in the education, not only negative effects. Facebook has a lot of advantages when applied in learning. The selection of facebook in *the online* lectures are also based on several considerations. First, Facebook is a popular social media in Indonesia, especially among the students, and the most of students have a facebook account. Second, there are many *cell phones* that already have a facebook application and learners use facebook via *mobile phone*, outside the lecture or lectures taking place at the time. This means that there are no significant obstacles if facebook is used in the lecture online. Facebook can also be accessed through *mobile phones*, because it is provided in a variety of brands.

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