

IMPLEMENTATION OF LEARNING TECHNOLOGY INNOVATION BLENDED LEARNING TEACHER PROFESSIONAL EDUCATION PROGRAM IN THE FACULTY OF ENGINEERING UNY

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ABSTRACT

The rapid development of information and communication technology in the industrial era 4.0 has an impact on effective and efficient learning. The purpose of this study was to determine: 1) the readiness of students to follow PPG Daljab Model Blended Learning at the Faculty of Engineering, YSU, 2) PPG Daljab students' perceptions of the Blended Learning Model system at the Faculty of Engineering, UNY, 3) student learning outcomes PPG Daljab Blended Learning Model at FT UNY. This research method is a survey. The study population was all PPG students in vocational school teachers in 2019. The sample selection technique used was random sampling. The data analysis technique used in this research is descriptive quantitative. Quantitative descriptive data analysis is used to describe the data obtained from questionnaires and documentation of the variables, namely: (1) understanding of teaching materials, 2) learning motivation, 3) learning load and time, 4) content of the ppg daljab module, 5) lecturer services in lectures, 6) conducting lectures, 7) implementing PPL and 8) learning outcomes of students' Ability Test (UKM). Quantitative descriptive analysis by analyzing the mean, median, mode, and standard deviation. Furthermore, the results of the analysis will be described in order to obtain a comprehensive picture of: PPG participant readiness, PPG participant culture, PPG implementation process, and PPG participant learning outcomes. The results showed: (1) the readiness of the Professional Teacher Education program participants got an average score of 3.75 and was in the very good category; (2) the culture of the Professional Teacher Education program participants got an average score of 3.6 and was in the very good category, (3) the implementation of the Teacher Professional Education program got an average score of 3.467 and was in the very good category, (4) the learning outcomes of the participants of the Professional Teacher Education program scored an average of 3.475 and were in the very good category; and (5) the impact of the Teacher Professional Education program activities got an average score of 3.4 and was in the very good category

Kata Kunci: *blended learning, teacher professionalism, educational innovation*