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Rotation Type Blended Learning Model for Student Athletes

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Abstract: Sports Education and Training Center is the main program organized by Ministry of Youth and Sports. This program focuses on developing student athletes at the secondary school level in various regions which includes a number of activities and is designed with the aim of improving student sports performance. The dual role of sports and academics that PPLOP student athletes have is a unique combination but has an impact on their learning achievements and is one of the problems that must be solved by schools. This research examines the readiness of schools to implement rotation-based Blended Learning for PPLOP student athletes at SMA Negeri 3 Serang Banten. This type of research is qualitative with a descriptive approach. The results of the research show that: Planning for the implementation of rotation type blended learning for PPLOP student athletes at SMAN 3 Serang Banten, Implementation of rotation type blended learning for PPLOP student athletes at SMAN 3 Serang Banten, Evaluation of the implementation of rotation type blended learning for student athletes at PPLOP.

Keywords: PPLOP; Rotation Type Blended Learning; Student Athletes

Introduction

Sports education is an integral part of physical education and is an ongoing part of all levels of education. Therefore, sports and health education is an important component of the educational curriculum that is integrated into the overall curriculum. This reflects how vital sports education is in supporting students' holistic growth, which has many benefits, including increasing physical abilities, building sportsmanlike character, and competence in competition.

Improving national sports achievements is very dependent on student sports development. With structured student sports coaching efforts, managing sports coaching centers, and focusing on coaching at an early age, national sporting achievements can be improved significantly. Coaches also have a key role in helping student-athletes reach their potential.

One of the actions taken by the government to support the development of student sports is implementing sports training and exercise programs which include a number of activities and programs designed with the aim of improving student sports performance. The local government, through the youth and sports department, is implementing a special training center program for high school student-athletes with the aim of improving their sporting achievements.

PPLOP stands for Student Sports Education and Training Center, is part of BPPLOP, namely the Student and Training Center. PPLOP is a system for developing talented student-athletes that aims to create ideal PPLOP athletes, namely athletes who meet certain criteria. PPLOP acts as a nursery for student-athletes with an emphasis on quality development. It is hoped that through the PPLOP coaching system, potential athletes can be formed and achieve high achievements.

Student Sports Education and Training Center was initially the main program organized by The Ministry of Youth and Sports. This program focuses on developing student-athletes at the secondary school level in various regions, and the Ministry of Youth and Sports finances PPLOP through APBN funds. Over time, the athlete development program under the auspices of PPLOP has shown significant results. Therefore, local governments are given the authority to expand the PPLOP program in their own areas and can use Regional Revenue and Expenditure Budget funds to support this initiative. This expansion is known as the Education Center.

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Student-athletes who are members of the PPLOP program have their own responsibilities, namely balancing their roles as athletes who must train regularly and students who must study diligently. This program usually involves collaboration between schools with Youth and Sports Department. SMAN 3 Kota Serang Banten is the only public high school in Banten Province appointed by the Regional Government of Banten Province to accept PPLOP student athletes to attend school and receive formal education.

At school, student athletes have the same rights as other students (not athletes), namely getting education and teaching and also using the learning facilities available at school, but there is a difference in study hours for student athletes and general students, namely their study hours start at 9 am where there is a routine. training is usually done twice a day, namely every morning before going to school and in the afternoon after returning from school, so that study hours end at 1 pm, because they have to rest to prepare physically for training in the afternoon. Aquillina (2013) in her research revealed that it takes at least 20-30 hours/week to practice and compete to excel in sports. Meanwhile, in terms of education, student-athletes need at least 30 hours/week to achieve satisfaction with learning outcomes (Aquilina, 2013).

Limited study hours and the inability to make study time effective are the causes of their lack of learning achievement. Apart from that, pressure also comes from sports activities, where a student athlete has to go through tough and tiring training. Student athletes often have to travel to various regions and even abroad to take part in championships due to the high level of competition at the level they face (Brown et al., 2015). Student-athletes routinely face the challenge of juggling busy schedules, including practices, sports competitions and schoolwork. The combination of high expectations from coaches and teachers to achieve good results in sports and academics can have a significant impact. Often, this results in a situation where the balance between commitments as an athlete and a student is not ideal, which can impact their cognitive abilities, such as the individual's ability to re-master learned concepts or principles. This includes various aspects such as thinking, ability to acquire knowledge, understanding, conceptualization, determination, and reasoning (Capranica, 2011).

By implementing the blended learning model, student athletes can learn according to their wishes when they will start studying and when they will finish learning and students can determine their own place to study without having to go to the classroom. The definition of blended learning that is often given is learning that is combined with learning media, learning that combines learning models, learning theories and learning that combines face-to-face learning with online learning (Wardani et al., 2018). Blended learning is a learning model that combines face-to-face (conventional) learning and online learning (Marlina, 2020). This learning combines various technologies, learning strategies and delivery methods to improve learning outcomes and experiences for students, so that this model can be applied to any subject.

The blended learning model is a learning approach that combines conventional methods that take place in the classroom with a technology-based learning approach, as stated by John Merrow in 2012. In other words, this blended learning concept involves combining traditional classroom learning with the use of technology modern technology. A similar explanation was also conveyed by Sari (2013) who defined blended learning as a learning system that combines face-to-face learning in class with dare learning through internet facilities or media (Sari, 2013). Blended learning involves various types of learning media which are used synergistically to create a superior learning experience (Husamah, 2014).

In essence, blended learning consists of two main components, namely direct learning in the classroom (face-to-face) and learning via networks (e-learning). The aim is to encourage students to be active, independent and responsible in their learning process. Blended learning involves various learning methods, learning models, and various different technological media with the aim of achieving desired learning outcomes.

The rotation-type blended learning model is an approach that is suitable for the world of education today because it can improve students' soft skills (Maulida, 2020). Learning is broken down into various stations or spots, where students experience a variety of learning methods, including online, independent, and face-to-face learning with a teacher. Online and offline learning components include audio and video content, reading material, and communication via applications such as Moodle, Zoom, and Google Meet (Gusmawan, 2020). The rotation type Blended Learning model provides benefits in terms of the use of technology in learning, allows students to learn independently, and facilitates direct interaction with teachers. This helps increase student engagement and personalize learning.

In implementing the blended learning model, an integrated online learning processing system is required, as stated by Munir that a learning process that uses an e-learning design requires a learning management system (LMS). LMS is managing interactions in a technology-based learning process through websites (Munir, 2010). The novelty of this research is the use of learning models in schools that have athlete classes, this is in special schools appointed by the government. This research is

specifically aimed at how the learning outcomes obtained by students who are athletes where the learning pattern is not always in the classroom, namely by using the moodle application compared to students who are not athletes.

The LMS model support software used is Moodle. The Moodle program was first developed by Martin Dogimas who maintained Moodle as an e-learning application that was provided free of charge. The e-learning system with the Moodle program has complete facilities to support learning activities so that it is hoped that it can increase the efficiency and effectiveness of teacher performance and students' understanding of learning material. Thus, Moodle media acts as software to support the learning process through a blended learning model.

Method

The type of research used is qualitative research which seeks to reveal the facts at the research location so that it can produce narrative data in the form of words, pictures, and not numbers. So information can be obtained about how teachers plan or prepare to implement the rotation type blended learning model for PLOP student athletes, what the implementation is like, and what the evaluation process is like in rotation type blended learning for student athletes at SMAN 3 Serang Banten. The samples from this research were two teachers who taught PPLOP student athletes at SMAN 3 Serang Banten and five PPLOP student athletes in the class (Campbell et al., 2020).

The main data source in qualitative research is data. This data source relates to all speech, behavior, documents and other objects that are relevant to be used as research data. When using interviews to collect data, the data source is called an informant, namely the person who conveys or answers questions either in writing or orally. When using observation, the data source is an object, movement, or process. When using documentation, the data source is documents or notes (Moleong, 2018).

Data collection techniques in this research include observation studies, interviews and documentation studies. The research data obtained is then processed and explained. The data analysis technique in this research uses the Miles and Huberman data analysis model which includes three steps, namely data reduction, data presentation, and drawing conclusions/verification (Akbar, W. & Aritonang, B, 2022).

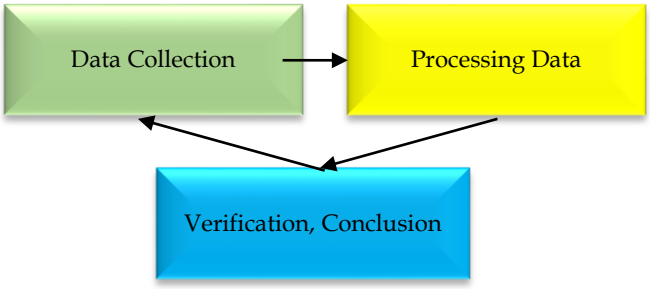

Figure 1. Research Flow

Result and Discussion

Planning for the implementation of rotation type blended learning for PPLOP athlete students at SMAN 3 Serang Banten. Based on the results of research conducted by researchers, the rotation type blended learning learning plan for PPLOP athlete students at SMAN 3 Serang City, a more detailed explanation of this will be discussed as follows.

Describe the previous learning model used by teachers for PPLOP student athletes. First, from the results of interviews and observations, researchers obtained information that this year (2024) after accepting new students, the school separated PPLOP student athletes into the same class, namely class X 13, totaling 45 PPLOP student athletes from various sports. This is done to make it easier for schools to organize PPLOP student athletes in the learning process so that it is more conducive and the licensing process is easier when the student athletes are required to take part in tournaments or championship competitions in various cities.

This year the school also implemented an MOU for all student athletes to be able to participate in full learning from morning to evening on only one day a week. This is hoped so that PPLOP student athletes can cover their lack of study time, but still cannot meet their study time needs the student athlete. The learning method that has been used by teachers who teach PPLOP student athletes is using conventional learning models or traditional learning. This model is applied in daily learning activities. This method is considered easier to use and tends to focus on rote learning and practice in texts. "Conventional learning is learning where problem presentation is placed at the end of the lesson as practice and application of the concepts learned." Hendriana (2014), apart from that, the assessment carried out in this learning model is traditional with a paper and pencil test where only one correct answer is required. The steps taken in the conventional learning model generally start from explaining the material given by the teacher, carrying out the exercises given and ending with homework assignments (Hendriana & Soemarno, 2014).

When student athletes' study time ends, teachers are used to only giving assignments in the form of homework, which when they return to school, these assignments are collected and graded. Sometimes there are some student athletes who forget to do their homework because they are busy practicing or are tired of their training schedule and even championship tournament schedules. The schedule differs depending on each sport. In evaluating PPLOP student athletes, teachers are used to taking tests directly using paper based tests and the assessment results obtained on average are student athletes getting grades below the KKM and for report cards teachers are used to giving additional grades or wisdom grades so that student athletes score in accordance with the KKM

Analyzing the need for a rotation type blended learning model for PPLOP student athletes. Second, after interviewing teachers who taught in the student athlete class and observing directly when the teacher was teaching, the researcher received some information that initially the learning model used so far was the conventional learning model but was felt to be less effective when applied to PPLOP student athletes due to the situation. What they face is different from students in general, so there is a need for other methods that are considered more interesting, more flexible and more effective to be implemented in order to be able to overcome the problems faced by teachers as teachers and student athletes as students.

Conventional learning models are deemed less suitable when applied to student athletes who have limited time to study. Their study time in class is only around three hours, the rest of the time they are in the dormitory, at the practice site, or outside the city where they are holding a championship tournament. A learning model that is able to adapt to their learning time is a flexible learning model where student athletes are able to achieve learning anywhere, anytime without having to come to school and be in class.

From the results of observations and interviews and based on the background of the problems that occurred, SMAN 3 Serang Banten finally implemented a rotational blended learning model starting from the beginning of the new school year in 2023. By implementing a rotational blended learning model, the researchers analyzed that this learning model able to reach the problems faced by PPLOP student athletes at SMAN 3 Serang Banten. With a series of stations or learning activities that students go through in turns, both online and offline, this will be able to overcome the problem of limited study time or learning hours for PPLOP student athletes because this situation feels more flexible in teaching and learning activities. According to Dreambox (2013), the use of blended learning models in the classroom can increase flexibility and personalized learning experiences for students, and also provide opportunities for teachers to spend more time as learning facilitators.

The Rotation Model is a method that instructs students to move around within a schedule determined by the teacher, where at least one learning session is carried out online. In a classroom setting, students who have been grouped will experience movement or rotation through various types of learning, such as face-to-face, online, group learning, group projects, individual guidance, assignments, or written exams (Dwiyogo, 2021).

In this rotation model students rotate in small groups through a series of learning stations. Each station is led by an online station and offline station teacher. Teachers can design one station to be a self-paced online learning station, where students work with content in a self-paced software program or learning management system. Other stations may be collaborative learning stations, where students complete learning activities with at least one other student. These activities may include technology, or may be completely offline.

The most common station in a blended learning rotation is the teacher station. While not required, these stations are very useful and allow teachers to meet one-on-one with small groups of students. This setting allows for more personalized and differentiated learning as well as the opportunity to provide targeted remediation and enrichment. Although these stations are usually offline, they do not always have to be offline, and teachers can choose to bring in technology that enriches learning activities. Although this description includes three stations, the number of stations is flexible and can be adjusted to meet lesson needs and time constraints.

Implementation of rotation type blended learning for PPLOP athlete students at SMAN 3 Serang Bamten. Teachers use the Moodle LMS application, First, in implementing the blended learning model, it is necessary to have an integrated online learning processing system. The implementation of blended learning cannot be separated from the involvement of technology. Nowadays, blended learning is known as a combination of several learning processes and technological tools. "Blended learning can also be applied by combining the learning process with technology" (Dwiyogo, 2021). As for the technological devices that can be involved and combined with the blended learning learning process, one of them is the learning process using an e-learning design which requires a Learning Management System (LMS). LMS is managing interactions in a technology-based learning process via a website. The software supporting the LMS model used at SMAN 3 in the online blended learning

process is Moodle. Moodle stands for Modular Object Oriented Dynamic Learning Environment.

The learning system with this platform is not limited by time and space. Teachers can provide learning materials anywhere. Students can also take part from anywhere without having to be present in one place. The interactions that occur in the learning process are divided into 3 levels, namely conceptualization (interaction with concepts), construction (interaction with tasks) and dialogue (interaction with people/teachers/other students/administrators). Moodle can be accessed at www.moodle.org. The MLS Moodle application was chosen as the LMS for online learning at SMAN 3 because this application creates a fun online learning atmosphere, and has various types of learning activities that can be accessed easily via a web browser. Examples include forum discussions, questions and answers, providing materials, and evaluations. There are many Moodle features that can be used in the Moodle application. The homepage display can also be customized by the user according to the access rights they have. There are at least three types of access rights that can be managed by Moodle, namely access rights as administrator, teacher and student. Of course, each user has different functionality and roles. Moodle allows it to be developed according to the target audience and has the characteristics of a course. This application can also function as a content manager, used to make the material and tasks available in the application dynamic, interesting and innovative (Abar, 2019).

The appearance of the Moodle application used in implementing online blended learning for student athletes at SMAN 3 Serang Banten consists of the main features, namely Home, Dashboard, courses, participants, grades, reports and more or others. Home is designed as the main menu. The dashboard includes several points important things such as student attendance lists, activity calendars, general announcements, courses are material results that have been marked manually or automatically. So, if you have finished reading and working on the course provided, then you can access the next class. Participants is a list of participants who took part in online learning. Grades is a feature that includes a form of assessment given after successfully completing test questions or exams smoothly. And Repots is designed for competition breakdown, logs, live logs, activity reports and course participants.

Moodle is preferred because it is easy to modify and is able to manage all academic and learning activities so that it can cover almost all conventional learning which has been converted into online learning (Adri, 2008). One of the advantages of this Moodle media is that teachers do not need to study web programming, so they can focus on selecting and arranging interesting content (content) that they want to convey to students (Surjono, 2010). The following is an example of the Moodle display used at SMAN 3 for the PPLOP athlete class.

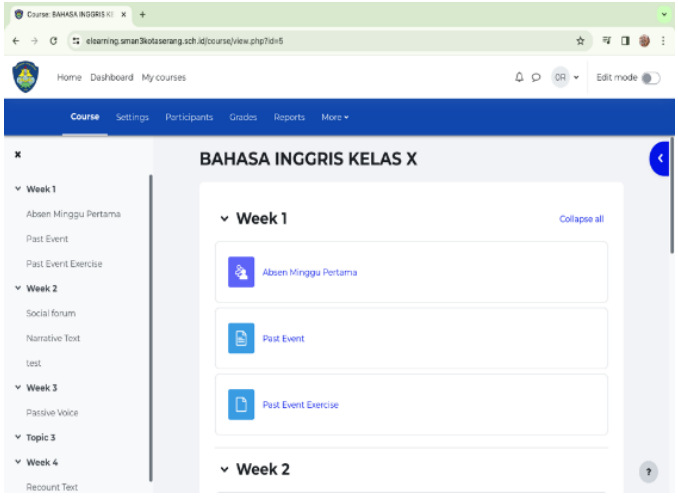

Figure 2. Initial appearance of Moodle

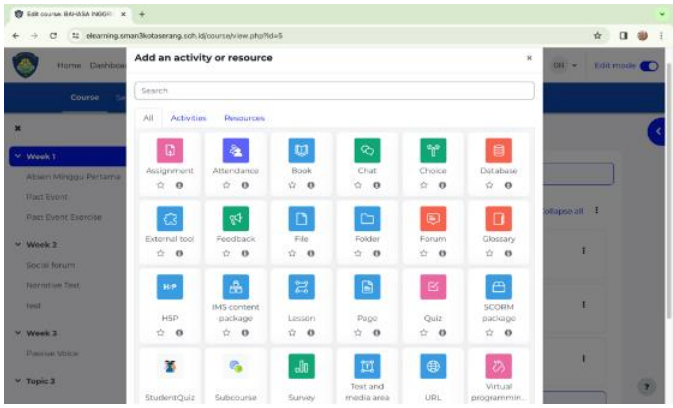

Figure 3. Several choices of teacher activities in Moodle

Student athletes at SMAN 3 were initially not familiar with the Moodle application because they had never used this application before, but after they got to know this application they felt interested and enthusiastic because this learning model application made it easier for them to learn even though they were not in the classroom. Teachers can also assess students' attitudes while learning is taking place, which then gives students assignments. Teachers can see the faces of their pupils or pupils even if only online and can better monitor learning.

Rotation type blended learning is carried out alternately. Second, the blended learning model for PPLOP student athletes at SMAN 3 Serang Banten involves a face-to-face component which goes hand in hand with blended learning. In blended learning, there is a computer-based learning component which also includes online learning. In the context of online learning, there is internet-based learning which also includes web-based learning. In other words, in Blended

Learning, there are face-to-face elements that run simultaneously with blended learning elements, which include computer-based components and internet-based online learning.

To implement the blended learning model, what must first be considered is the learnin objectives to be achieved, relevant learning activities, as well as determining which activities are relevant to conventional learning and which activities are relevant for online learning, how is the content delivered? What percentage is for face-to-face learning? and what percentage is for online learning?. States that blended learning consists of 30% face-to-face and 70% online presentation of material. Blended learning increases interest in learning, with 59% of students experiencing an increase in interest in learning and 75% of students feel this approach helps them understand the material more deeply (Kenney, J., & Newcombe, E., 2011). Meanwhile, provides a clear categorization of blended learning, traditional learning, web facilitated and online learning based on the percentage of content delivered online and face to face. According to Allen, online learning is if more than 80 percent of the content program is delivered online and it is said to be blended learning if 30 to 79 percent of the content program is delivered online (Allen, 2007).

Relevant learning activities are learning to deliver material, giving assignments and daily tests which can be done in two directions, can be done online or offline and the percentage of learning is adjusted to the needs of student athletes themselves, seen from the study time they are in class, it is only around three hours, so the percentage The appropriate one is 30% face to face and 70% online. The rotation model consists of four sub models, namely station rotation, laboratory rotation, flipped classroom and individual rotation. These four sub models have their respective functions and roles in the learning process, which of course requires learning rotations that are adjusted to the teacher's policies in a structured way. For example, rotations are carried out for activities that require small groups, activities for classes, group guidance, personal guidance and so on. If using traditional learning methods, generally this will be done at home and become homework for student athletes. With the rotation model in blended learning, it will make learning easier for students. (https://www.akubelajar.id/blog/model-rotasi-pada-blended-learning).

Teachers have an important role in the rotation type blended learning process, especially regarding the selection of methods and media to be used. Third, in rotation type blended learning for PPLOP athlete students at SMAN 3 Serang City, teacher motivation and creativity are needed which greatly determine the level of success or failure in the blended learning learning process, for this reason teachers are required to be able to schedule the rotation model chosen by adjusting the material. what learning is appropriate. Delivering interesting learning material depends on choosing various learning methods so that the rotation type blended learning process does not make students feel lazy and bored in the learning process.

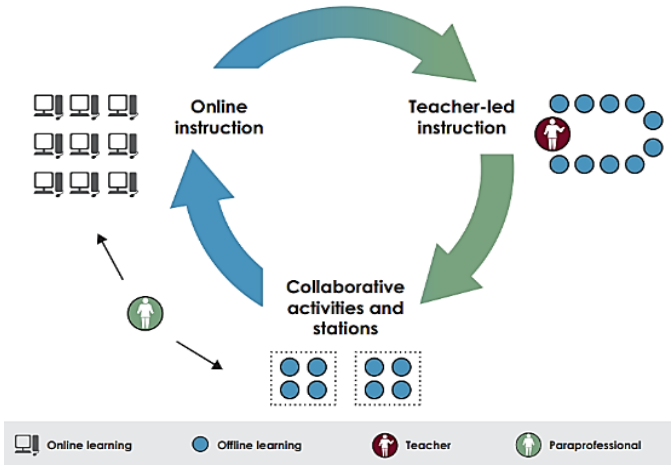

Figure 4. Station Rotation. (Dwiyogo, 2018)

Emphasizes that a teacher needs to have the ability to design and implement various learning strategies that are considered suitable to interests and talents and in accordance with students' development levels, including utilizing various learning sources and media to ensure the effectiveness of learning (Sanjaya, 2006). The teacher as the initiator in blended learning aims to need a different approach so that learning in blended learning is not repetitive and boring. Utilizing currently developing media and information and communication technology is one of them. In the blended learning process, teachers must be able to choose which learning tools are most beneficial for their students. Teachers must be willing to try to build comfortable learning, such as face-to-face learning in class, teachers must be willing to develop personally.

According to Meda Yuliani, the use of information technology as a learning resource in blended learning is very important, especially when students have to be involved in online and face-to-face learning. In a blended learning environment, every tool or item that students can use to complete their assignments is considered a learning resource (Yuliani et al, 2020).

The level of student activity in the blended learning process is greatly influenced by the available network and the different conditions of PPLOP student athletes. From interviews with several sources, the available network, assignment deadlines, methods used, teacher responses and presence greatly influence students' activeness in learning. Regarding understanding the

material, PPLOP athlete students admitted that it was still difficult to understand the material given online because they did not meet the teacher directly. In contrast to delivering material face to face, it is easier for students to concentrate while studying and ask questions if there is something they feel they don't understand.

As a result of field observations carried out, researchers saw that the level of understanding in blended learning possessed by PPLOP athlete students varied depending on the individual student. However, regarding the activeness of student athletes, in the blended learning process which is carried out online, some students are less active in participating in the learning process because there are many reasons, such as network problems in each area which are different because their presence is not always the same as each other, or students This was late due to busy training schedules and different tournament schedules between one student athlete and another. So, if online discussions are held, it is difficult for teachers to control students to participate in online classes. It is different if teachers face to face directly with students at school, so controlling students is more effective and easier than during the online learning process.

Blended Learning Lesson Plan (Objectives, Content, Methods, Media, Evaluation). Based on the research results, it was found that basically teachers at SMA Negeri 3 Serang Banten always design lesson plans before starting learning because they are a reference for learning. In preparing the RPP, the teacher adapts to the curriculum that applies this year 2024, namely the independent curriculum, but the teacher who will implement blended learning for PPLOP athlete students adjusts the RPP by revising several parts of the RPP that have been made for non-athlete students. Online and offline learning lesson plans are not much different, the only difference lies in the methods and media used. Regarding materials, methods, media and evaluations that will be carried out in the learning process, they always refer to the RPP that has been designed by the teacher.

The above findings are supported by Banghart and Trull's theory (Suryadi & Mushlih, 2019) which states that learning planning is the process of preparing lesson material, using learning media, using learning approaches or methods, in a time allocation that will be implemented in the coming semester for achieve predetermined goals (Suryadi & Aguslani, 2019)

Learning planning circular/RPP based on Permendikbud Ristek No. 16 of 2022 concerning components in the Learning Implementation Plan (RPP) for the independent curriculum. The circular explains that the preparation of RPPs is carried out by teachers/educators, with flexible, clear and simple documents, which means that RPPs are prepared without attachment to a particular form/form that is adapted to the learning content. The lesson plan is prepared to be easy to understand and contains main/important things as a reference for implementing learning (Kemendikbud, 2022).

Evaluation of learning to implement rotation type blended learning for PPLOP student athletes. Learning strategies are basically ways to achieve learning goals, namely achieving maximum learning outcomes by students in learning activities. Based on the results of observations and interviews, teachers who teach student athletes at SMA Negeri 3 Serang City have implemented an online learning system using the Moodle application, while when offline the teacher meets face to face with student athletes by preparing material and delivering it using infocus and power point. The blended learning strategy with the rotation type is to combine the three stations or spots in the learning process. For example, one face-to-face meeting consists of 2 x 45 minutes, then one meeting is 90 minutes, then the face-to-face time is 90 minutes divided by three times for each stage in different spots, namely 30 minutes. The three spots consist of independent learning online, learning under the direction of a teacher, and learning together in groups. For example, the first station is for understanding learning content, the second station is for discussion with friends or with the teacher, and the third station is for displaying performance of understanding in the previous step.

In one class consisting of 45 student athletes from different sports, they have different training hours and competition championship schedules tailored to the coach and the interests of each athlete. With the rotation type, student athletes can be divided into small groups through a series of learning stations. For example, a teacher can design one station to be an online learning station independently, or in another place in the dormitory student athletes can take part in online learning using Moodle media that has been provided by the school, they can access online learning and find out the assignments given by the teacher and then do it. When they have finished practicing. Other stations can also be used as collaborative learning stations, where student athletes can complete learning activities with at least one other student. These activities can also use Moodle media or learn completely online.

The most commonly used station is the teacher's station, although it is not mandatory to be able to meet face to face with PPLOP student athletes because at 12 noon they are no longer at school, but this station has a big influence on the learning process because here the teacher has the opportunity to explain directly in person. Both learning that is felt to be lacking, improving grades and completing assignments.

The type of station in the blended learning rotation type consists of 4 stations, where this type of station is more flexible to be implemented according to the needs and limitations of the teacher's teaching time. This type of rotation does exactly as its name suggests. The rotation model is one of the most common models in blended learning. In the book Blended: Using Disruptive Innovation to Improve Schools, authors Michael B. Horn and Heather (2012) describe a rotation model where there are a series of stations, or learning activities that students rotate around. Typically, there are teacher-led stations, online stations, and offline stations. To be considered a blended learning model, at least one station must be an online learning station. During online learning where all students have devices, teachers should balance online and offline learning activities to give students a break from cellphone, tube, laptop or PC screens (Heather, Staker & Michael B., Horn, 2012).

Below is an example of a rotation type blended learning strategy image with 4 stations. There are 4 station rotation learning models starting from station 1, namely the teacher station; group discussion or collaboration station 2; station 3 online stations (in the form of quizzes, research and videos); and station for makes something individually/in pairs (PPT/slideshow, writing an essay/report, making a video, making a podcast)

Learning Process and Outcomes. Based on the results of observations and interviews, the learning processes and outcomes of PPLP student athletes at SMA Negeri 3 Serang City are different from each other due to differences in training hours and tournament schedules which are adjusted to each sport. Student athletes have kinesthetic intelligence so that in the learning process they tend to be active, cannot be silent, but are able to receive learning well. Teachers who teach student athletes must be able to motivate students to concentrate on learning and create classes so they don't get bored by delivering material using learning methods that are not monotonous and more enjoyable. Meanwhile, for learning outcomes after using the blended learning model, there is an increase in students' academic scores because with online and offline learning, student athletes can still participate in the learning process even without having to be in class and what teachers must pay attention to is that teachers must be careful and able to monitor student involvement at every station. Teachers must be able to ensure that students are active and participate in learning well by always monitoring student attendance both online and offline, checking student assignments and always carrying out evaluations.

Learning evaluation in blended learning, which combines online learning with offline learning, remains the main thing. From the results of interviews and observations, the evaluation carried out by teachers during the implementation of rotation type blended learning for student athletes at SMAN 3 Serang Banten used two types of evaluation that are usually used in class, namely evaluation with formative or summative assessment. Formative evaluation is to check whether the implementation process is according to plan and whether there are signs of progress towards learning goals. Meanwhile, summative evaluation is used to check success and how far the learning objectives have been achieved. However, in the Independent Curriculum, teachers prioritize formative evaluation, to get feedback and find out student progress. However, summative evaluation is also still used to determine the achievement of learning objectives.

Formative and Summative Assessments play an important role in learning assessment. Although formative assessments encourage communication and collaboration between peers, summative assessments serve evaluation purposes. This implies that formative assessment is qualitative in nature, while summative assessment can be considered quantitative in nature. https://www.evelynlearning.com/assessments-formative-v-s-summative-assessments/

The assessment strategies in the blended learning methods for these two evaluations have their respective functions. Formative evaluation is used to track students' learning progress throughout the process, allowing them to correct their answers, and then the teacher provides feedback. Meanwhile, summative assessment is final, or in other words, students are not allowed to change their answers during the exam because the final results will determine the student's level of understanding and proficiency.

Formative and summative evaluations are carried out in two ways in blended learning for PPLOP student athletes, namely online formative evaluation which is often given by teachers, namely in the form of multiple choice quizzes through online tests via the Moodle application, giving online portfolio assignments or evaluating directly via the Zoom Meeting application. Meanwhile, when offline, teachers usually give evaluations directly in class with printed hardcopies of the questions. Summative evaluations are carried out at the end of each semester, usually using several strategies, namely online summative evaluations are carried out using zoom meetings and offline summative evaluations are carried out in the computer lab as one of the implementations for blended learning lab rotation.

Conclusion

Based on the results of research and discussion, the author concludes that: Planning for the implementation

of rotation type blended learning for PPLOP student athletes at SMAN 3 Serang City starting from describing the previous learning model used by teachers for PPLOP student athletes, namely using conventional learning models or traditional learning. This model is applied in daily learning activities and considered easier to use. The next step is to analyze the need for a rotation type blended learning model for PPLOP student athletes, starting from the problems that occur where the conventional learning model is deemed less suitable when applied to student athletes who have limited time to study. The rotation type blended learning model starts from the beginning of the new school year in 2023. By implementing the rotation type blended learning learning model. With a series of stations or learning activities that students go through in turns, both online and offline

In implementing rotation type blended learning for PPLP athlete students at SMAN 3 Serang City, teachers use the Moodle LMS application because this application creates a fun online learning atmosphere, and has various types of learning activities that can be accessed easily via a web browser. In implementing the blended learning model, what must first be considered is the learning objectives to be achieved, relevant learning activities, as well as determining which activities are relevant to conventional learning and which activities are relevant for online learning. For the percentage of learning to be adjusted to the needs of student athletes themselves, it can be seen from the fact that their study time in class is only around three hours, so the appropriate percentage is 30% face-to-face and 70% online. Teacher motivation and creativity really determine the level of success or failure in the blended learning learning process. In preparing the RPP, the teacher adapts the curriculum in effect this year 2024, namely the independent curriculum, but the teacher who will implement blended learning for PPLOP athlete students adjusts the RPP by revising some parts of the RPP have been made for students, not athletes. Regarding materials, methods, media and evaluations that will be carried out in the learning process, they always refer to the RPP that has been designed by the teacher.

Evaluation of blended learning, namely combining online learning with offline learning. Evaluation carried out by teachers during the implementation of rotation type blended learning for student athletes at SMAN 3 Serang City uses two types of evaluation which are commonly used in class, namely evaluation with formative or summative assessment. The assessment strategies in the blended learning methods for these two evaluations have their respective functions. Formative evaluation is used to track students' learning progress throughout the process, allowing them to correct their answers, and then the teacher provides feedback. Meanwhile, summative assessment is final, or in other words, students are not allowed to change their answers during the exam because the final results will determine the student's level of understanding and proficiency

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