

STUDENTS' PERCEPTION ON BLENDED LEARNING DURING THE COVID-19 PANDEMIC

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Abstrack

As we know, in indonesia covid-19 pandemic still exists until now. It also causes the learning process to change. For now, the government issued a policy of limited face-to-face learning. Therefore, currently applied mixed learning between online and offline learning or we know as blended learning. The aim of this study is to know students' perception on blended learning during the covid-19 pandemic. The method of this study is descriptive quantitative. The population of this study are 56 students of third and fifth semester of English education study program in Baturaja University. Data was collected by questionnaire with 10 close-ended question as instrument dan analyze with exel spreadsheet. As the result of this study 6% students strongly disagree, 17% students disagree, 70% students agree and 7% students strongly agree that blended learning applied in their course. Based on the results of students' perceptions of bended learning is positive because blended learning give many benefits to students. So it can be said that blended learning was effectively applied during the covid-19 pandemic.

Keywords - Students' perception, blended learning, online learning

Introduction

Learning is a process of changing behavior and taking information from experience or practice. There are many types of learning methods ranging from online learning to offline learning. According to Dhawan (2020), online learning is defined as “learning experiences in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet access. While offline learning is learning that uses more physical objects such as blackboards and books and learning takes place face-to-face between teachers and students. Before the Covid-19 pandemic appeared in Indonesia, learning activities were running as usual. According to Ndwandwe and Wiysonge (2021), COVID-19 is a pandemic of unprecedented proportions in recent human history. Learning is usually going on in schools face to face between students and teachers in a classroom. But when the covid-19 pandemic appears like it is now, learning activities are disrupted both teachers and students experience difficulties in carrying out learning activities. Therefore, both teachers and the Indonesian government must find ways so that learning activities can continue so that students do not fall behind in terms of education.

When the Covid-19 pandemic escalated to its peak, face-to-face learning activities in schools were suspended due to government policies. For approximately 9 months from March to December 2020 full learning activities are carried out online. But the government sees that online learning is not effectively implemented for several reasons, such as difficult signals, reduced student motivation in learning, lack of teachers in

mastering digital applications that support online learning and many other reasons. Therefore the government is reviewing the online learning policy. That's why starting from the beginning of 2021 the government will start implementing combined online and offline learning. This learning is commonly referred to as blended learning. According to Guzer and Caner (2014), have categorized the years between 1999-2002 as the first attempt period of blended learning, the years between 2003-2006 as its definition period and the years between 2007-2009 as the period of popularity. Meanwhile for digital technology, Anggeraini (2020) mentioned that the teachers are familiar with materials from YouTube.

According to Waha and Davis (2014), the 'blend' can involve use of any form of instructional technology in combination with classroom teaching. Blended learning is an approach that combines different delivery methods – online and face-to-face – and caters to different styles of learning (Wu et al., 2010). Blended learning is a combination of learning activities between traditional learning methods (offline) and modern learning methods (online). Traditional learning is that students come to school, understand the material, do assignments and so on. Modern learning is learning that uses online media as part of learning. In blended learning, online teaching can be used in various applications, even through social networking sites such as Instagram and Facebook. The widespread of social networking sites can be optimized as the modern teaching

media to engage students in social interaction (Mansor and Rahim, 2017).

Based on the study that the writer reads, most research on student perceptions is carried out in international, it is still rare for Indonesian researchers to raise the topic of student perceptions on blended learning. On previous study by Wright (2017), The writer found some weaknesses such as study habits, personality, convenience of traveling to university or school, and intermittent WIFI connection. So the reason why the writer chose this title is to see if students perception of blended learning are the same or different as before the covid-19 pandemic. That's why the aim of this study is to know and describe students' perception on blended learning during the covid-19 pandemic.

Methodology

This article conducted using survey method. The sample of this article is third and fifth semester students of English education study program at Baturaja University. The questionnaire was given to students to know their perception on blended learning during the covid-19 pandemic. The method of collecting the data in this article using questionnaire contained 10 close-ended questions. This questionnaire was modified from Shantakumari and Sajith, 2015. The questionnaire was made by google form, then share to 56 students of third and fifth semester students. After collected the result, writer analyze the data. The scoring for the questionnaire was established following the four point Likert scale method, strongly disagree, disagree, agree,

strongly agree. The writer analyzed the data by percentage analysis by using Excel. Data were entered into Excel Spreadsheet for statistical analysis.

Finding and discussion

There are 56 students of third and fifth semester as the population of this study. And 56 students' responses to each item of the questionnaire related to their perceptions on blended learning during the covid-19 pandemic.

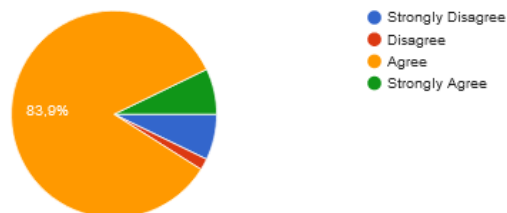


Diagram 1. I am agree using blended learning to my course

Based on diagram 1 about the statement “I am agree using blended learning to my course”. There are 7,7% students strongly disagree, 1,8% students disagree, 83,9% students, and 7,7% students strongly agree.

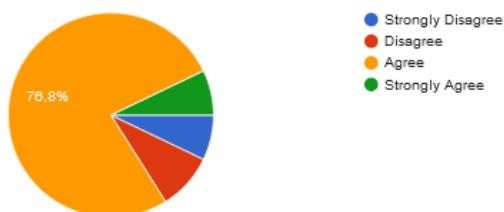


Diagram 2. Blended learning motivate me to learn

Based on diagram 2 about the statement “Blended learning motivate me to learn”. There are 7,1% students strongly disagree, 8,9% students disagree, 76,8% students agree, and 7,1% students strongly agree.

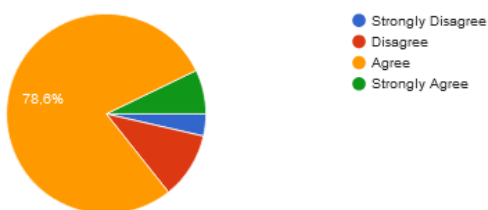


Diagram 3. Blended learning in my course improve my interaction with teacher and my classmate

Based on diagram 3 about the statement “Blended learning in my course improve my interaction with teacher and my classmate”. There are 3,6% students strongly disagree, 10,7% students disagree, 78,6% students agree, and 7,1% students strongly agree.

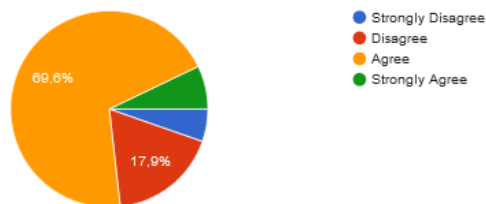


Diagram 4. Blended learning is less stressful than traditional learning

Based on diagram 4 about the statement “Blended learning is less stressful than traditional learning”. There are 5,4% students strongly disagree, 17,9% students disagree, 69,6% students agree, and 7,1% students strongly agree.

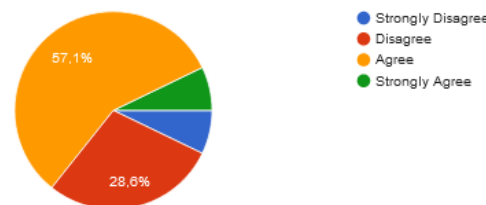


Diagram 5. Blended learning is more effective than traditional learning

Based on diagram 5 about the statement “Blended learning is more effective than traditional learning ”. There are 7,1% students strongly disagree, 28,6% students disagree, 57,1% students agree, and 7,1% students strongly agree.

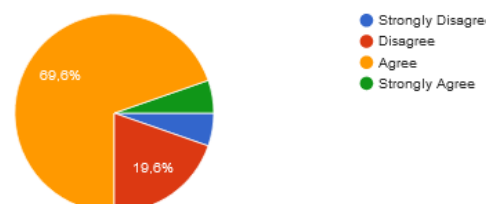


Diagram 6. Blended learning made my course more time consuming

Based on diagram 6 about the statement “Blended learning made my course more time consuming”. There are 5,4% students strongly disagree, 19,6% students disagree, 84,6% students agree, and 5,4% students strongly agree.

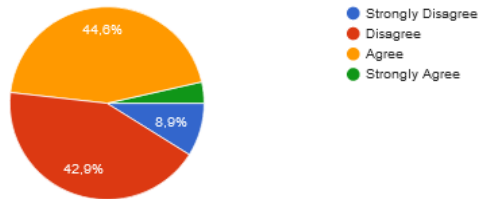


Diagram 7. Blended learning was a waste of time

Based on diagram 7 about the statement “Blended learning was a waste of time”. There are 8,9% students strongly disagree, 42,9% students disagree, 44,6% students agree, and 3,6% students strongly agree.

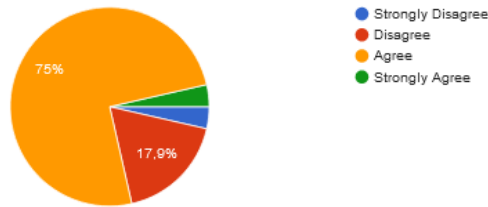


Diagram 8. Blended learning was easy to understand

Based on diagram 8 about the statement “Blended learning was easy to understand”. There are 3,6% students strongly disagree, 17,9% students disagree, 75% students agree, and 3,6% students strongly agree.

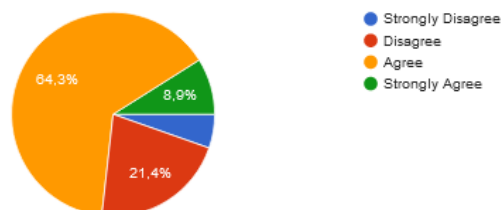


Diagram 9. The activities of blended learning helped me to learn more than traditional learning

Based on diagram 9 about the statement “The activities of blended learning helped me to learn more than traditional learning”. There are 5,4% students strongly disagree, 21,4% students disagree, 63,3% students agree, and 8,9% students strongly agree.

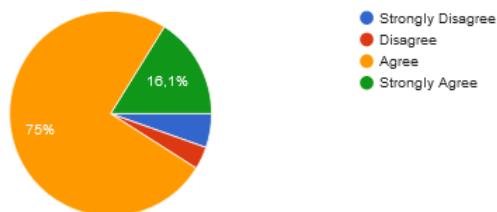


Diagram 10. My computer skills have important as a result of use blended learning

Based on diagram 10 about the statement “My computer skills have important as a result of blended learning”. There are 5,4% students strongly disagree, 3,6% students disagree, 75% students agree, and 16,1% students strongly agree.

From the data in the diagram 1 until 10, data was analyzed to find results of all the data that has been collected. There are 11,70% of students agree and 7% of students strongly agree that blended learning is applied to courses because it has many benefits for students, such as increasing student-teacher interaction, improving computer skills, easy to understand, and more effective than traditional learning. According to Li-Ling (2011), the blended learning mode can bridge the gap between students and their teachers, as well as students and their peers. Meanwhile, 17% of students disagree and 6% of students strongly disagree that blended learning is applied in courses because blended learning takes more time consuming than traditional learning.

Based on the data described above, students agree that blended learning is applied to courses. Based on the experience of students also stated that the use of blended learning is effectively used in the learning process and has many benefits for students. Therefore, blended learning can be an option for schools and teachers to be used as a learning strategy in the era of the covid-19 pandemic. Because in Indonesia is still implementing limited face-to-face learning for now.

According to Wahed et al., (2013) the result of this study is more than half of the students to believe that Blended Learning is less effective than face-to-face learning. The reason is that students do not agree that blended learning can improve their ability in English, students feel blended learning does not satisfy them in terms of learning and technical errors often occur when learning takes place due to lack of readiness for students and teachers. While in the writer research, students' perceptions of blended learning are positive. Students feel many benefits from blended learning, such as increasing student-teacher interaction, improving computer skills and students being more motivated to learn when using blended learning.

Conclusion

Based on the condition of Indonesia, which is still in a state of the COVID-19 pandemic and the government has also issued a regulation that face-to-face learning is still limited. Blended learning is one of the strategies that can be used in learning in the current situation. Based on the findings, it is clear that students' perceptions of blended learning are positive. Students

feel that with blended learning they get many benefits such as increased interaction with students and lecturers, increased computer skills, more motivating students and others. Therefore, blended learning is an effective learning strategy used during the COVID-19 pandemic.

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