

STUDENTS' PERCEPTION ON BLENDED LEARNING IN ENGLISH CLASS AT POST COVID CONDITION

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ABSTRACT

This research aims to explore the perception of English students at an Islamic University in Jambi regarding the use of Blended Learning in the post-Covid condition. Blended Learning, which combines traditional face-to-face instruction with online learning, has been shown in previous research to have a significant impact on learning, particularly during the Covid-19 pandemic. To assess the participants' perception of Blended Learning, a survey method was employed, utilizing a questionnaire as a tool to gather data. The questionnaire focused on three dimensions: Blended Learning benefits, Blended Learning challenges, and the assessment of course quality based on Blended Learning. The findings of this research indicate that the participants provided an average assessment of the benefits associated with Blended Learning, a high assessment of the challenges faced when implementing this approach, and an average assessment of the course quality based on Blended Learning. These results shed light on the English students' perceptions of Blended Learning in the context of post-Covid education.

Keywords: Blended Learning, Learning English, Perception, Post-Covid Pandemic

INTRODUCTION

The term "blended learning" refers to a method of education that blends the more conventional, face-to-face classroom setting with other online learning activities. It integrates traditional face-to-face interaction

between students and teachers with the utilization of digital resources and learning experiences that are mediated by technology (Zhou & Chen, 2021). Blended learning is an approach to education that combines the advantages of traditional classrooms with

those of online learning environments in order to produce a learning environment that is more adaptable and individualized.

Students often participate in a range of activities within the context of a blended learning paradigm. These activities may include attending traditional courses, taking part in online conversations, gaining access to digital learning resources, completing assignments, and communicating with their classmates and teachers through the use of virtual platforms. The precise combination of in-person and online components may look different depending on the educational establishment, course, or program that a student is enrolled in.

Even though the pandemic is over, several lectures at English Education study program in one of the Islamic universities in Jambi continue to use blended learning as their primary mode of instruction in their classrooms. They continue to do this since there are no regulations stating that they have to educate completely through the use of face-to-face interactions, and they believe that blended learning is the ideal approach to teach when they want to incorporate the learning that can be done through technologies.

As the strength of blended learning, students get access to additional learning possibilities through blended learning, options that are not enabled by traditional lecture-based education. Face-to-face instruction gives students the opportunity to communicate directly with their teachers as well as with their classmates. On the other hand, students spend their time online connecting with a variety of tools and media that can help them comprehend certain concepts and advance their learning at their own speed. Teachers have to devote a

significant amount of their time to the implementation of active learning activities during in-person instruction. This indicates that during the time spent on the asynchronous component, unidirectional and passive learning must be developed (Brown, 2016).

Since the use of Blended learning has a good impact (Leni & Suripah, 2022), making learning enthusiastically, comfort and enjoy (Andriyani et al., 2022) (Pongkendek et al., 2020). B-learning also is an effective method (Irani-Kermani et al., 2021), improve the students action (Sankar et al., 2022), improve high level of motivation (Bolatov et al., 2022), enthusiasim and responsibility (Alsharif et al., 2020), increase positive behaviour (Indah Sari et al., 2023), increase students' concentration (Erliza & Septianingsih, 2022). It can be categorized as efficient learning method (Amir et al., 2020) and innovative learning (Bozkurt et al., 2022). Buyt, it also contain some weakness such as lack of technology (Herliana et al., 2021) and facilities (Istiqomah, 2021), poor internet connection (Gyamfi & Gyaase, 2015) and incomprehensible materials (Aji et al., 2020), Passive manner in learning (Wulandari, 2023).

Even there are a lot of benefits of using blended learning, it is very important to use the right terms when talking about particular parts of b-learning. In this situation, an institutional definition should be given to create a shared language and set of rules for putting an instructional B-Learning model into place. To make sure adaptation happens, it is recommended that an institutional definition be made with the help of the education community. As one of the most important parts of institutional rules, it is important to set the percentages of online

and in-person parts. Also, the process of implementing a B-Learning model should be guided by clear institutional principles, such as the description of the technological tools and platforms (Cobo-Rendón et al., 2022).

In conclusion, the investigation of students' perceptions of blended learning within lectures at English Education study program that continue to employ this method in the post-COVID pandemic era holds novelty because it provides insights into the effectiveness, strengths, challenges, and impact of blended learning on students' learning experiences.

The survey's significance lies in its potential to provide valuable insights into students' perceptions of blended learning, which can inform decision-making, instructional methods, and policy development. This understanding is crucial for optimizing the effectiveness of blended learning and improving the overall educational experience

METHOD

This research is kind of quantitative research which applied the survey method. According to (Creswell, 2014) survey is the appropriate method when the researcher wants to collect the data about perceptions related to the specific topic.

This research was conducted at English Education study program of Faculty of tarbiyah and teacher training. The participants of this research were students at fourth semester which consists of 80

students. They are the students of 3 classes which still having blended learning class. they previously for 1 full year are still for students, particularly in the post-COVID pandemic situation.

The aim of this research is to analyse English students' education program at one of Islamic University in Jambi about perception of blended learning of studying english in this university. To attain the aim, the following objectives are stated in the article:

- a. to find out the benefits and challenges of B-Learning in the process of studying English;
- b. to give the assessment of quality of teaching English based on B-Learning

The data were collected using questionnaire which consist of three atmosphere, statement no 1 until number 6 were about Assessment of Blended Learning Benefits, statements number 7 until 12 were about Assessment of Blended Learning Challenges and the rest is about Assessment of Course Quality Based on Blended Learning.

To get the data of students perception in using B-learning in post covid, the researcher used the questionnaire which adopted from (Bezliudna et al., 2021). The questionnaire has been used in their research and already calculated for the validity.

The questionnaire used lickert scale with the answer of Strongly Agree (5), agree (4), neutral (3), disagree (2) strongly disagree (1). The means of weighted responses were interpreted along the following scale and description (Table 1).

Table 1. Arbitrary Scale

Rating	Range	Verbal Interpretation
5	4.01 – 5.00	Very High Assessment
4	3.50 – 4.00	High Assessment
3	2.50 – 3.49	Average Assessment

2	1.50 – 2.49	Low Assessment
1	1.00 – 1.49	Very Low Assessment

FINDINGS AND DISCUSSION

This research was conducted from June to July 2023. The questionnaire was sent to the participants by using google form. The purpose and structure of this survey were explained to the participants. The procedure

of this research included the following steps: giving the questionnaire; collection of survey; processing and interpreting the data. the results of the data questionnaire as follows:

Table 2. Blended Learning Benefits

NO	Statements	Mean	Std Deviation	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Verbal Interpretation
Assessment of Blended Learning Benefits									
1	Providing an online availability of content	3.81	.597	8	49	23	0	0	High Assessment
2	Providing richer and more interactive learning experiences	3.00	.528	0	11	58	11	0	Average Assessment
3	Providing an extension of learning beyond the classrooms	3.08	.471	0	12	62	6	0	Average Assessment
4	Providing an individualized support for the students through individual connection via various tech tools	3.79	.669	11	41	28	0	0	High Assessment
5	Providing more time for collaboration with the students and teachers	3.21	.567	0	23	51	6	0	Average Assessment
6	Providing a flexibility to incorporate various curricular and institutional needs, goals, and priorities	3.15	.576	0	20	52	8	0	Average Assessment
Weighted Mean		3.34							Average Assessment

Result of Blended Learning Benefits

It can be seen from the table above that generally the participants used the B-



Learning benefits with average assessment (3.34). There are no answer belongs to low assessment dan very low assessment. There are two statements that students answer with high assessment. They are the statement of providing an online availability of content (3.81) and providing an individualized support for the students through individual connection via various tech tools (3.79). It is clear from the data that students place a high value on the ability to access study material at any time and in any location. From the statement of number four that This means that students' assessment suggests that teachers' attitude to students' support while B-learning is improved.

According to the assessment results, the overall evaluation of the statement about a richer and more interactive learning experience was categorized as average. Out of all the respondents, only 11% agreed with the statement, while the majority remained neutral. This suggests that while some individuals acknowledged the potential benefits of a richer learning experience, most respondents neither fully agreed nor disagreed.

The results further delve into specific aspects related to the statement. Regarding extending learning beyond the classroom, 12% of respondents agreed that this approach contributes to a richer and more interactive learning experience. However, a significant percentage (62%) of respondents maintained a neutral stance, indicating that they did not have a strong opinion either way.

Another aspect highlighted in the assessment is the importance of providing more time for collaboration between students and teachers. In this case, 23% of respondents agreed that increasing collaboration time

enhances the learning experience, while 51% remained neutral. This suggests that a sizeable portion of the respondents recognized the value of increased collaboration, but a significant number did not express a strong viewpoint.

The last aspect discussed is the flexibility to incorporate various curricular and institutional needs, goals, and priorities. Here, 20% of the respondents agreed that such flexibility contributes to a richer learning experience, while 52% remained neutral. This indicates that while a portion of the respondents recognized the benefits of flexibility, a majority neither agreed nor disagreed strongly.

Despite the assessment results indicating an average assessment overall, it is worth noting that there were no responses expressing strong disagreement with the statement. This suggests that even though respondents may not strongly agree with the idea of a richer and more interactive learning experience, they also do not strongly disagree.

However, the paragraph mentions that there were responses indicating disagreement regarding two specific aspects. Some respondents expressed disagreement with providing online availability of content, indicating a potential skepticism towards the effectiveness or relevance of such resources. Additionally, there were disagreements regarding the provision of individualized support for students through individual connections using various tech tools. This disagreement might imply a preference for more traditional forms of support or a lack of confidence in the efficacy of tech-based support methods.

Figure 1. Benefits of Blended Learning

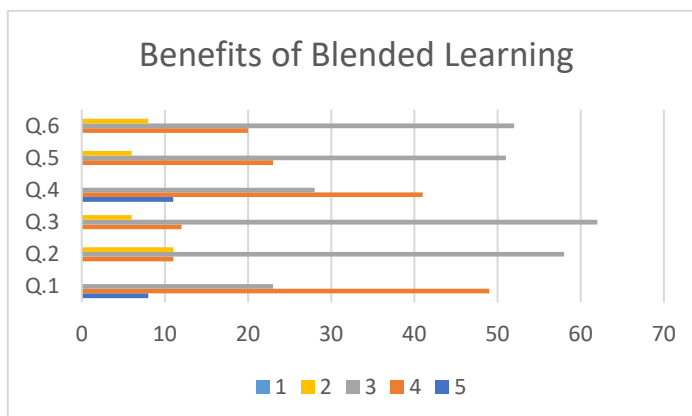


Table 3. Blended Learning Challenges

NO	Statements	Mean	Std Deviation	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Verbal Interpretation
Assessment of Blended Learning Challenges									
7	Having skills of using the e-learning technology	3.59	.495	0	38	26	0	0	High Assessment
8	Inequality of technological support facilities and infrastructures	3.89	.636	10	38	17	0	0	High Assessment
9	Spending time in developing e-learning skills, especially during the initial implementation period	3.45	.501	0	29	35	0	0	Average Assessment
10	Redefining the role of the facilitator while managing and monitoring participant progress	3.25	.490	0	18	45	2	0	Average Assessment
11	Matching the best delivery medium to the	3.50	.551	0	34	29	2	0	High Assessment

	performance objectives								
12	Ensuring all the elements of the blend are coordinated	3.48	.551	0	32	30	2	0	Average Assessment
Weighted Mean		3.53							High Assessment

Result of Blended Learning Challenges

The result of blended learning challenges is indicated with high assessment. It can be seen by the weighted mean of these statement showed that 3.53. all of these responds are nothing about strongly disagree. The answer of disagree only 2 percent with the statement of Redefining the role of the facilitator while managing and monitoring participant progress; Matching the best delivery medium to the performance objectives; and ensuring all the elements of the blend are coordinated. The answer of strongly agree only got by the statement of Inequality of technological support facilities and infrastructures which contain 10% of the answer.

The statement of Having skills of using the e-learning technology; Inequality of technological support facilities and infrastructures; Matching the best delivery medium to the performance objectives with

the answer of high assessment. The answer of Spending time in developing e-learning skills, especially during the initial implementation period; Redefining the role of the facilitator while managing and monitoring participant progress; Ensuring all the elements of the blend are coordinated with the answer of average assessment.

This positive evaluation shows that most students are aware of and prepared for the difficulties that come with implementing a mixed learning strategy. This demonstrates an understanding of the complexities and challenges involved in areas such as redefining the facilitator's role, coordinating various elements, and aligning delivery media with performance objectives. It was also commonly understood that there is a gap between the availability of technological resources and their distribution.

Figure 2. Blended Learning Challenges

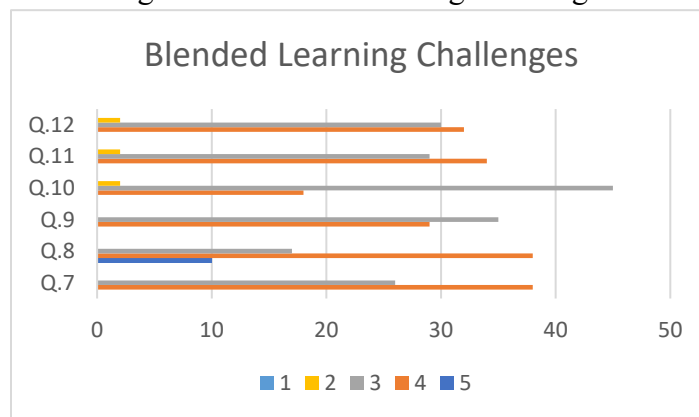


Table 4. Course Quality Based on Blended Learning

NO	Statements	Mean	Std Deviation	5 (%)	4 (%)	3 (%)	2 (%)	1 (%)	Verbal Interpretation
Assessment of Course Quality Based on Blended Learning									
13	Providing a learning design that is suitable for student activities	3.39	.490	0	25	39	0	0	Average Assessment
14	Using various learning materials that are accessible and usable	3.69	.466	0	44	20	0	0	High Assessment
15	Providing learning outcomes and objectives that are realistic	3.44	.499	0	28	36	0	0	Average Assessment
16	Providing user-friendly electronic resources	3.11	.450	0	10	50	3	0	Average Assessment
17	Strengthening tutorials/assistance services	3.41	.544	0	28	34	2	0	Average Assessment
18	Ensuring a smooth interpersonal, professional relationship among students and their tutors	3.34	.550	0	24	38	2	0	Average Assessment
19	Promoting quality learning to realize potentials to be able to be more productive in the workplace	3.35	.480	0	50	24	0	0	Average Assessment
Weighted Mean		3.39							Average Assessment

Result of Course Quality Based on Blended Learning

From the answer of course quality based on blended learning, there are no answer of strongly disagree and strongly agree. Most of

the participant is only answer with agree and neutral statement. It can be showed that the weighted mean of this Course Quality Based on Blended Learning contained 3.39 which indicated average assessment. Only 2 percent



which answer disagree related Strengthening tutorials/assistance services; Ensuring a smooth interpersonal, professional relationship among students and their tutors. There is also 3 percent of disagree about Providing user-friendly electronic resources. All of these statements of Quality Based mostly got the answer of average and high assesment with the statement of 14. It is only using various learning materials that are accessible and usable; and Promoting quality learning to realize potentials to be able to be more productive in the workplace which has the answer of agree more than neutral.

In the context of blended learning, the lack of strongly disagreeing or strongly agreeing responses shows that participants had a moderate perspective of course quality. The prevalence of both agree and indifferent replies suggests that students have mixed feelings about various elements of the curriculum.

Disagreements from a minority of respondents indicate opportunities for

growth, including the need to enhance tutorials/assistance programs, cultivate stronger relationships between students and tutors, and create more accessible digital materials.

However, when it came to statements stressing crucial elements of course quality, the vast majority of respondents indicated agreement or indifference. Students' needs should be taken into account when developing learning activities, appropriate resources should be used, achievable goals should be established, and efforts should be made to promote quality learning in order to boost workplace productivity.

The assessment findings indicate that while blended learning is generally well-received, there are certain areas that could use some further work to reach the same level of excellence as the rest of the course. The results can be used to further tailor the blended learning experience to individual students' requirements and to increase the likelihood of positive learning outcomes

Figure 3. Course Quality on Blended Learning



CONCLUSION

The assessment results indicate that participants generally perceive the benefits of blended learning with an average evaluation. The majority of responses fell into the average assessment category, with no responses categorized as low or very low assessment. However, two statements received high assessments: providing online availability of content and offering individualized support through tech tools. This suggests that students highly value the accessibility of study materials and personalized assistance through technology. Additionally, the assessment results imply that teachers' attitude towards supporting students during blended learning has improved, as indicated by the positive response to statement number four.

The assessment of a more interactive learning experience shows an average evaluation, with a neutral stance from the majority of respondents. Some participants agreed on the value of increased collaboration time between students and teachers, and flexibility to cater to diverse curricular and institutional needs. However, there were disparities in online content availability and personalized support through technology tools, suggesting a preference for traditional forms of assistance.

The evaluation of blended learning challenges showed a positive appraisal, with a weighted mean score of 3.53. However, no respondents expressed strong disagreements, suggesting that most students are well-aware of and prepared for the challenges involved in implementing blended learning. They acknowledged the intricacies involved in job transitions, component coordination, and congruent delivery methods, and understood the gap between the number of technological tools and their effective utilization.

As participants assessed course quality based on their blended learning experiences, responses primarily clustered within the "neutral" and "agree" categories, illustrating varied perceptions of distinct program elements. The average course standard was deemed average, with a minority dissenting from enhancements to tutorials and support services, fostering student-tutor relationships, and providing user-friendly electronic tools.

The assessment results reveal that students generally agree or disagree on important aspects of course quality, such as designing engaging learning activities, using easily accessible materials, setting realistic goals, and promoting quality learning. Blended learning is liked, but improvements are needed in tutoring services, student-tutor relationships, and digital tools accessibility. Designing lessons with students' needs and continuous growth are crucial for a successful blended learning experience.

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