

# Student Perception on Blended Learning Method

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# Student Perception on Blended Learning Method

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**Abstract** — The Covid-19 pandemic has made the learning process/lectures carried out online to break the chain of spreading the corona virus. One model that can be applied for online learning is Blended Learning by combining 2 learning methods, namely asynchronous and synchronous. The purpose of this study is to describe how students perceive the Blended Learning method distance learning. This research uses a qualitative approach with a case study design. Interviews and documentation as data collection techniques. The data sources in this study were 4 students from different campuses in the city of Samarinda, East Kalimantan. The results in the study indicate that the positive perception of students in using the Blended Learning Method, because it is very helpful to use during a pandemic like this. Although there are advantages and disadvantages in its implementation, for example, students lack understanding, limited time, feel less enthusiastic when doing Asynchronous learning, discussing in WhatsApp groups. However, if it is interspersed with face-to-face or synchronous learning, for example with Zoom. So that teaching materials can be delivered properly, learning activities become effective. Students feel that they have regained their enthusiasm for learning, feel motivated, learning becomes more interesting, makes active students and free to express their opinions, and some students who study while working feel very helpful using this method because they can attend lectures anywhere.

**Keywords** — student perception, blended learning method, distance learning

## I. INTRODUCTION

Entering the beginning of 2020, the world was hit by turmoil with the Covid-19 outbreak that attacked humans in all parts of the world. Coronavirus itself is a large family of viruses that cause illness ranging from mild to severe symptoms. There are at least two types of coronaviruses that are known to cause illness that can cause severe symptoms. The COVID-19 pandemic in Indonesia attacked 646,192 education units, 68,801,708 students, and 4,183,591 educators ranging from Early Childhood Education to Higher Education, Special Education, Vocational Education, Community Education, Religious Education and Education Courses. Therefore, on March 24, 2020 the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the spread of COVID, in the Circular it was explained that the learning process was carried out at home through online/distance learning, to provide meaningful learning experiences for students. Regulations issued by the Ministry of Education on "Distance Learning" aim to ensure that the child's right to continue to receive educational services; protect the citizens of the Education unit; prevent the spread and transmission of COVID-19 in the Education unit and ensure the fulfillment of psycho-social support for educators, students and parents [1]. Likewise, it is related to the shock-effect on teachers and parents in the learning process, so that the learning process continues in

circumstances that are not as usual [2]. This condition requires the right and ideal pattern according to the characteristics of students at home [3].

Learning carried out by schools in Indonesia in distance learning is using electronic learning media well as through parental guidance. Online learning is the use of the internet network in the learning process [4]. With online learning, students have the flexibility of learning time, can study anytime and anywhere. The success of a model or learning media depends on the characteristics of the students. Advances in technology are the right solution for distance learning during the Covid-19 pandemic [5]. However, the use of applications for distance learning is not better than conventional learning or face-to-face learning [6]. The conventional method is still considered better than distance learning because the material is easy to understand and it is easier to interact with the teacher. To complement each other between distance learning and conventional learning, there is a Blended Learning model or mixed learning as a solution to overcome the weaknesses of distance learning [7]. Blended learning is a combination of two historically separate learning models, namely the face-to-face learning system (conventional) and the distributed learning system (online) by emphasizing the central role of computer-based information and communication technology in the learning model [8]. Blended learning by experts is considered capable of bridging the demands of the progress of information

systems that are growing very rapidly and the demands to maintain noble values or national character. [9].

The interesting thing is, students stated that they were more confident to be actively involved in learning during online learning than during face-to-face learning. Students also agree that online learning is more interesting, makes students more active, and exploratory in studying the topics being discussed, as well as making it more flexible to participate in learning. Students are also actively involved during lectures and students give a positive response to online learning. The obstacles experienced during online learning are only limited to inadequate internet connections and lecturer instructions that are not well understood by students. From the results of these studies, the authors are interested in conducting more in-depth research related to the obstacles faced by students during distance learning. In the relevant research above, it was found that the obstacles experienced during online learning were only limited to inadequate internet connections and lecturer instructions that were not well understood by students, researchers were interested in discussing further about barriers to understanding by students. Because in each class there are certainly some students who are active and some are passive. For passive students, it is possible that online learning can make it easier for students to understand the material provided. Maybe they find it difficult to explain or convey the obstacles experienced in understanding the material given. Often passive students feel they do not have time to ask questions about their lack of understanding of the material given because they are constrained by not much question and answer time, as well as active students who dominate in asking questions. With this, researchers are interested in conducting further research on student perceptions of the Blended Learning Method in Distance Learning.

## II. METHOD

Judging from the type of data, this research uses a qualitative approach with a case study design. This design is an appropriate design and is intended to obtain in-depth and comprehensive information about students' perceptions of the Blended Learning method in distance learning. In addition, the Case Study approach is expected to reveal situations and problems or obstacles faced in learning activities during the pandemic. The data source in the study is the subject from which the data is obtained [12]. Therefore, we need subjects who meet the parameters that can reveal the above so that data can be obtained. So the data sources in this study were 4 students from different campuses in the city of Samarinda, East Kalimantan.

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This research is a qualitative research with a case study design, with more of a description of the results of interviews and documentation studies. The data that has been obtained will be analyzed qualitatively and using the Atlas.ti ver 8 application and then described in descriptive form. This definition provides an overview of how important the position of data analysis is in terms of research objectives [17].

## III. RESULT AND DISCUSSION

Distance learning or often known as online learning can be focused on life skills education, including regarding the Covid-19 pandemic. As stated by Nakayama, all the literature in online learning indicates that not all students will be successful in online learning. This is due to the factors of the learning environment and the characteristics of students [18]. On the other hand, distance learning also has several advantages, including time efficiency and flexibility, ease of collecting assignments, and value transparency [19]. Then to complement each other between distance learning and conventional learning, there is a Blended Learning model or mixed learning as a solution to overcome the weaknesses of distance learning [20]. Blended learning is a combination of two historically separate learning models, namely the face-to-face learning system (conventional) and the distributed learning system (online) by emphasizing the central role of computer-based information and communication technology in the learning model [21]. Blended learning by experts is considered capable of bridging the demands of the progress of information systems that are growing very rapidly and the demands to maintain noble values or national character [22].

In several studies, the Blended Learning Model can increase students' understanding with notes that the learning tools have been properly inserted by the teacher [23]. However, during the COVID-19 pandemic, all face-to-face activities between teachers and students were abolished as an effort to prevent transmission of the corona virus. Some educators improvise by using teleconference media as a substitute for face-to-face. Several services are available such as Zoom, Google Meet, Microsoft Team, WebEX, CloudX and others [24]. By replacing conventional face-to-face services with face-to-face video conference services, it is certain that it will result in greater costs, especially for internet packages, plus having to subscribe to the pro version to get all the features of the video conferencing application, not to mention that many

areas have not been touched by internet services. . . Even though it feels heavy both on the financial side and on the internet service side, using video conferencing can be used as a temporary alternative for interaction between educators and students and can increase motivation and achievement [25].

Blended learning [22] is a learning environment designed to combine face-to-face learning with online learning that aims to improve student learning outcomes. With the implementation of blended learning, learning takes place more meaningfully because of the diversity of learning resources that may be obtained. Meanwhile, Bowyer & Chambers (2017) mention four concepts regarding blended learning, namely: Blended learning is learning that combines or combines various web-based technologies, to achieve educational goals. Blended learning is a combination of various learning approaches (such as behaviorism, constructivism, cognitivist-me) to produce an optimal learning achievement with or without learning technology. Blended learning is also a combination of many learning technology formats, such as video tapes, CD-ROMs, web-based training, films) with face-to-face learning. Blended learning combines learning technology with actual work assignments to create a positive impact on learning and assignments. In simple terms it can be said that blended learning is learning that combines face-to-face (conventional learning: with lecture, assignment, question and answer and demonstration methods), and online learning by utilizing various media and technology to support independent learning and provide a learning experience. to students [28].

From some of the opinions of the experts above, it can be concluded that the Blended Learning learning model has three important components, namely online learning, face-to-face learning, and independent learning. Through blended learning, it can create a positive learning environment for interactions between fellow students, and students and their educators without being limited by space and time. With the use of the Blended Learning Model, it is hoped that it will be able to improve the academic abilities of students in the midst of the COVID-19 pandemic. Academic ability is a person's ability and proficiency in the academic field. The academic field includes all knowledge taught in formal education. Academic ability is closely related to cognitive or Intelligence Quotient (IQ). In contrast to attitudes and behaviors related to affective and competencies that lead to psychomotor abilities. Academic ability will affect other learning outcomes both on attitudes and behavior as well as student competence.

Every student in this study used the Blended Learning Method as a learning method during a pandemic, students felt this method was very helpful to use during a pandemic like this. Although there are advantages and disadvantages in its implementation, for example, students lack understanding, limited time, feel less enthusiastic when learning asynchronously or synchronously, Google Classroom, WhatsApp groups or Telegram groups. However, if it is interspersed with face-to-face or synchronous learning using Zoom, GoogleMeet and others. Students feel they have regained their enthusiasm for learning, feel motivated, learning becomes more interesting, making students more active and free to express their opinions. Some lecturers also allow passive or less active students to ask the lecturer what they don't understand via private chat on Google Classroom or WhatsApp. And some students who study while working find it very helpful to use this method because they can attend lectures anywhere.

This is in line with the results of previous studies which also stated the benefits of using the Blended Learning Method in increasing student motivation. According to Anhusadar (2020) in his research on Student Perceptions About the Implementation of Blended Learning in Accounting Learning Strategy Courses (1) student perceptions of blended learning as a new, easy, and effective system, (2) Besmart Blended Learning makes most students feel responsible, motivated and helped make plans, and make preparations before class, (3) Students can learn in a comfortable environment, at their own pace and can learn repeatedly, (4) There are 38.89% of students think that Besmart is better than other methods (5) A small number of students think that they feel bored and find it difficult to learn through Besmart. According to Ekayati (2018) on research on the Implementation of the Edmodo Application-Based Blended Learning Method, Sharia Blended Learning: This shows that lecturers and students have a positive perception of the implementation of the blended learning learning method with the Edmodo application in the English Education Study Program FKIP UMSU. The quality and intensity of learning is also increasing. In addition, lecturers and students were satisfied with the learning process carried out with this method. This shows that this method is effective to be applied in the English Education Study Program, FKIP UMSU.

Furthermore, according to Risnani & Husin (2019) through their research on Blended Learning: Development and Implementation in Plant Physiology Courses, the results show that the development of e-learning content prepared by

lecturers is quite good. The implementation of blended learning has a positive impact on student learning outcomes with an average score of 70.54 (good) with a standard deviation of 3.12. Most of the students had a positive perception, namely 66.67-95.24% on the aspect of learning services, 42.56 - 100% of students on the aspect of accessibility, and 61.9-100% of students on the quality aspect of teaching materials. Conclusion: The implementation of blended learning provides learning outcomes to students more evenly and in a good category and most (52.38–100%) students give a positive assessment of blended learning learning in the aspects of learning services, accessibility, and quality of teaching materials except in His favorite things are online assignments and discussion participation [10]. Then [30]—examined student perceptions of online learning during the COVID-19 pandemic at STKIP Pamane Talino with 38 students as research subjects in English. The results showed that if students were not ready for new learning styles and their gadgets also did not support sudden high-tech changes, only 54.5% of students could understand the material easily and some of them were more satisfied in offline classes. Previous research by Basar (2021) showed that students are bored after 2 weeks of studying from home, parents with low income feel anxious because of high internet costs, learning is not effective because there are too many assignments for students.

Another study conducted by Prawanti & Sumarni (2020) on the higher education perspective on online learning in the pandemic period, he stated that online learning could not create the expected results in underdeveloped students because they could not access the internet. On the other hand, Rigianti (2020) stated that in the midst of the COVID-19 pandemic, students were interested in using online learning that could be accessed flexibly, anytime and anywhere and their perspective on online learning had a positive impact in the midst of the Covid-19 pandemic. Online learning is effective in helping the government in minimizing the spread of Covid-19 because it prevents students from leaving the house, essentially educators should use varied strategies to improve the quality of online learning so that teaching and learning activities can run smoothly [34]. With this, it can be concluded that the Blended Learning method which is carried out in two ways, namely asynchronous and synchronous makes students feel motivated and enthusiastic in doing learning, the material presented will be conveyed well, so that the expected quality of education can be achieved. Thus making the Blended Learning learning method an effective learning method used during distance learning during the Covid-19 pandemic.

#### IV. CONCLUSION

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The Covid-19 pandemic has made the learning process / lectures conducted online to break the chain of the spread of the corona virus. One model that can be applied to online learning is Blended Learning by combining 2 learning methods, namely asynchronous and synchronous. Positive perceptions were expressed by students in using the Blended Learning Method, because it is very helpful to use during a pandemic like this. Although there are advantages and disadvantages in its implementation, for example, students lack understanding, limited time, feel less enthusiastic when doing Asynchronous learning, discussing in WhatsApp groups. However, if it is interspersed with face-to-face or synchronous learning, for example with Zoom. So that teaching materials can be delivered properly, learning activities become effective. Students feel they have regained their enthusiasm for learning, feel motivated, learning becomes more interesting, making students more active and free to express their opinions. Some lecturers also allow passive or less active students to ask the lecturer what they don't understand via private chat on Google Classroom or WhatsApp. And some students who study while working find it very helpful to use this method because they can attend lectures anywhere.

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