

STUDENTS' PERCEPTION OF THE BLENDED LEARNING IN LEARNING ENGLISH SUBJECT

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Abstract: In conditions of online and offline learning, it is very important that online and offline learning activities run optimally. Learning and teaching must continue to be carried out online and offline in learning. This study used qualitative research and the subjects of this study were from class IX, that is, 6 students from junior high school Malang. When investigating student perceptions, the researchers used interviews as a data collection instrument. The findings of this study indicate students' perceptions of blended learning. Students say that the teacher's strategy of using strategic speech when explaining material at the beginning of learning can facilitate student understanding and increase student motivation to learn more. Unfortunately, the perception of most students towards blended learning is positive and there is also a negative one, that is, students get into various problems, such as poor internet connection and underestimation of learning. Researchers suggest that the teacher distributes more interesting material to be carried out during online and offline English learning. The teacher must also provide a more interesting concept of research material that can be given to students.

Keywords: Students' Perception, Blended Learning

INTRODUCTION

Blended learning is a relatively new concept in learning in which instruction is delivered through a combination of online and traditional learning carried out by instructors or professors (Bielawski & Metclaf, 2003). Blended Learning is also a combination of the benefits of face-to-face and virtual/online learning.

The blended learning process itself is very appropriate to use at this time, but in Junior high school Malang currently the blended learning system that is used is not only related to

online and offline class distribution, but all the learning that is done offline, the learning that is done online is only in the form of tasks. Because blended learning itself is not just dividing school entry times, such as online and offline. But with face-to-face learning right now and giving homework online. Just like teacher provides learning knowledge through face to face but for assignments or homework it is given through homework application which is also called blended learning system.

Wildavsky (Cited in Wena, 2014: 214) revealed that e-learning, that is, the intensity of encounters between students and teachers is minimal and it is difficult to socialize among students. Therefore, face-to-face learning is also very important to implement, but seeing the widespread development of technology, the teacher must also be able to use it in order to attract students to follow the learning process and study these subjects. Therefore, one way to overcome this problem is to apply blended learning so that students are interested in participating the learning process.

Looking at these issues, the researcher wants to make improvements to the learning process so that it can help teachers increase student attention and learning outcomes. One of the suitable alternatives that can be developed to overcome this problem is by applying the Blended Learning model. According to the researcher, the uniqueness of the Blended Learning model was chosen because it adapts to the needs of the students. What is meant here is that students want teachers to be more creative and innovative when teaching in the classroom. With the existence of e-learning facilities and combined with the teaching methods of the teacher in the classroom, the students will be more interested in learning the material.

Blended Learning is a combination of face-to-face learning models with e-learning based learning models. This learning model facilitates students during the learning process. By implementing the blended learning model, changes will occur, where the learning process not only listens to the teacher's descriptions of the material, but the students can use the e-learning facilities that can be accessed anywhere and anytime. With the implementation of this blended learning model, it is hoped that it can make students more interested in participating in learning activities inside and outside the classroom.

Perception is a person's judgment or interpretation of something's point of view that is captured by their senses. Perception is the process of receiving stimuli in the form of quality objects, relationships between symptoms and events so that the stimuli are perceived and understood (Nazarwaty, 2017). Meanwhile, according to Sunendar & Santoso (2020), the

student's perception is an assumption and the student's ability to measure objects that occur in the student's memory.

Each student has a different perception. Based on the results of Hima's (2016) research, it is known that students have a positive perception of the application of blended learning. This is because from the results of the study it was concluded that the application of blended learning increases the learning motivation of the students. However, from the research by Jaya & Akhirudin (2021) it is known that students have a negative perception of the application of blended learning. This is due to the limited learning facilities possessed by students and teachers, as well as teachers' lack of understanding of the use of technology.

Related to the background of the problems which already mentioned above, the research problem of this study is "How are the students' perceptions of blended learning in English subjects at Junior high school Malang?"

METHOD

In this study, the researcher used descriptive qualitative as a research methodology. This research uses a qualitative approach with a descriptive qualitative method. Darmadi and Hamid (2013) argued descriptive research method is a method that examines the state of human groups, an object, condition, thought system or a set of events at the present time, which aims to make a description, a systematic, factual and precise description of the pandemic facts, characteristics, properties and various relationships between the phenomena studied. The researcher conducted a semi-structured interviews with the questions are adapted from Sanja Bauk and (2014). In this research, the researcher studied class IX. The participants of this study were 6 students with the criteria of 2 students with the highest score of 85 to 100, 2 students with an average score of 70 to 85, and 2 students with the lowest English score of 70 and below. This research was conducted at SMP Malang.

FINDING AND DISCUSSION

The researcher completed the research procedure through interviews, as evidenced by the results of the interviews. 6 students' junior high school in Malang were interviewed by the researcher. The student is in class IX. Interviews were conducted to determine students' perceptions of blended learning in English lessons. The following are students' perceptions during blended learning in English lessons:

The students' perception of blended learning in English subjects at Junior high school?

As indicated in chapter III on data collection, the researcher used the interview method consisting of seven statements, the researcher provided an in-depth discussion to answer the main research problem of this study, namely the problem of perceptions of students facing researchers. This researcher aims to find out the problem regarding students' perceptions of blended learning in English lessons at junior high school Malang. Interviews are used as instruments in this study. Blended learning is considered very effective in the learning process because it provides new innovations that students have never gotten before. Blended learning aims to make learning activities more optimal and better, facilitating the learning characteristics and independence of students (Wahyuni & Nurhayati, 2019).

According to the results of this research interview, all the students of Malang Junior High School are highly motivated by this blended learning. In this situation, students can be happy with the learning conditions with the new learning model. The blended learning model between offline and online can engage students in learning interactively and provide students with knowledge-rich multimedia content anytime and anywhere as long as students have access to the Internet so that they can foster students' learning motivation. The results of this study are supported by research from Sjukur (2012) explained that there is a blended learning model that teachers can use to motivate student learning. in this case you can also see that there was a student learning motivation score, an increase in the number of students motivated by student learning outcomes. based on the results of the research and discussion of blended learning models by looking at the differences in students' learning motivation before and after knowing the students' perceptions and if the evaluation results show that the students' perceptions of blended learning can increase students' learning motivation, then this can continue.

Secondly, in this study, students also felt that their skills had increased by using blended learning and each student had a different level of ability, some felt that when they were online their skills increased, there were also offline times and also there were moments online. and offline times, perhaps this was due to how comprehension increased each student's abilities are different. in this case we can know that each student has different skills to improve their skills in blended learning. Irawan, et al (2017) reported that blended learning was shown to improve the learning outcomes and skills of SMK students in class compared to students using face-to-face. In this case, the research by Ningsih (2017) reinforces that the blended learning model is capable of generating a learning process, in the implementation process, with involvement and participation in the learning process, blended learning can increase the students' sense of responsibility. The learning ability is defined as a learning

process that is given by the influence of thought, feeling, strategy and own behavior that is oriented towards the achievement of goals, the student's success in learning mathematics is determined by learning independent of each individual (Sumarmo, 2002).

From the above research, we can see that not all students are interested in offline learning, some are interested in online learning, maybe because it is their first time learning online, so some students are very excited because in online learning, they can learn through videos and so on. the above findings are supported by Rukajat's (2018) theory, which states that learning consists of a set of interrelated components that work together, effectively and reliably within a framework to meet the needs of learning activities to achieve the learning objectives. In this case, the teacher is required to be able to demonstrate teaching competence to guide, train, educate and teach students. According to Indah Winarsieh (2020) the teacher is the main element that has an important role in formal education, where existence determines the success of students and the quality of education.

According to the research results, students prefer offline learning because when they learn offline it is easier to communicate directly with teachers or other friends, while online is the same, actually, maybe the difference is in which the teacher gives them material and the students are easier to accept the material. Provided by the teacher offline because students can directly ask about misunderstood material without waiting. In addition, the habit of teacher-centered learning that has been carried out for a long time is one that is difficult to change. This is in accordance with research conducted by Welch (2018) which states that the learning method face to face remains the primary choice for students.

Based on the results of the interviews with the informants, as an educator there are many things a teacher needs to do, especially in the blended learning process, but of course this does not always go as smoothly as planned. The main obstacle that is usually experienced during the blended learning process is the problem of the network with the presence of the students. while the role of the teacher in blended learning needs to be further enhanced to make it easier for students to accept learning. This research is supported by Sabar and Rahman (2011) stating that the use of the Web (E-Learning) as a medium for learning needs can be explained by the user and the Gratification Theory. This theory explains what is done to people and what people do with the media. Furthermore, Ningsih's (2020) research explains that student perceptions of online learning show that students still feel hindered from engaging in online learning.

From the presentation of the interviews of several students above, it can be seen that the available network, the deadline for completing the tasks, the methods used, the response

and the presence of the teacher greatly influence the activity of the students in learning. Regarding comprehension, students admit that they still find it difficult to understand the material that is provided to them online because they do not meet directly with the teacher. Students' activity and understanding of the learning material is a factor that really supports the success of student learning. It's just that this activity is also influenced by the available network, the deadline for completing the tasks, the method used in the answer, and the presence of the teacher. The previous findings are reinforced by Anis (2020) who shows that students are technologically prepared, physically prepared and prepared for learning resources. Students are not prepared to access the Internet and operate learning media.

Based on the results of interviews with various students, which in the learning process and learning outcomes, knowledge, effective psychomotor skills and each become great. Especially in terms of effectiveness, during blended learning, students' knowledge is still very limited. These findings are supported by Rukajat (2018) when explaining that the learning process is a stage of change that occurs in a person. The change is positive in the orientation towards the progress of the previous situation. According to Suprijono (2019), expressing student learning results is a change in general behavior. So, in this case, it can be seen that when learning is done online it is effective, but this can lead to student learning outcomes that are not expected by the teacher.

The last, the perception of most students towards blended learning is positive, such as increasing student interest in learning and there is also a negative one, namely students falling into various problems, such as poor internet connection and underestimating learning. From the above explanation and findings, we can see from the opinions of the students with the highest scores that during blended learning these students feel that blended learning is a very enjoyable learning because the learning is done online and offline during blended learning students do not experience difficulty. While average scoring students these students feel just as nice but the only problem is that when learning online these students have a hard time when they want to ask questions with the teacher because it is not done directly and for the students with the lower scores, the student said that blended learning experiences many difficulties, including perhaps a lack of understanding when receiving material and when learning online, they have a lot of problems collecting the assignments. Each student has a different perception. Based on the results of Hima's (2016) research, it is known that students have a positive perception of blended learning. This is because from the results of the study it was concluded that with the existence of blended learning, students' motivation to learn is increasing. However, from the research by Jaya & Akhirudin (2021) it is known that students

have negative perceptions of blended learning. This is due to the limited learning facilities possessed by students and teachers, as well as teachers' lack of understanding of the use of technology.

CONCLUSION

Related to the findings and discussion that have been described in the previous chapter, the researcher tries to make a brief conclusion about this investigation. Based on students' perceptions, sometimes the teacher explains the topic orally, in writing, and sometimes in practice. They also handed out material and gave examples related to everyday life. In addition, there were students who stated that the teacher guided them very well and with patience. In addition, they also said that the teacher explained the material that was not understood patiently until the students understood the material.

However, in blended learning, there are some students who experience problems, including possible network limitations when learning takes place online. Students say that online English classes have some problems, such as poor internet connection. The difficulties of students when they do not understand the learning material because they cannot communicate directly with teachers and students, then there may be difficulties or obstacles, such as collecting student assignments. even so, the teacher never forgets to ask the students about the material being explained, the students still do not understand it. Thus, so that the lesson is not boring and becomes more fun, the teacher always provides motivations and instructions to the students so that they are more active in learning.

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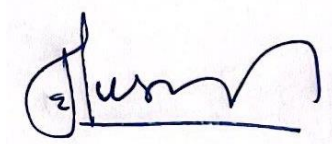
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Advisor 1,

A handwritten signature in black ink, appearing to read 'Henny', with a stylized flourish at the end.

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