

Analysis of Student Interest on Blended Learning

1st **Irwan***

Dept. of Social and Political Science
Faculty of Social Science,
Universitas Negeri Padang, Padang, Indonesia
irwanhamdi@fis.unp.ac.id

2nd **Rita Angraini**

Dept. of Social and Political Science,
Faculty of Social Science, Universitas Negeri
Padang, Padang, Indonesia

3rd **Monica Tiara**

Dept. of Social and Political Science
Faculty of Social Science, Universitas Negeri
Padang, Padang, Indonesia

Abstract—This study aims to analyze the students' interest in the learning process using the blended learning model. Blended Learning is a learning model that contains offline learning or face to face with online lectures proportionally. This model was implemented as a result of technological advances in the field of education. Universitas Negeri Padang began introducing blended learning models from 2017 to lecturers and students, followed by a circular letter to the lecturers to use the e-learning model in the learning process. The research was conducted on students in the

Political Science Department of Universitas Negeri Padang in the first semester of 2019. The sample consisted of students in three active classes from the years of enrollment in 2016, 2017, and 2018. Through descriptive analysis, the result showed that blended learning models were ineffective and it does not involve significant improvement in learning outcomes so they are less interested in taking offline learning. Most students prefer face to face models in the class.

Keywords—Students, Learning Models, Blended Learning

I. INTRODUCTION

The development of the 21st-century technology shows a significant increasing trend especially in the field of communication and information. The development of technology and information produces changes in the social structure of society caused by the ability of technology and information to create a connection to the interdependence of humans. Changes arise in the forms of attitudes, behaviours and values that grow and develop in society while previously humans have limitations in dealing with others. Some of the factors that cause it to happen are problems of distance, time, amount, capacity, speed, and so forth until recently science and technology development as a solution to these various problems. Information technology needs in this globalization era cannot be ruled out and become vital. Slowly, mastery of information technology has become a "lifestyle" for most

people, especially for with the millennial generation.

In order to carry out the mandate of the preamble of the 1945 Constitution, which is an effort to educate the life of the nation, it has become a common obligation for every citizen to realize education in accordance with the demands of the mastery of science and technology. The world of education is one of the sectors most 'impacted' by the development of technology and information today. The transfer of technology in the digital era required the education sector to have higher standards and compete with education overseas. In the learning process, technology and information tools can act as a medium and instrument of teaching and learning, for example in lectures that require students to develop insight globally and update information in the world. Lectures using lecture and face-to-face methods in class result in students not accustomed to thinking critically

and passively looking for learning resources because they only rely on what is conveyed by the lecturer. It is important that both educators and students master technology and information as part of the education process. For an educator, lecturers, for example, mastery and technological knowledge is a competency that must be mastered to support the improvement of student learning processes and outcomes. A lecturer is required to be able to create a learning method that is no longer bound by the dimensions of space and time as in an in-class lecture but requires a method where the teaching and learning process continues without having to go for face-to-face meetings in class.

For students, mastery of technology can support the process of thinking, enriching reading resources and improving cognitive abilities. The use of technology in learning can help, trigger, and spur student learning processes as well as ease the learning process. In addition to some of the benefits above, both educators and students need actual information related to lecture material. Access to obtain lecture material can only be traced through the internet [1]. Utilization of technology by educators and students is currently known as e-learning or electronic learning. Castle and McGuire stated that e-learning is a model that can enhance learning experiences and knowledge because students can carry out formal learning processes wherever and whenever they are connected to the internet [2]. Lecturers can choose to use the e-learning model in full or be integrated with lectures in class (face to face). The combination of e-learning with face to face learning is called Blended Learning. The results of Lalima, Latta Dangwal research stated that there was a choice for collaborative learning; constructive learning and Computer-Assisted Learning (CAI). Blended learning needs rigorous efforts, the right attitude, handsome budget and highly motivated teachers and students for its successful implementation. It incorporates diverse models, making a complex and difficult task [3]. This means that there is a significant increase if learning uses the blended learning method. Although the above research cannot be universally believed, at least this model is a

rational choice in the midst of the development of science and technology.

Some reasons that cause educators to begin to apply the blended learning model in the learning process include being able to improve the pedagogy skills of students because they obtain sources of knowledge other than textbooks. Blended learning is an effective learning model applied because it becomes an effective form of transition from traditional learning models to those that are integrated with the environment and electronic resources [4]. Then this blended learning model offers broad and flexible accessibility and is not fixated on one aspect of knowledge. Also not less important is the blended learning model that offers substantial cost cuts and a greater benefit if implemented in accordance with the needs of students and learning outcomes. But behind some of the advantages above, it cannot be denied that the blended learning model also has weaknesses that it does not have a significant impact. The intended weakness is that this model will reduce psychological closeness between educators and students due to the reduced intensity of face-to-face meetings. In addition, due to the reduced intensity of the meeting, some material cannot be mastered in depth because there is not enough time to discuss.

One of the uses of technology as learning media can be done in the social sciences family because the study of social science must be supported by actual and up-to-date information relating to social development at the local, national and even global contexts. The department of social and political sciences as one of the studies in the social science group of Universitas Negeri Padang has implemented blended learning in lectures in accordance with the direction of higher education leaders. In accordance with regulation related to blended learning at Universitas Negeri Padang, instructions have been issued that lectures in each semester must be carried out using face-to-face and e-learning methods. The proportion is fifty-fifty. This means that eight meetings should be conducted face-to-face and eight other meetings through e-learning. The question that then arises is whether students are highly

interested and enthusiastic about this blended learning model. This is important because if the learning model developed by the university does not seem to have a 'place' in the hearts of students, this condition actually hinders the learning process. In contrast, if student interest enough with the model, the results will certainly be optimal. Thus it is important to find out how interested students are in a blended learning model that will correlate with learning outcomes in each semester.

II. METHOD

This research uses qualitative methods with descriptive analysis. McCusker, K., & Gunaydin, S. expresses a qualitative method is used to answer the questions of what, why, and how to discuss the phenomenon [5]. A qualitative method is chosen because it discusses a more precise qualitative use to analyse how students learn about blended learning. The population in this study is active students in the department of social and political sciences from the years of enrollment of 2017, 2018 and 2019. This research sampled 129 students representing 30 percent of the total population. Data were obtained through a questionnaire that contains a number of questions related to the students' interest in the e-learning model that has been applied. The steps are done in the research: first, the preparation of questionnaire instruments that would be used for collecting data. The information contained in the poll includes knowledge of e-learning, content, accessibility, to the useful, satisfaction of e-learning. Secondly, the compiled poll's validity was tested by expert opinion conducted by two expert instruments who also understand e-learning model. Third, collected the data by sharing the questionnaire through google form to the sample students. Students were given a week to complete and submit the google form. Students' answered according to their experience in the first semester of 2019. Answers gathered from the question were then processed and analyzed to answer research questions and learn about students' interest in blended learning courses.

III. RESULTS AND DISCUSSION

Blended Learning Model

Blended learning literally means mixed learning. The blend here was a combination of conventional learning method with the IT-based learning method (information and technology). In blended learning methods, a conventional method involving direct interaction of lecturers and students in formal classes was combined with lectures that utilize technology, both in terms of infrastructure, learning independently and collaboratively. Combining the two learning models does not increase the amount of learning in quantity, but rather replaces conventional lectures with distance lectures using technology and information facilities in an equal manner. Some universities use the term blended e-learning more often if the majority of learning models use online or e-learning methods rather than conventional methods. However, there are no written rules governing the portion of the two learning models to be called a blended model. Some scientists such as Avgerinou state that a lecture is considered to use a blended learning model if 30-80% of the learning design and delivery use an online system [6]. The interval is not standard and every educational institution can freely regulate it proportionally.

Observations illustrate that social subjects, especially national resilience courses tend to develop into courses related to time productivity. This is agreeable with the presentation that was delivered in 1989 by Bishop G, who predicted that future education tends to be flexible, open, diverse, affordable to anyone who wants to learn without knowing their age, gender, previous learning experience, and so on [7]. Therefore, technological advances bring significant changes, especially in the teaching and learning process which was once dominated by meetings between educators and students leading to a learning process that is dominated by the flexibility of space, time and assemblies. For this reason, it is necessary to innovate education and new methods of learning with a touch of technology without ignoring the quality of the pursuit itself. Therefore the development of cognitive, affective and skill domains leads to changes that

can support life-long learning activities and continuous learning that functions one of them to prepare students to meet the demands of the industrial revolution 4.0. Therefore, blended learning that is carried out in the department of socio-political science, especially national resilience courses, develop the principle "High technology should reach the unreached, and the accuracy of high technology is if the infrastructure is used wisely. Under these circumstances, distance learning and open/distance education will be the pioneers of entering a new decade".

Referring to these principles, it can be understood that the learning process of this era of blended learning is not something new. However, based on the result of the study it was found that the majority of students did not yet know the blended learning model in secondary schools. Blended learning is only known to students when they are in college and has followed the learning process with a blended learning model that is applied to national resilience courses. This was found from the results of questioning students from the enrollment years of 2016, 2017 and 2018 about their understanding related to blended learning. The results of the questionnaire showed that there were 71.3% of students who were new to this system in college. This figure shows that at the secondary education level, blended learning has not been applied at the tertiary level. This explains that the application of blended learning in every level or unit of Education can be carried out optimally if it includes several components consisting of facilities (computers, networks, internet and multimedia), HR (the ability of educators and students to use and create technology). At the junior and senior high schools, the two components supporting the implementation of blended learning are not capable of impacting on the limitations of this model.

Furthermore, the results of this questionnaire lead to the need for socialization of the blended learning model in the learning process in tertiary institutions. From the questionnaire it was found that there were only 48.1% of students who knew this learning model. In fact, the university has conducted socialization from

2017 towards active students. This condition illustrates that socialization has no impact on the introduction of this learning model to students. The socialization is done online through the e-learning.unp.ac.id page. This condition illustrates that online socialization cannot be effectively based on the assumption that not all students can access the website and the difficulty of controlling students who are given socialization.

Analysis of Student Interest in E-learning Learning Models

Based on the data obtained from a questionnaire about e-learning knowledge, 55.8% of students claimed to be aware that lectures can be conducted with a blended learning model; that 50% can be conducted through e-learning. Data obtained through a questionnaire in the form of student responses to e-learning is presented based on the observed aspects as well as descriptive qualitative exposure based on the responses conveyed that students understand learning can be carried out online. In accordance with the explanation of Fuad Saifudin in his research, it gives an illustration that students understand e-learning as a familiar learning model if done among students. This is suspected because the virtual world (internet) cannot be separated from students now [8].

The results of data analysis showed that 87.6% of students understood operating the e-learning portal. This means that there are no obstacles for students in accessing e-learning in lectures. This data not only illustrates that technology, learning and students have a close relationship but also the fact that technology has a significant role in the development of education especially the learning process. The impact on learning patterns implemented by educators who "inevitably" uses technology as a combination that is used effectively and interactively for the learning process today. Donnelly & McSweeney explained in his research that technology in education is an effect of technological developments that affects academics to change their learning [8]. This is because e-learning provides opportunities for students to improve critical thinking skills

through a process of independence in understanding the material obtained in learning. Related to this, the data shows that some students felt that the portion of 50% was enough. Even though in reality, lecturers only deliver e-learning lectures as much as 30% of lectures.

In terms of lectures conducted by blended learning, 45% of students said they were happy with the model. The number is not much different from 46.5% of students who claim to be ordinary. This data shows that students want to conduct lectures with e-learning as a form of innovation in learning. This data also explains that e-learning students provide benefits and learning alternatives compared to conventional learning. E-learning can take place outside the lecture hall, establish learning independence, help make learning as a process that no longer forces and requires providing time, physical, psychological stable for learning to mean for students there is no longer a physical or psychological burden to learn. On the other hand, e-learning provides an opportunity for lecturers to further develop material optimally through various types of interactive media.

Therefore learning with this model requires a clear design because it is not uncommon for students to face various obstacles in the field as found in research which reveals that 64% of students do not understand the whole e-learning features. This can be caused by several factors, one of which is shown by the data that 55% of students claim to rarely experience problems or difficulties in accessing e-learning. Difficulties in accessing e-learning are cheerful constraints that often become obstacles in the implementation of e-learning. Based on observation through a questionnaire, 58% students claimed that the internet network on campus was inadequate to access e-learning. Only 36% of students are satisfied with internet access. Therefore, this constraint if left unchecked affects the ineffectiveness of the learning process. Further related to the benefits in e-learning, data shows that 64% of students lack understanding of the material delivered through e-learning. Some students agree that e-learning is still available,

but only 30% of it is in lectures. This means that 70% remain face to face method. This data explains that students state e-learning can help in preparation for lectures, with a blended learning model students can access material before entering class and know the description of activities to be carried out by studying the instructions and learning designs available on e-learning, but for social learning such as national resilience which has examples that continue to develop according to country developments plus existing materials are multi-interpreted and require sharp analysis deepening learning cannot be separated from the presence of lecturers. Here the role of the lecturer is no longer a primary source of information because students have been provided with a variety of material and discussions that previously existed in e-learning. In the end, the data shows different things even though learning has made it easier for students to be able to access material in the form of soft copy.

In fact, when asked to choose lecturing material, 58% of students tend to choose physical or printed teaching materials and only 47% of students choose softcopy teaching material. Thus various obstacles that often meet students including the use of e-learning that is still not optimal make that 75% of students do not like the e-learning model. This condition must certainly be an added concern for educators. The reason is learning by combining e-learning with learning models must be supported by teaching materials that fit the characteristics of the material, internet access, effective socialization so that the use of e-learning can be maximized and provide provisions for students in facing digital era learning. Overall, we may state that almost half the student's preferred face to face models more than e-learning. 49.6% of students already chosen face to face models more than e-learning models as much as 70%. Only 27.9% of students agree with both models is balanced. It can be described in the diagram below.

129 tanggapan



Figure 1 Choosing the Portion of both Models

IV. CONCLUSIONS

Blended learning is learning that combines face-to-face activities in class with learning activities using internet media. In its application, the blended learning that has been implemented has not been able to attract the full attention of students. This assumption is obtained based on the results of research showing that 75% of students do not like the e-learning model. This is due to many factors ranging from limited internet network access, students' lack of understanding of the features provided by e-learning and even the inconvenience of students with soft copy teaching materials to the difficulty of understanding material without the direction of a lecturer. Therefore, the application of e-learning in learning should pay attention to all supporting components for the formation of a learning system that is optimal, effective and makes it easier for doses and students.

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