Readiness and Perception of the Faculty of Cultural Studies Lecturers Universitas Brawijaya About the Implementation of Blended Learning

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Abstract—**This article describes the lecturer readiness and teaching experience on the use of blended learning. The mode of instruction is a combination of convensional or face to face instruction with online or internet based one. This is a descriptive research using survey as a data collection technique which used questionnaires for its instrument. The purpose of the survey is to gain the details of the background and specific characteristics of a case or events concerning with the implementation of blended learning in Faculty of Cultural Studies, Universitas Brawijaya. The researchers reviewed relevant document to collect the data about the school management policy. Interviewing faculty members about their perception and teaching experiences was conducted to collect supporting data on the use of blended learning. This research found that school policy supports to the use of blended learning in which the 2019 curriculum states that the online session is allowed to be applied not more than 40% meetings of the 16 total meetings in a semester. This research found that the lecturers have showed their readiness especially dealing with blended learning factors such as technology, innovation, human resource, and development. In general the lecturers feel comfortable with the online session in their blended learning teaching activities. They perceived that blended learning quite helpful in term of time flexibility, practicability, and technological advancement. They find that the pedagogical interaction during the online session is quite interactive where the students always response their postings by providing comments, assignments, opinions, even questions.**

Keywords— *blended learning, readiness, perception, online session*

I. INTRODUCTION

One of the aspects of blended learning successful application is teacher readiness and perception. Teacher readiness could be related to factors dealing with technology, innovation, human resource, and self-development. Meanwhile, perception means process by which an individual gives meaning to the environment. It involves organizing and interpreting various stimuli into a psychological experience. Perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment[1].

Another research concluded that higher education students have positive perspective and learning experiences about blended learning. The students feel more confident in expressing their opinion using blended learning rather than ayncronous offline ones because they do not get the immediate feedback in a face-to-face learning mode so that they do not feel loosing face because the feedback is given indirectly in an online mode of instruction. Besides, majority students have no difficulties in taking part in the blended learning model. A small problem happens in the beginning of semester particularly when they log ini the learning mode. One of the criteria of effective blended learning is those which have similarites with the features of social media which have been familiar with their daily life [2].

Universities inside and outside the country had utilized the learning model of blended learning as one of the learning model alternatives in college courses. The blended learning model is perceived to be efficient because in addition to accommodating face-to-face course meetings with lecturers in classrooms, students can also access the materials that are provided through online means. She added that a research conducted by the University of Central Florida showed that the success rate of students who learned using the blended learning model was the highest (51%) compared to full online learning (48.3%) or through face-to-face class meetings (48.2%)[3].

Clearly, this model has indicated its benefits for all components of higher education, such as universities, faculties, and students. A university can implement the blended learning model as a strategy to compensate for the limited number of classrooms that are available for face-to-face learning. In addition, the model may be used as a way to encourage the creation of collaboration among faculties in order to realize the vision and mission of the university. This model is also perfectly suited for faculties to develop and instill student involvement in the provided courses for learning, because students must be active in keeping up with the developments that take place in their campus. Next, the blended learning model may be used as a way to bridge the transition from face-to-face learning in the classroom to learning that is fully provided through online means. Blended learning is beneficial for students because this model offers the conveniences of learning that is given online and through face-to-face learning. Learning that is based on the blended learning model is learning that combines strategies of

learning material delivery through face-to-face activities, offline computer-based learning, and online computer-based learning through the Internet and mobile learning. Learning through the blended learning model, in addition to increasing learning output, is also beneficial for increasing communicative relationships in the three modes of learning based on traditional classroom environments, a blend of modes, and fully online learning. Researchers have presented evidence that indicates that blended learning results in a stronger sense of community among students compared to traditional learning or completely online learning [4]. In a research on human resource development for a company, it has been concluded that the method of blended learning increased employee productivity by a greater amount than the method of uni-dimensional learning [5].

A research on blended learning at the Universitas Brawijaya entitled *The Evaluation of Acceptance Factors for the Technology of Blended Learning at PTIIK of the Brawijaya University* concluded that lecturers preferred other systems such as lecturer blogs and Dropbox because they assume that the performance of e-learning is not maximal and does not result in significant effects toward the ease of the learning and teaching process. Lecturers believe that the usage of e-learning will not improve their image among their peers; as well, social factors such as the presence of other colleagues who utilize e-learning does not necessarily compel other lecturers to utilize the system. E-learning is not integrated with the existing systems at PTIIK UB such as SIAM and SIADO. This causes the motivation to utilize e-learning to decrease [6].

Based on the aforementioned background to the problem, the primary focus of the research on the practical implementation of the blended learning model at the Faculty of Culture Studies of the Universitas Brawijaya is particularly on lecturer preparedness.

II. THE ESSENCE OF BLENDED LEARNING

Blended learning is a model of learning that combines face-to-face or conventional learning with ICT-based or online learning in a synergistic manner. One of the forms of blended learning consists of virtual meetings between lecturer and students. This model of learning makes use of ICT through videoconference, smartphone conference, or online chatting. The preparedness of lecturers or instructors in blended learning will determine the success of learning with the model. In an article entitled *"Readiness for integrating mobile learning in the classroom: Challenges, preferences and possibilities"*, it was explained that their preparedness cover the degree of acceptance or the will of lecturers to integrate technology into the learning environment, the blended learning media selected by the lecturer, and the learning praxis in order to improve the quality of learning and teaching [7].

In an article entitled "Building A Successful Blended Learning Strategy", it was explained that there are several important issues, among others, that need to be considered in the execution of blended learning: 1) delivery of learning materials and of other messages in a consistent manner; 2) constantly-updated learning materials, whether in terms of

format or availability, that fulfill the principle of "self-learning materials"; and 3) varying allocations starting from 75:25, or 75% online learning and 25% offline learning. There is no standard time allocation. The developer(s) may execute "test runs" to obtain ideal time allocations. Time allocations in certain percentages for tutorials may be specifically used for students to catch up on their work and resolve the difficulties of students in understanding the content of the learning materials as a "remedial (make-up) class" [8]. In the Policy for Long-Distance Learning and E-Learning in Indonesia published by the Ministry of Research, Technology, and Higher Education (2016), it is mentioned that the frequency of meetings for blended learning is 30-79% online and the rest offline [9].

A. Benefits of Blended Learning

There are three benefits that may be obtained: (a) increasing learning output through long-distance education; (b) increasing ease of learning to satisfy students in learning through long-distance education, and (c) increasing learning efficiency.

The advantage of blended learning is based on the development of technology that may be used in the learning process; at present, there is no single learning method that is ideal for all kinds of training instruction, as each kind of technology has its own advantages. Printing technology has the advantage of being a very flexible source of learning, as its results can be brought everywhere and usable without electricity. Meanwhile, computers offer the advantage of a learning method that is more interactive in the form of text, images, movies, and animations that can be converted into various digital forms, but their mobility is limited because they depend on electrical energy. In certain cases, learning through audio is more effective compared to through video. Thus, each technology possesses advantages for certain objectives as well as characteristics for certain fields. Accordingly, a learning method for elementary school students may very well be effective but not for postgraduate students, and vice versa. Therefore, different learning methods are needed for learners of different characteristics. To fulfill all learning requirements for various learners of different characteristics, the approach of blended learning becomes the most appropriate one. Blended learning allows learning to be conducted in a more professional manner to handle all learning needs in a way that is the most effective and efficient, and has a high appeal.

The role of instructors in instruction through the blended learning model is very important in the management of learning. What is certain is that the instructor must be aware of information. In addition to possessing skills of instruction for the delivery of learning materials through face-to-face interaction, instructors must also possess knowledge and skills in developing computer-based learning resources (as through Microsoft Word and Microsoft PowerPoint) and skills of accessing the Internet, then to be able to combine two or more learning methods. An instructor may begin the learning process with structured face-to-face interactions, which is then followed by offline computer-based learning as well as online learning. Combinations of learning approaches may also be applied in the integration of (online) e-learning, computer usage in the classroom, and face-to-face classroom

meetings. Tutorials need to be provided to students early on so that students possess the skill of combination learning from the start, because this ability will become a learning tool in the future. The role of the instructor is very important, because this requires the process of transformation of content knowledge and blended learning as a tool. With improvements to the economic system and welfare of society, the population of the world will also increase, and thus learning needs to be carried out efficiently for the utilization of resources; instruction based on blended learning becomes inevitable to be carried out in the learning system, especially in Indonesia. The key to all these is located on the role of the instructor who has mastery of the competence to manage learning based on blended learning.

B. Elemens of Blended Learning

Instruction based on blended learning that combines face-to-face learning and e-learning has at least six elements: (a) meetings, (b) independent learning, (c) application, (d) tutorial, (e) cooperation, and (f) evaluation. Face-to-face learning is performed as it has been performed before the creation of printing, audiovisual, and computer technologies, with the instructor as the primary source of learning. The instructor delivers the learning materials, initiates question-and-answer sessions, conducts discussion, provides guidance, gives out assignments, and administers tests. All of these are performed synchronously, which means that all students learn the same content to be learned at the same time and in the same place. Several variations may be implemented, such as the lecturer dividing coursework into topics that must be discussed by students in front of the classroom, the students creating papers to be presented as student participation, and the initiation of clarification, question-and-answer, and problem-solving activities. By using the student-centered approach, coursework is accomplished through tutorials, workbooks, paper-writing, and evaluations.

Collaborative learning is one of the important characteristics of future learning that emphasizes more on individual abilities, but these abilities are then synergized to result in products, because products of the future and in particular computer products, whether in the form of complex hardware or software, require an interdisciplinary approach. Therefore, the products of the future are products that result from collaborative activities. The skill of collaboration must become an important part in instruction based on blended learning. This is certainly different from conventional face-to-face learning where every student learns in the same class under the control of the instructor; in blended learning, the students work independently and in collaboration. As such, the demands of this kind of instruction will be different from face-to-face learning. The evaluation of instruction based on blended learning will certainly be very different compared to the evaluation of face-to-face learning. The evaluation must be based on the processes and results that could be achieved, through a learning performance evaluation of students based on portfolios. As well, evaluation also needs to involve not only instructor authorities, but also self-evaluation by the student, as well as evaluation from other students.

C. Method

This research is a descriptive research that utilizes a survey as the method of obtaining data. The research utilized a questionnaire as the research instrument, as an instrument that may be distributed to both large and small populations. There were 42 participants taking part in the survey. They are the lecturers of Faculty of Cultural Studies Universitas Brawijaya. Then, According to Gay and Diehl, for descriptive research, the minimum sample needed is 10% of the population. The researcher then chooses 40 students as sample, it is intended to reduce the margin of error [10].

This survey is directed to result in a detailed picture of the background, nature, and distinct characteristics of a case or occurrence of a general matter, which in this case is the execution of blended learning at the Universitas Brawijaya. Some activities in data analysis are grouping the data based on the variable and type of respondents, tabulating the data, presenting the data on each variable, calculating to answer the problem of the study, and calculating. The obtained data and information were utilized as the foundation to discuss the problems of this research with descriptive analysis. The method of descriptive analysis is a statistical method that is used to analyze data by describing or illustrating the collected data in its original state without the intent to make a conclusion that applies generally or generalization. No treatments were given to the respondents in this research; data were only collected using standardized instruments, such as questionnaires, interviews, document analysis, and similar others. In this research, the techniques used for data collection are questionnaires, interviews, and document analysis. The techniques used for data analysis involve editing by coding with data reduction, data presentation, and drawing conclusions [11].

III. Result and Discussion

A. Academic Policy of the Faculty of Culture Studies

Institutional support is the dimension that is most important in instruction with the blended learning model. Some studies have shown that this dimension is the factor that in some cases may aid or conversely hinder the motivation of lecturers in the application of blended learning. There are three important types that are related to institutional support: support of superiors, support of colleagues, and positive organizational atmosphere. Support of colleagues refers to the aid given by colleagues in providing input in the form of new knowledge for the mastery of specific skills. Organizational atmosphere refers to the stabilization of emotions, behaviors, and ideological backgrounds of instructors that affect the praxis of institutional member performance. Institutional support is the determining factor within the success of instruction [12].

The academic policy of the Faculty of Culture Studies (FIB) in responding to the demands of the presence of blended learning, in particular regulations on online sessions, are outlined in the Summary of Revisions to the Academic Guidelines of FIB, 2019/2020. In the document, what is meant by virtual learning is the learning process that is developed by combining face-to-face learning and online learning with the aim of increasing the quality, effectiveness, efficiency, and learning achievements. Learning with this

model is composed of first, Web-enhanced learning that utilizes Internet technology to facilitate face-to-face meetings among others using an LMS or a web site in the learning and teaching process, and second, blended/hybrid learning that combines face-to-face and online meetings using an LMS or web site in the learning teaching process and a reduction of face-to-face meeting frequencies that is evident in the details for learning management.

B. Preparedness and Perceptions of Lecturers

From the data obtained through questionnaires sent to the lecturers of the Faculty of Culture Studies, it can be described that lecturers in the environment of the Faculty of Culture Studies of Brawijaya University are prepared to execute the blended learning model. Various references and literature for the research have discussed components of preparedness for the blended learning model, in particular online sessions. Lecturer A, who since 2017 had utilized the Virtual Learning Management (VLM) on vlm.ub.ac.id for online sessions for blended learning, explained that the lecturer no longer used the medium. One of the reasons is that students often experienced difficulty of access (logging in). This caused lecturer A to decide to move to Google Classroom. While using Google Classroom, the lecturer initially used an e-mail with the gmail.com domain, but the lecturer experienced problems because too many files were being uploaded by both the lecturer and students, leading the lecturer to hit the limits of data storage, or in other words run out of storage. The lecturer then decided to change e-mail domains by using Brawijaya University e-mail (mail.ub.ac.id). With the UB e-mail, the lecturer no longer experienced problems in data storage, but another problem appeared in relation to the efficiency of uploading files by students, because the students kept opting to use the gmail.com e-mail. This difference in e-mail usage caused the uploading of responses from students to become inefficient because when students wanted to upload files, they had to ask for authorization first from the lecturer. Conversely, students were reluctant to use UB e-mail and kept using Gmail with the reason that they had to re-register, for which they considered the procedure inefficient.

TABLE I.   UTILIZATION OF ONLINE MEDIA FOR BLENDED LEARNING

Lecturer Code	Media and Utilization	Obstacles	Perceptions
A.	• Virtual Learning Management (VLM), Google Classroom • Course assignments, quizzes, midterm and semester final exams, peer assessment	• Storage runs out • Lack uploads of files	• Students do not use their digital literacy for
B.	• Google Classroom, VLM • Student responses replace attendance	• VLM not effective	• Online discussions smmoth
	• Face-to-face meetings		
C.	• Kahoot!, Quizzes, Pro Prof, Quiz Maker • English for Specific Purposes (ESP)	• About 70 students • No SOPs	• Google Classroom as make-up classes • Internet connectivity
D.	• Sending of learning materials in various formats, assignments, and quizzes	• No network issues	• 80% of students obey deadlines
E.	• Virtual Learning Management (VLM) • Text, video, Internet links, eBooks, PowerPoint presentations	• No issues with faculty Internet connections	• VLM needs to be integrated with the university academic system

From the above Table 1, the experience of some lecturers can be explained further. Lecturer A, who since 2017 had utilized the Virtual Learning Management (VLM) on vlm.ub.ac.id for online sessions for blended learning, explained that the lecturer no longer used the medium. One of the reasons is that students often experienced difficulty of access (logging in). This caused lecturer A who Lecturer A had the opinion that although the students have gotten very much used to using their gadgets and possessed good literacy regarding the digital world, the students still consider the digital world merely as lifestyle. They do not peruse their mastery of information technology and digital literacy to improve their quality of learning. This is proven from the questions that were asked by the students, which were still elementary in regarding the pages of learning that the students had to read.

In a further case, lecturer B has utilized Google Classroom in the past three years as the medium in blended learning online sessions. The lecturer had used the VLM of Brawijaya University (vlm.ub.ac.id), but the use of the medium did not proceed smoothly. The lecturer assumed that the usage procedure for the Brawijaya University VLM was not efficient and appeared to be not very effective. In the utilization of Google Classroom for the blended learning online sessions, the lecturer uploaded 80% of the course materials to the medium. Both the lecturer and students did not experience significant difficulties in the usage of Google Classroom. Online discussions proceeded smoothly, and the lecturer considered the uploads or responses from students, whether as comments or answers to questions on quizzes, as a representation of attendance. The lecturer always gave a period of 24 hours to students to respond to the uploads on the online learning medium. The lecturer gave feedback in the form of corrections, opinions, and scores on the uploaded tasks and posted answers of students. All uploaded course

materials in the online sessions using Google Classroom were always discussed in conventional face-to-face meetings in the classroom. The students often discussed the feedback and scores from the lecturers in offline sessions or conventional classes.

At the Faculty of Culture Studies, lecturer C has used Google Classroom as the medium for teaching the course of Curriculum of English Instruction (CEI), but only as a facility for uploading course materials and assignments. Most of the assignments given to the students were in project form. Google Classroom was used to facilitate the collection of assignments and uploading of materials. Lecturer C stated that there was still a desire to carry out online midterm exams, but Internet connectivity still presented a barrier. According to the lecturer, there has not been a SOP regarding online midterm exams and the lecturer has the view that it is important to confirm to the academic department regarding the possibility of online midterm exams.

Presently, the facilities of applications for online sessions have not been used to replace actual classes. However, as in the first semester of the 2018 academic year lecturer C has to teach classes with a total of 33 credits, the lecturer feels that it becomes difficult to plan schedules, especially with additional administrative tasks other than teaching. The utilized solution is to use Google Classroom to substitute for classes by utilizing the application to provide materials and exercises instead of giving them in conventional meetings. The uploaded materials were in the form of books or modules, presentations, videos, and audio clips. Not every meeting utilized Google Classroom (not all the time), but it was utilized with new materials. However, for the Law course, Google Classroom was used every day not for explaining or sharing materials, but for turning in assignments. Assignments were to be uploaded, and this was given time limits.

Lecturer D has used Google Classroom for 3 years. The utilization of Google Classroom as the medium was mostly for sending learning materials in various formats, turning in assignments, and giving out quizzes. The given assignments often consisted of the task to review a journal article, and the results of the review were examined online by peers and turned in to the lecturer in the same manner. The lecturer can immediately give a score, feedback, and suggestions for revisions or improvements. For content courses that are not language skills courses, lecturer D utilized Google Classroom as the medium for sending midterm and semester final exam questions. Students can immediately answer the questions from the lecturer on Google Classroom and receive immediate feedback from the lecturer. Lecturer D stated that 80% of students followed the given deadline and those who are late in turning in their assignments will have their assignment scores reduced automatically because of the presence of the "turn in late" feature. The lecturer did not experience connectivity problems. The lecturer used the facility of Google Classroom outside of the hours of conventional courses and more frequently used Internet connections at home.

Lecturer E used the Virtual Learning Management (VLM) managed by Brawijaya University at the address vlm.ub.ac.id as the medium for online course sessions in blended learning. As with other lecturers, the lecturer used the VLM to upload course materials in various formats, including texts, videos, internet links, eBooks, and PowerPoint presentations. In uploading materials, lecturer E uploaded all learning materials in one semester that is composed of 14 meetings, or in other words 14 sets of materials in various formats in a single upload. The uploaded course materials are sequenced and adjusted accordingly to the Semester Lesson Plan that has been previously composed and distributed to students at the start of the semester; in this way, each student knows from the start the materials that had to be studied for each meeting or session. In addition to being the medium for uploading course materials, the lecturer also used the VLM to perform pedagogical interactions with each student through the activities of quizzes, structured assignments, midterm exams, and semester final exams. The students used the VLM medium to turn in assignments and receive feedback from the lecturer in various forms such as revisions, suggested improvements, and scores.

The uploaded course materials at the start of the semester were discussed in offline course sessions or in conventional face-to-face course meetings. The lecturer did not conduct online discussions outside of face-to-face course meeting schedules. The primary obstacle found by this lecturer is the frequent occurrence of problems in the university VLM network. Meanwhile, the issue of Internet connectivity in the faculty is not an issue because the lecturer uploaded course materials from outside the campus. The lecturer suggests that the university-managed VLM be integrated with the academic systems of the university such as the Online Undergraduate Thesis Information System (SISO, *Sistem Informasi Skripsi Online*) or the Lecturer Academic Information System (SIADO, *Sistem Informasi Akademik Dosen*) so that the scores submitted by the lecturer can immediately be received by the academic department.

In addition, the following Table 2 describes the lecturer readiness, perception, and teaching experiences during utilizing blended learning.

TABLE II. LECTURER PERCEPTIONS ABOUT BLENDED LEARNING

No.	Lecturer preferences about blended learning	Percentage
1	Taeching from outside of campus	92
2	Time flexibility	83
3	Posting materials at anytime	85
4	Provide additional information on technical use	85
5	Expect all lectures conducted by blended learning	71
6	Complementing offline session	77
7	Students always respond	69
8	Students feel more confident	62
9	Uploading mid and final test	69
10	The materials are related to th offline session	92
11	Always giving feedback	69
12	Discuss the online materials on the offline session	84

From the data obtained through questionnaires sent to the lecturers of the Faculty of Culture Studies, it can be described that lecturers in the environment of the Faculty of Culture

Studies of Brawijaya University are prepared to execute the blended learning model. Various references and literature for the research have discussed components of preparedness for the blended learning model, in particular online sessions. In an article entitled *Measuring Readiness for e-Learning: Reflections from an Emerging Country*, it was grouped the readiness into eight categories:

a) *Psychological readiness*, which considers individual points of view on the influence of e-learning initiative;

b) *Sociological readiness*, which considers the aspect of the interpersonal environment in which the program will be implemented;

c) *Environmental readiness*, which considers the operations of major forces in stakeholders, whether inside or outside the organization;

d) *Human resource readiness*, which considers the availability and planned support system for human resources;

e) *Financial readiness*, which considers the size of budgets and the allocation process;

f) *Technological skill (aptitude) readiness*, which considers the technical competence that may be observed and measured;

g) *Equipment readiness*, which considers the availability of appropriate equipment; and

h) *Content readiness*, which considers the learning content and learning achievements.

IV. CONCLUSION

From the data analysis explained in the previous discussion section, the conclusion for this research is that the academic policy of the Faculty of Culture Studies (FIB) in regarding the demands of the presence of blended learning can be said to be very positive. Regulations on online sessions are declared in the Summary of Revisions to the Academic Guidelines of FIB 2019/2020. Within the document, what is meant by "virtual learning" is the process of learning that is developed by combining face-to-face learning and online learning with the objective of realizing improvements in quality, effectiveness, efficiency, and learning achievements.

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