

A Study of Students' Perceptions of Online Learning in Blended Learning and Flipped Classroom

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ABSTRACT

Flipped-classroom learning is a kind of blended learning mostly used in the teaching and learning process in the Covid-19 and Post Covid-19 Era. This article is to investigate the students' perception of online learning, including flipped classroom learning. The research is a descriptive study. The questionnaire is applied to 32 English students chosen randomly; with the dimensions of technology, equipment, human resources, and motivation for learning and doing a preview. The students generally show a positive perspective on online learning, blended learning; they also have a positive perception on a flipped classroom, although most of the students are not familiar with them. The students who have Personal Computer or Laptop and the individuals who provide themselves at utilizing innovative gadgets have more positive perspectives on online learning. This article will be valuable for additional exploration in this research area.

Keywords: *online learning, blended learning, flipped classroom learning, virtual learning, utilizing technology, and students' perspective.*

1. INTRODUCTION

Learning needs variation to make the teaching and learning process enjoyable, and to reach the goals of learning. Using variation in teaching will make teaching and learning process become improved. Nowadays, online learning is one of the favourite ways of teaching; it is the solution to face the current era in Pandemic Era. Digital use is currently prevalent; therefore, its use as an online learning medium is very appropriate. It is evidently in facing industry 4.0, where digital used is applied to almost all aspects, not only in the economic, social but also in educational aspects. Therefore, making online learning can implement both virtual and non-virtual or synchronize and a-synchronize.

Traditional and monotonous teaching methods are out of date today. The students do presentation or group discussion; and the teacher gives the explanation, exercises, and homework. A teacher has done it for years, and of course, it is out of their time. It is not a time for the traditional methods to give such kind of learning. Teaching and learning go like this because of the lack of innovation by teachers in making variations in teaching and learning models. Thus, it needs the

creativity and innovation from the teachers to change the teaching style in the classroom so that the class becomes attractive, and students are excited about taking lessons.

Nowadays, in the pandemic coronavirus diseases 2019 (Covid-19), the education process is done from home. The process of learning from home is not only for higher education but also for lower education, including kindergarten children. Teachers or lecturers and students must be prepared to face this condition. The condition of all education and learning processes are carried out online, where each teacher or lecturer and students are not in the same place, is in their respective residences. However, the learning and learning process must still carry out, so for this reason online learning becomes the solution for this situation.

Online learning means using electronic technology, internet dan digital devices, in teaching and learning [1]. It is known as the best way in today's crisis in transferring knowledge without doing a physical presence to a virtual meeting. It is the learning system involved technology as the sources of learning; it is in synchronous and asynchronous ways. The synchronous

online system is when the students and teachers are online at the same time, while asynchronous when the students and teachers do the discussion when it is convenient to them over a more extended period. Asynchronous has been the dominant mode of online learning so far [2]. Both systems are done in the way of online learning in the covid-19 era; it is a learning system where teachers and students use the internet as a medium and learning resource, where learning can be done in meetings at the same time, and can also be done by providing subject matter via the internet. Students can study whenever and wherever they like.

Online learning is not a new learning model; it has been around for a long time, but since this pandemic, this learning system has been increasingly being used. Online learning, of course, has to do with ICT (Information Communication and Technology), and this has become a necessity, especially in the current era where everything is done more digitally, and that is a requirement. As known that online learning gives a good effect on the students' learning. Online learning is one of the flexible systems of learning that can motivate students to learn, become active, and more challenges [3], and it can also affect to the students learning outcome [4]. Online learning is one of the reasonable solutions for the learning process in all level of education, including university students. However, it also makes the students have low concentration [5] because the students can open other applications in their online modes, such as Facebook, WhatsApp or others, but the usefulness of online learning for learning does not need to be doubted, because there have been many studies that prove that online learning is quite helpful for the learning process. Thus, it becomes one good solution for teaching nowadays.

ICT based learning has been used from years ago, in every level of education, including in University. So far, this kind of learning model has not become a necessity in several educational institutions, but because of the covid-19 pandemic conditions that have not passed, such a learning model has become very trending. This has also happened at IAIN Padangsidempuan, where the rector's decision became a matter that must be obeyed, namely learning from home. In the rector's decree determined that the learning system at IAIN Padangsidempuan was carried out in a blended manner, a combination of online learning and offline learning [6]. From last March 2020, this institution has made decisions according to government directives to make learning from home; it has continued to this day.

Blended learning is a learning model that uses an online system in its learning. In a blended learning system, learning occurs in two methods, namely online and offline. Blended learning is known to be useful for learning, both to produce high outcomes, and to increase

motivation in education [7]. However, such a learning model is the most constant choice today.

Flipped classroom learning is inverted learning; doing the process of understanding the materials outside of the classroom, and doing the exercises and homework in the classroom [8]. The students learn the materials, and get to understand about the materials of learning by reading many sources given by the teachers, or available on the internet; they can read sources as many as they need. Doing exercises and having questions and answer for deepening the students learn the materials in the face-to-face meeting which has been done directly in the classroom, virtually or synchronously. Based on the condition, the learning system is not possible in classrooms at this time, and the choice is flipped classroom learning online.

Moreover, it is currently an option in learning in higher education based on several reasons; flipped learning can increase students' interest and motivation [9] and language learning outcomes [10]. By this kind of learning, students become more active and motivated to learn, enjoy their lesson in relax time. When they face the problem with their learning, they can review the materials or the videos to get more comprehension, and then they can join the lesson by using their gadgets in their hands. These are the reasons for choosing flipped learning as the model of learning, and also as the author's strength to obtain information about the learning model as a basis for developing a learning model; this will be used as the basis for the author to carry out further research.

Flipped classroom learning has many advantages, such as encouraging students to understand the courses, providing learning contents, helping the students to enrich their ability, making good interaction between teachers and students, minimalizing distraction, preparing the students to have a readiness to learn, allowing students to pause and rewind the teachers, recognizing the students well by the teachers, and accommodating the differences of the students [9], [11]. Although this model has weaknesses, many advantages possessed by flipped learning are the reasons for the use of the current learning model. Of course, these advantages are the positive values of this model.

Based on the description above, this article is trying to describe the perception in online learning, including blended and flipped classroom learning of the English students IAIN Padangsidempuan. The authors can use the result as the previous information before doing further research about developing the instructional model for reading based on flipped classroom learning.

2. METHOD

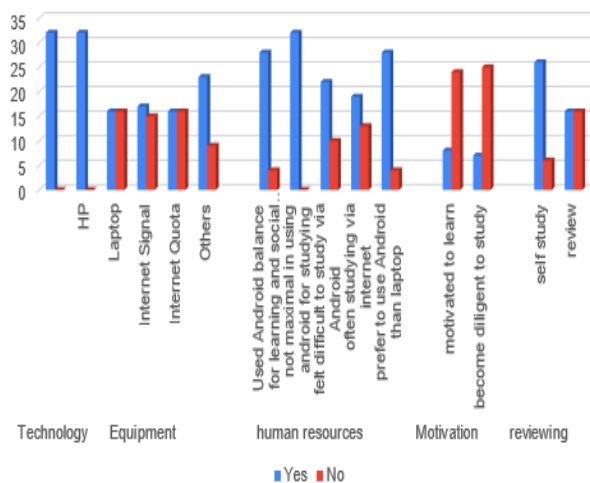
This research is a descriptive method in which the author described the students' perception of online

learning in blended and flipped classroom learning model. The data were from 32 students (30%) of the third semester English Department students IAIN Padangsidempuan who studied reading comprehension, from questionnaires related to the technology, equipment, human resources, motivation, and previewing, and supported by interviews, that supported by interviews. The data were analysed by reading and grouping, and calculating statistically for the percentages; and interpreting.

3. RESULT AND DISCUSSIONS

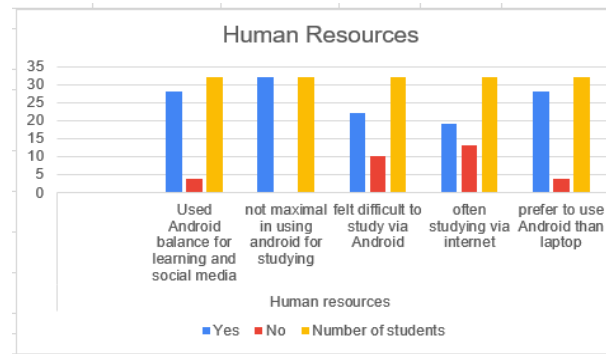
This part is the explanation of the findings of the students' perception on online learning taken by questionnaires and interviews. The results showed several factors that influence the factors in supporting the students in online learning. The factors influenced are understanding of the use of technology, the equipment, human resources, motivation of the students to learn by online learning, and reviewing the materials of learning.

Chart 1. the students' perception on online learning
The students' Perceptions on online learning



The students' understanding of utilizing technology is quite good because, from 32 participants on this research, all the participants know the function of technology. The data were from the students' response to the questionnaire about the students' understanding of using technology. All participants understood the advantages and disadvantages of the technology used. The students realized the function of technology to support their learning; meanwhile, some of them did not use it in balance to help their learning process. It is as seen in the following chart:

Chart 2. the condition of human resources



From the chart seen that 24 students used android in balance for studying and social media, but the sed is still not maximal. Most of the students also said that they got difficulties in learning online. Thus, it can be said that the students are not fully ready yet to use online learning.

Besides, data from the equipment showed that the students who support by good internet quota and internet signal is a balance between those who do not. Further, the result also showed that just some of the students had the motivation to learn and become diligent by online learning. Contrary to the result of previewing the lesson, almost 30 (thirty) students did self-study, and 19 (nineteen) students review the course. It can be seen in chart 1, that showed the result of the perception of the students on some factors influenced online learning.

From the perspectives of the students to online learning, the students said that they did not like to study online because it makes them being late to understand the materials of education. They said that they prefer to look offline than online because they can get the materials quickly; related to what has been written in Harida [12] that the students like to study in the classroom, face to face meeting with their lecturers. The students also said that using online learning make them challenging to understand the explanation of their lecturers. It is seen that the students are not prepared yet to study by using high technology; meanwhile, the condition is required. It is because the situation of the students' area of learning which is far from the good internet connection; over time they will get used to it.

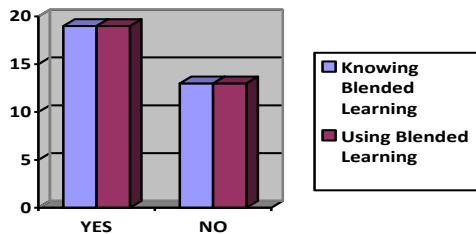
However, the students must realize that technology improved; the technology era has come; it is the era of 4.0 industry in which they must be accustomed to using technology in every aspect of their living, including teaching and learning. Left behind in technology will make them being lag in everything; however, Zaffar, et al. [11] stated that technology increased almost every aspect of learning, whereas technology will be more beneficial for the students to enlarge knowledge and express ideas. It can be said that technology can support the students' learning, and the students must be

comfortable using technology, not only for social media but also for learning.

From interviewing some of the students, it is seen that they are still not comfortable with online learning. They said that it is better to study offline because of internet quota and signal when they learn online, they are sometimes not satisfied. However, because it is due to the condition, they agreed to the regulation from the institution to do learning process in blended ways, with the combination of online and offline learning. (Interview with students, October, 28th 2020).

Further, the students' understanding of blended learning is low; some of them did not know the system of learning. There are 19 (nineteen) from 32 (thirty-two) students knew blended learning and felt that they did it as long as studying from home, it can be seen in the following chart.

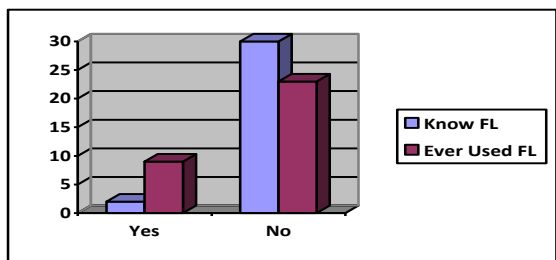
Chart 3. students' recognition of blended learning



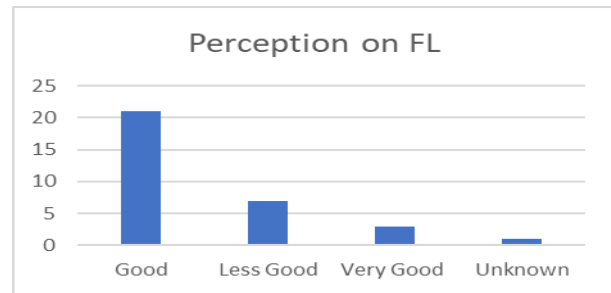
Based on the result of the interview, it is known that the students did not know the name of learning model, but when it was explained to the students, they said that some of their lecturers used the blended learning system. (interview the students, October 28th, 2020). It means that they did not know about the name of the system; meanwhile, they used it in their learning process; some of the students did not know the name but know the system of learning. They have a positive response on blended learning.

In flipped learning, the students also did not know well about it, just a few students recognized (6.25%) the learning model, whereas almost 90% did not recognize it. Although only 2 (two) students recognized this model of learning, 9 (nine) students felt ever used this model, and 23 (twenty-three students) did not. It can be seen on the flowing chart.

Chart 4. the students' recognition of Flipped Learning



Further, when the students were interviewed on using flipped learning, they said that they did not know well this kind of learning, but they have ever listened and read about it; and the students felt comfortable to study by using Google Meet than Zoom meeting when virtual meeting done (interview the students, October, 28th, 2020), however, virtual meeting support the students in online learning. In addition, it is seen that the students have a positive perception on flipped learning although they did not know well about this model of learning, and the students are also interested in following this kind of learning. It is identified in their response in questionnaires about their opinion for flipped classroom learning; most of the students gave their positive response on it. It can be figured out in the chart below that seen most of the students (21 students) said that flipped learning is good, and 3 (three) students said that it is very good to be used in the learning process; while 1 (one) student unknown and 7 (seven) students stated that it is not good.



The authors also did interview to support the information about the students' knowledge on flipped learning. Although the students did not recognize the system, when they are introduced to the method of education, they are interested in flipped learning, and they thought that it is suitable to be applied in their learning process (Interview with students, October, 28th 2020).

It is seen that most of the students have positive perceptions of this flipped learning. Similarly, Aljaraideh [13] found that the students had high perception and Roach [14] found that the students had positive perception to flipped classroom. So, it can be said that flipped classroom are suitable to implement to the students in their teaching and learning process, because positive perception can increase interest and motivation to learn.

As explained by Adams et al. [15] and Riyanti et al. [16] that flipped learning can encourage the students' motivation and interest to learn; besides making good result for the students' achievement of learning [17], so it can use to variate the teaching and learning process for teaching reading. The researcher believes that by using flipped learning the students will be more interesting, motivating, and encouraging to learn, so their result of learning will become better than before. Based on this result, it needs to be continued to do

further research to help the students learning by using flipped learning.

Although students have a positive view of online learning, in fact, there are still many students who expect learning in normal conditions to be done in the classroom. This is because students are less accustomed to online learning, as well as their unpreparedness, both for the availability of internet quota, and the availability of internet signals, and also the habit of using the internet as a learning resource is still inadequate. Thus, the authors believe that learning using a blended learning model, more specifically using flipped learning, will have a positive impact on learning so that with this previous research the authors can continue the study to develop an instructional model for reading using flipped learning.

4. CONCLUSION

From the findings of this research, it can be concluded that many English students of IAIN Padangsidimpuan have a positive perception of online learning and blended learning. The students who have both, android and laptop, have more positive perception than whom only have an android to online learning. The students prefer choosing to study offline in the classroom besides studying online, and they like to select google meet than zoom meeting in learning virtually. Also, although most of the students did not familiarize with a flipped classroom learning model, they still have a positive perception of it; more than 50% students said that it is good. The students' knowledge and understanding about flipped learning must be improved, so the use of flipped classroom learning can be optimized. This is a challenge for researchers to introduce and apply this model more deeply and make the benefits of this model truly felt by students so that their learning outcomes are better. This is the reason why developing a reading learning model based on flipped classroom learning needs to be done.

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J, H.S., and R. contributed to the assistance of the contents, language, and the writing of the manuscript. Funding: This research received no external funding.

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