

Emphasizing Student Engagement in Blended Learning: The Case of Students in Business Digital Course

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ABSTRACT

Digital business is aimed at enhancing the competitiveness of an organization by deploying innovative digital technologies throughout an organization and beyond, through links to partners and customers and promotion through digital media. To have better understanding, students are required to engage in learning process especially in blended learning. The aim of the study is proving the effectiveness by combining the learning deliveries method and providing the platform to emphasize student engagement in blended learning. This study is descriptive research. This study used census sampling method for 48 students of Digital Business Class RM-3/M2 UMSP. The instrument is online questionnaire. Techniques for data analysis are quantitative descriptive analysis techniques. As shown by the results, the combination of learning deliveries in blended learning; synchronous (live synchronous by using zoom meeting, virtual synchronous by using WAG) and asynchronous (by giving mind-mapping task.) is effective to encourage student engagement. In particular, utilization of small team WAG help students in discussion to deliver all message clearly because it is texted, also can be corrected. It is confirmed that students agree it is effective media to develop students' activeness in discussion.

Keywords: Student engagement, blended learning, digital business

1. BACKGROUND

Digital business is aimed at enhancing the competitiveness of an organization by deploying innovative digital technologies throughout an organization and beyond, through links to partners and customers and promotion through digital media. It does not simply involve using technology to automate existing processes, but is about digital transformation by applying technology to help change these processes to add value to the business and its customers. To be successful in managing digital business, a breadth of knowledge is needed of different business processes and activities from across the value chain, such as marketing and sales, through new product development, manufacturing and inbound and outbound logistics. Organizations also need to manage the change required by new processes and technology through what have traditionally been support activities such as human resources management. From this definition, it is apparent that digital business involves looking at how electronic communications can be used to enhance all aspects of an organization's supply chain management. It also involves optimizing an organization's value chain, a related concept that

describes the different value-adding activities that connect a company's supply side with its demand side. The digital business era also involves management of a network of interrelated value chains or value networks (Chaffey, 2015).

Since pandemic covid-19 hits all aspect of live especially education, we prepare how to run the education process by utilizing learning deliveries in blended learning especially in online form.

It concludes that blended learning promotes student-centered-learning and encourages increased student interaction. Online collaboration allows students to experiment with technology, develop their own technical skills, and become sensitized to the technological environments and capabilities of others (Akhras, "Virtual Classrooms and the Discussion Forum: A Net Benefit for Business Students", 2012).

To have better understanding about subject, student engagement is essential in learning activity. By engaging student into learning process, students more likely involve and habituate the softs skill that required when students jump into working life afterward. Soft skills is

crucial for the enhancement of employment performance and career prospects (Al-Mamun, 2012). We do agree, since it is also stated from the tracer study UMSP. It is the challenge for University in producing graduates to fulfill the industry requirement. 21th century graduates are required to be equipped with skills that include critical thinking, problem solving, collaboration and communication (Razali, Noor, Ahmad, & Shahbodin, 2017). Nowadays, the trend of e-learning is increasing day by day and one of the tools to implement this concept is through Blended Learning (Kaur, 2013). UMSP has e-learning or Learning Management System (LMS) named i-learn. I-learn is obligatory platform used to facilitate the blended learning especially full online learning in pandemic. Presence record, book references, task submission, case to be discussed, discussion result presentation, and others are objects that can be attached in i-learn. So everything organize in one learning platform.

The learning delivery in Business Digital Course is combination of synchronous or asynchronous learning delivery. Live synchronous is using Zoom Meeting while virtual synchronous is using Whatsapps Group (WAG). Both those learning delivery are using in delivering material, discussion and presentation. We optimize the asynchronous as well; self-paced or collaborative is possible. The approach that we provide is by giving mind-mapping task. Every week, each student has to read material before class and summarize it into mind-mapping model. By having this, student will have big picture about the chapter that will discuss in the meeting. Possibly, students will have questions to be discussed to firm their understanding about the chapter. Students upload the task into i-learn, along with the discussion result presentation.

Class size, for instance, may greatly constrain the pedagogy. Strategies such as providing effective practice and feedback will become harder to implement as class size grows (Hamer & Smith, 2021). Along with the study, to ensure the learning and discussion run effectively, we split the students into small team that consist of 4 – 5 students in each team. And every team should create small team WAG and invite the lecturer to assist them in discussion process. In this class, each student has 2 WAG; class WAG and small team WAG.

The aim of the study is proving the effectiveness by combining the learning deliveries method and providing the platform to emphasize student engagement in blended learning.

2. METHOD

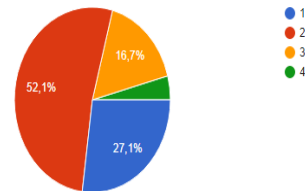
This study is descriptive research. The subject of the research was 48 students of Digital Business Class RM-3/M2 UMSP. It means in this study used census sampling

method. The instrument used in this study is online questionnaire. Techniques for data analysis are quantitative descriptive analysis techniques.

3. RESULT AND DISCUSSION

As conducting the survey, firstly we confirm the respondents by asking them: "does student take Digital Business Course (MNJ61108) in this odd semester 2021 – 2022?". The question is followed by asking their Student ID Number. Among 48 respondents answer YES. All of them takes Digital Business Course (MNJ61108) in this odd semester 2021 – 2022. We now proceed to the

1. Untuk pertanyaan no 1 - 4. Urutkan tingkat frekuensi penggunaan platform dalam online learning : Zoom, WA Grup Kelompok, WA Grup Kelas, ilearn : 1 = selalu, 2 = sering, 3 = kadang-kadang, 4 = jarang). Dari 4 ranking, Zoom ada pada peringkat frekuensi penggunaan ke berapa?
48 jawaban



questionnaire questions.

Figure 1. First question

2. WA Grup Kelompok ada pada peringkat frekuensi penggunaan ke berapa?
48 jawaban

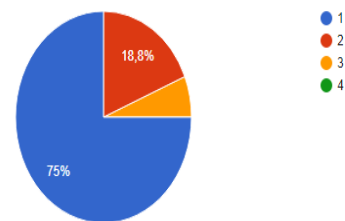


Figure 2. Second question

3. WA Grup Kelas ada pada peringkat frekuensi penggunaan ke berapa?
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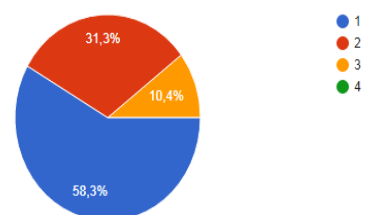


Figure 3. Third question

4. Ilearn ada pada peringkat frekuensi penggunaan ke berapa?
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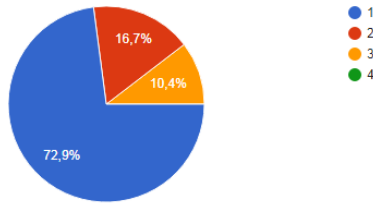


Figure 4. Fourth question

The first until fourth questions are about the platform frequently used in class. Among those 4 platforms; small team WAG, LMS i-learn and Class WAG are identified always be used in every meeting. Following with Zoom Meeting, it is often used, not in every meeting.

5. Dalam pembuatan tugas mind-mapping, Saudara lebih dominan mengerjakannya secara
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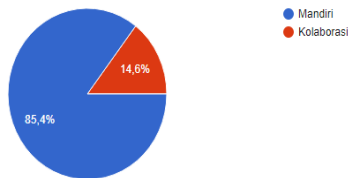


Figure 5. Fifth question

To conduct blended learning, there are some learning delivery that can be implemented. One of the approach is by arranging self-paced or collaborative asynchronous. It will help students to dig the knowledge by themselves or probably gathering friends or sources to help them understand about something. In class, we encourage students always submitting mind-mapping task in every meeting. This task aims to give students the big picture or overview about what we are going to learn about the chapter. After asking the students, we found students tend to do mind-mapping task by themselves, but still we found in small number of students, they need to collaborate.

6. Dalam mata kuliah lain yang Saudara ikuti, apakah ada yang sudah menerapkan tugas mind-mapping ?
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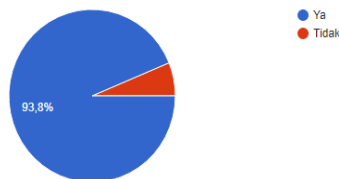


Figure 6. Sixth question

In sixth question, we also dig more information about mind mapping task. Do other courses give this mind-

mapping task as well? Surprisingly, this type of task is common for them. Many courses have applied mind-mapping task before class started.

7. Menurut Saudara, apa kelebihan diskusi pada WA Grup kelompok ? (Boleh centang lebih dari 1)
48 jawaban

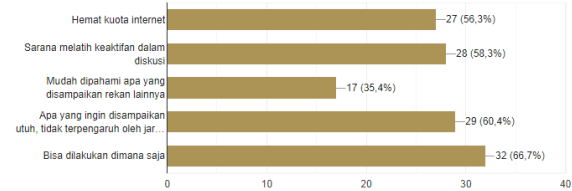


Figure 7. Seventh question

Now, we move on into seventh question. Talking about emphasizing student engagement, one of the solutions that we think effective in pandemic covid-19, facilitate the small group discussion by utilizing WAG platform. This course consists of 48 students. Each small team WAG to accommodate and assist all students. We want to know students' perspective about the positive side discussion by utilizing small team WAG. It is stated 66.7% which mean the majority agrees by using small team WAG, it can be from anywhere. They do not need to be in specific place or location just to have discussion. Secondly, 60.4% students said WAG tend to have stable connection, unlikely Zoom that required big amount of data internet. It help them to deliver all message clearly because it is texted, also can be corrected. Thirdly, 58.3% students agree small team WAG is effective media to develop students' activeness in discussion. Fourthly, it is for sure good saving in consuming data internet.

8. Apa Kekurangan diskusi pada WA Grup Kelompok? (Boleh centang lebih dari 1)
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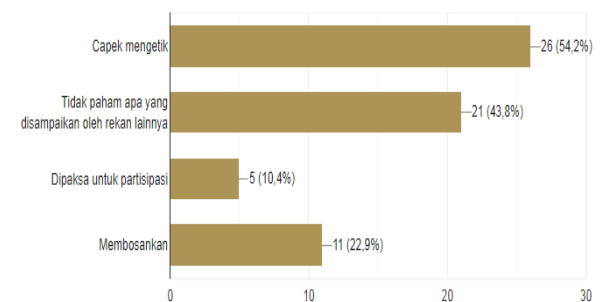


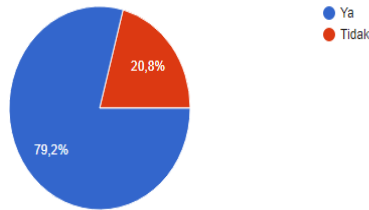
Figure 8. Eighth question

Not only good side, in eighth question, we also asked student about their perspective about the weaknesses of small team WAG. The most reason is 54.2% students said that they were tired in texting. When they need to explain about something, for sure it acquires detail information, clear alphabet to stress wrong interpretation. When they

are not patient enough in texting, finally they do shortcut alphabet or suddenly conclude about something out of

9. Jika situasi normal (kita kembali kuliah tatap muka), apakah Saudara masih ingin menggunakan metode pembelajaran nya melalui WA Grup Kelompok?

48 jawaban



nowhere, it leads friend do not understand about what exactly students talk about.

Figure 9. Ninth question

In ninth question, students are also questioned about the ideal condition. What if the situation is back in normal, do learning activity in face-to-face, do students still prefer to use small team WAG to combine the learning delivery? Surprisingly, 79.2% students said they do prefer.

10. Saudara menyukai perkuliahan secara :

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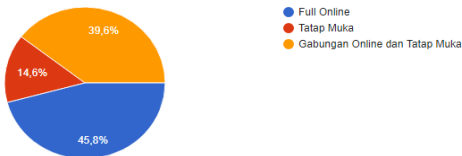


Figure 10. Tenth question

In the last question, we asked students about their learning delivery method preference. It gives us a new insight. 45.8% students said they prefer full online, following by 39.6% students preferred combining method (mixing online and face-to-face), and it is found small number which is 14.6% students preferred to have the learning delivery method by face-to-face.

4. CONCLUSION

As shown by the results, the combination of learning deliveries in blended learning; synchronous (live synchronous by using zoom meeting, virtual synchronous by using WAG) and asynchronous (by giving mind-mapping task.) is effective to encourage student engagement. In particular, utilization of small team WAG help students in discussion to deliver all message clearly because it is texted, also can be corrected. It is confirmed that students agree it is effective media to develop students’ activeness in discussion.

AUTHORS' CONTRIBUTIONS

VALENY SURYANINGSIH – concept and design of the study, data collection, analysis and interpretation, and the first draft of the paper and further manuscript

ALFITMAN – supporting data needed

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