Blended Learning During Pandemic:
EFL Undergraduate Students' Satisfaction

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Abstract

The objective of this research is to investigate the EFL students' satisfaction on the implementation of blended learning at STKIP Agama Hindu Singaraja This research is a quantitative survey. The sample of this research was 76 undergraduate students of English education department STKIP Agama Hindu Singaraja. The data were gathered by using 5-point Likert scale questionnaire. The questionnaire validity and reliability checked and showed that the questionnaire was valid and had a high reliablity. The data were analysed by using quantitative with SPSS program. The findings showed that students were very saisfied toward the implementation of blended learning (M=4.03, SD=.759). In conclusion, blended learning could be implemented in today's Covid-19 pandemic situation as it provides more opportunity for students to engage in learning process.

Keywords: Blended Learning; English Education Students; Satisfaction

Abstrak

Penelitian ini bertujuan untuk mengetahui kepuasan mahasiswa pendidikan bahasa Inggris terhadap penerapan blended learning di STKIP Agama Hindu Singaraja. Penelitian ini merupakan penelitian survei kuantitatif. Sampel dalam penelitian ini adalah 76 mahasiswa program sarjana pendidikan bahasa Inggris STKIP Agama Hindu Singaraja. Data dikumpulkan dengan menggunakan kuesioner skala Likert 5 poin. Validitas dan reliabilitas kuesioner diperiksa dan hasilnya menunjukkan bahwa kuisioner valid dan memiliki reliabilitas tinggi. Data dianalisis secara kuantitatif dengan program SPSS. Hasil penelitian menunjukkan bahwa siswa memiliki persepsi positif terhadap penerapan blended learning (Rata-rata=4.03, SD=.759). Kesimpulannya, blended learning dapat diterapkan dalam situasi pandemi Covid-19 saat ini karena memberikan lebih banyak kesempatan bagi siswa untuk terlibat dalam proses pembelajaran.

***Kata Kunci:** Blended Learning; Mahasiswa Pendidikan Bahasa Inggris; Kepuasan*

Introduction

Learning during Covid-19 outbreak still needs to be carried out considering that there are still curriculum demands that have not been achieved. The existence of the corona virus has caused many education providers to shift to online learning (Almusharraf & Khahro, 2020; Putra & Wulandari, 2021; Amri et al., 2021). Online learning becomes the only solution to support teaching and learning activities and minimalize the spread of Corona virus (Agustino, 2020; Espino-Díaz et al., 2020). Students can obtain and access learning materials and submit their work from their home by connecting their devices to the internet (Khaleyla et al., 2021).

The policy of online learning issued when the teaching and learning process is still taking place in the middle of the semester. However, several studies had identified that during online learning, the teaching and learning process experiencing difficulties. The results of

research conducted by Saminathan (2020) found that students find it difficult to develop communication skills because of limited interaction. In addition, vocational students are not able to develop vocational skills because there are no supporting facilities owned by students at home such as practical labs (Mulyanti et al., 2020). The high demands of online learning sometimes make students feel depressed and stressed so that it has a big effect on students' learning motivation (Fawaz & Samaha, 2021; Ilahi et al., 2021). From the problems that arise during online learning, teachers and students express a desire to be able to do face-to-face learning (Hutauruk et al., 2021).

Considering this condition, blended learning can be one of the alternatives for all levels of education to run their learning activities. Blended learning can be defined as a combination of some learning method to deliver learning materials (Ughanda & Badre, 2020). It means that the educators have designed different learning activities for students to join in. Different learning materials are presented in different learning methods. In addition, Simbolon (2021) states that blended learning deals with the integration between online and offline learning. In this sense, the teaching and learning activities are conducted both online and offline. In addition, Islam et al. (2022) also argue that blended learning can be done online and face to face meeting. Thus, blended learning can be used during covid outbreak.

Blended learning gives some benefits for the learning activities. It can increase students' desire in learning as well as their critical thinking (Watrianthos, 2019). It is due the provision of different learning design that avoid monotonous design. In addition, from different learning sources obtained in blended learning, students are asked to analyzed the information to build their critical thinking. Moreover, Nijakowski et al. (2021) state that the needed materials from different source for students are used to keep learning efficiency in which they can engage more on the topic being discussed. Furthermore, Sefriani et al. (2021) state that blended learning encourages students' enthusiasm in the learning process. Students enjoy learning since they can use a learning platform.

Along with the explanation of blended learning implementation, English Education Department of STKIP Singaraja also implement blended learning. This model can be an alternative way to engage student both face to face and distance learning. The teachers can use many strategies and create new condition. Regarding the result of the previous studies mentioned above and the condition in STKIP Singaraja, this study aims at investigating the students' satisfaction toward the application of blended learning in EFL classroom. The result of the study is expected to give description the alternative learning design that can be done in the learning activities.

Method

The present study used descriptive quantitative research design. In this study, the study described the responses of students toward the application of blended learning during covid outbreak. As stated by Ary et al. (2006), descriptive research concerns with the current situation or behavior. A total of 83 English Department students at STKIP Agama Hindu Singaraja were invited in this study in which 76 students responded to the study. The students in that semester were chosen because they had experienced the implementation of blended learning. The present study used survey technique in collecting the data. The data were obtained by distributing close ended questionnaires consisting of ten 10 questions related to perceived usefulness and ease. The questionnaire consisted of some close-ended questions using a 5-point Likert scale related to the students' perception on the implementation of blended learning. The questionnaire applied content validity and reliability. The validity of this instrument was measured using the Pearson product-moment whereas Cronbach Alpha was used to measure the reliability of the instrument.

The students were asked to responded to the questions based on the provided scale through Google form based on their satisfaction. The questionnaires were answered with anonymous identity. After gathering the data from questionnaires, the data were analyzed statistically using SPPS (minimum, maximum, mean, range, and standard deviation). Then, the result of the study would be compared to the previous study as well as theoretical review. The students' satisfaction level was categorized based on their ideal mean score and ideal standard deviation score as shown in Table 1. First, we did calculation on ideal mean score and ideal standard deviation score.

Ideal Mean Score = (Max Score + Min Score)/2
= (5+1)/2
= 3

Ideal Standard Dev. = (Max Score - Min Score)/6
= (5-1)/6
= 0.66

Table 1. Satisfaction Category

Range Score Calculation	Interval	Qualification
$1 \leq x < m-1.5s$	$1.00 \leq x < 2.01$	Very dissatisfied
$m-1.5s \leq x < m-0.5s$	$2.01 \leq x < 2.67$	Dissatisfied
$m-0.5s \leq x < m+0.5s$	$2.67 \leq x < 3.33$	Neither satisfied nor dissatisfied
$m+0.5s \leq x < m+1.5s$	$3.33 \leq x < 3.99$	Satisfied
$m+1.5s \leq x \leq 4$	$3.99 \leq x < 5.00$	Very Satisfied

Result and Discussion
1. Demographic Data

Out of 83 students, only 76 students filled the questionnaire. The participation rate of the current study is 91.56%. The demographic data of the study is presented in Table 2.

Table 2. Demographic Data

		Frequency	Percent	Valid Percent
Sex	Male	29	38.2	38.2
	Female	47	61.8	61.8
Semester	1	18	23.7	23.7
	3	31	40.8	40.8
	5	24	31.6	31.6
	7	3	3.9	3.9

Based on Table 2, it can be seen that there are 29 (38.2%) male and 47 (61.8) female students. They were in first semester (23.7%), third semester (40.8%), fifth semester (31.6%) and in seventh semester (3.9%).

2. Students' Satisfaction

Blended leaning can be an alternative way to conduct study during covid outbreak. The result of the study covers the students 'perception. The student's perception is divided into two, namely perceived usefulness and perceived ease as presented in table 3.

Table 3. Descriptive Statistics Result of Perception

Dimension	Statement	Mean	Standard Deviation
Usefulness	I think Blended learning gives more learning opportunity for me	3.99	0.730
	I see that blended learning encourages me in learning	4.03	0.816
	I feel motivated when blended learning was implemented	4.12	0.791
	I think blended learning enables learning cooperation	4.04	0.734
	I notice my performance was better in blended learning environment	3.91	0.730
Overall		4.02	0.758
Ease	I feel no difficulties in learning in blended learning	3.93	0.720
	I see blended learning was easy to adapt	4.11	0.718
	I think blended learning gives more flexibility	4.00	0.709
	I think blended learning helps me to understand learning material easier	4.05	0.726
	I see the blended learning environment was relaxing	4.14	0.716
Overall		4.05	.760

The satisfaction of blended learning was based on perceived which referred to the benefits and advantages of the implementation of blended learning. In addition, ease referred to the flexibility of the blended learning model. From Table 3, it can be seen that students were very satisfied with usefulness of blended learning which can be seen from the mean score (4.02) and standard deviation (.758). In terms of easiness of blended learning, the mean score achieved was 4.05 with .760 standard deviation. This indicated that students were very satisfied. Overall, the students' satisfaction towards blended learning was categorized very satisfied (M=4.03, SD=.759). From the result of the study, students got benefits from the implementation of blended learning and they experienced the flexibility of learning that blended learning offers.

Regarding the result of the current study, there were previous studies that confirmed blended learning offers more opportunity for students to be actively involved in learning process during Covid-19 pandemic. Simbolon (2021) stressed that blended learning offers more flexibility of learning compare to online learning. In blended learning, students are able to conduct more active interaction when the class is conducted face-to-face. A study conducted by Aji et al., (2020) in relation with blended learning during Covid-19 pandemic, found that both students and teachers had good experience from the implementation of blended learning. They saw that blended learning motivates and improves teaching and learning interaction. Furthermore, Sefriani et al. (2021) state that blended learning encourages students' enthusiasm in the learning process since they experience two conditions in learning both online and offline.

In terms the benefits and challenges in implementing blended learning, students have their perception toward the implementation of blended learning. Some researchers had conducted studies on blended learning concerning the perception of the students as follows. Alaidarous and Madini (2016) found out that students have positive perception in blended environment on learning English. Al-Qatawneh et al. (2019) state that the students have

positive perception toward the implementation of blended learning. Mahalli et al. (2020) find out that students have positive perception toward blended learning. The students show high attention and confidence during joining the class. Istiqomah (2021) finds out that students show positive perception on the implementation of blended learning. The students experience effective learning activities. The sustainability of internet connection becomes one of the most challenges faced by both teachers and students in implementing blended learning (Alsayed, 2020; Iswati, 2021). Sometimes, there will be an interruption when they are connected to the internet. In addition, the availability of technology also contributes to the challenge in implementing blended learning (Noour and Hubbard, 2015; Rasheed et al., 2020). It cannot be guaranteed that all students have their own device to support e-learning. When the students are not completed with the requirements, it is hard for them to join blended learning. These challenges can be solved along with the policy in its instruction.

Blended learning also has been implemented in many institutions in Indonesia. During new normal era, Rachman et al., (2021) found that students fell the advantages of blended learning in which it improves their language skill. In post-covid era, blended learning could become a new solution for teaching and learning practices because it offers cohesive and effective learning environment compared with traditional or online learning only (Ntim et al., 2021). This was also stressed in a recent study conducted by Ginting et al., (2021) who found that blended learning create a more pleasant learning environment due to active interaction between teachers and students.

Conclusion

From the result of data analysis and discussions, this study found that EFL students were satisfied with the implementation of blended learning during Covid-19 pandemic. They experienced the benefit of blended learning in terms of usefulness and easiness. They feel that blended learning offers more learning flexibility and active interaction between students and teachers. The result of the presents study can be used as references especially for English teacher to implement blended learning in their teaching practices. Furthermore, the present study can be used for issuing a blended learning implementation policy especially in higher education.

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