Student Perceptions of Lectures Blended Learning in the Biology Education Study Program at Universitas Muhammadiyah Luwuk

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**ABSTRACT**

This study aims to determine the perceptions of Muhammadiyah Luwuk University Biology Education Study Program students’ perceptions of lecture methods blended learning. This study uses a quantitative approach to the survey method. Data analysis is presented in a quantitative descriptive manner. The research subjects in this study were active students of the Muhammadiyah Luwuk University Biology Education study program in the odd semester of the 2022/2023 academic year, totaling 41 people. Research data collection techniques were obtained by using a questionnaire made using a Google form and filled out by students online. The results showed that students gave positive perceptions of lectures using the method of blended learning. Students consider lectures with methods of blended learning to be a new way that is different, effective, and easy. Lectures by combining online and face-to-face methods are still effective in the Biology Education study program at Muhammadiyah Luwuk University because students still have a sense of responsibility and motivation to attend lectures, both online and face-to-face.

**Keywords:** Blended Learning, Biology, Perceptions.

**I. INTRODUCTION**

In 2022, as cases of the Covid-19 pandemic decreased, the government issued a new policy in implementing learning both at schools and at universities, namely implementing the implementation of learning process using blended learning. Following up on this policy, Muhammadiyah Luwuk University issued a circular that stated that the lecture process was carried out online and face-to-face. According to Jeffrey et al. (2014), blended learning is a learning method that combines online teaching and teaching face to face (face to face).

Learning by using the method of blended learning, generally using a composition of 50% online learning and 50% face-to-face learning. The composition of its use depends on the analysis of the required competencies, subject objectives, learner characteristics, and available resources (Porter et al., 2014). Method lectures blended learning at Muhammadiyah Luwuk University it is carried out with a composition of 25% face-to-face learning and 75% online learning. Online learning with WhatsApp groups and Zoom meetings becomes a forum for discussion and giving assignments. Face-to-face learning contains the delivery of material, exercises, and practices using various learning strategies. Application of the method of blended learning is valid for all courses for 1 semester. Blended learning has long been developed as a learning model, but it is relatively new in Indonesia because of various factors.

Application of lectures with methods of blended learning It is hoped that the lecture process will continue to run optimally, even though its implementation creates different perceptions from both lecturers and students. According to Fitron and Mu'arifin (2020), perception is a direct response or acceptance through the five senses to know everything that is seen around them. Perception can be interpreted as a direct response or acceptance of a process in a person to be able to know several things through his five senses. According to Irwanto (2002), perception can be divided into two, namely: 1) Positive perception, the perception that describes all knowledge (whether you know or know it or not) and responses that are continued with activity or accept and support the perceived object; 2) Negative perception, the perception that describes all knowledge (whether you know or know it or not) and responses that are passed on passively or reject and oppose the object being perceived.

Student perceptions of learning methods blended learning is a picture of attitudes or personal responses to situations and learning experiences in lectures that use the method of blended learning. This response is influenced by personal factors, situational and attention to the learning process. This is what makes student perceptions different. The perceptions given by students during the lecture process, both positive and negative perceptions, became the basis for carrying out this research.
The purpose of this study was to find out the perceptions of Biology Education students at Muhammadiyah Luwuk University towards lecture methods blended learning.

II. RESEARCH METHOD

This study uses a quantitative approach to the survey method. Data analysis is presented in a quantitative descriptive manner. The research subjects in this study were active students of the Muhammadiyah Luwuk University Biology Education study program in the odd semester of the 2022/2023 academic year, totaling 41 people. Research data collection techniques were obtained using a questionnaire made using a Google form and filled out by students online. This research questionnaire adapted the questionnaire from research conducted by Akkoyunlu and Soylu (2008). The steps taken in this research in general are data collection, then data analysis. In detail, the steps taken in this study are as follows.

A. Arrange the Instruments

The instrument used in this study was a questionnaire using a Likert scale which consisted of 4 answer choices, namely strongly agree (SS), agree (S), disagree (TS), and strongly disagree (STS). The questionnaire in this study consisted of 15 statements from 3 components, namely online learning, face-to-face learning, and independent learning.

B. Spread the Questionnaire

The questionnaire was created in Google Forms to make it easier to distribute. Then the questionnaire was distributed to students of the Biology Education study program who had attended the lectures on blended learning in the odd semester of the 2022/2023 academic year.

C. Perform Data Analysis

Data analysis was performed using descriptive statistical analysis techniques. According to Sugiyono (2012), descriptive statistics are statistical tests in the process of conducting data analysis by describing or describing the results of data acquisition according to the results received without concluding the results that apply to be generalized or generally applicable. This descriptive statistic is used to determine student perceptions of lectures using the method of blended learning. The results of student answers to the questionnaire that have been distributed are processed and the percentage is calculated to be presented via a graph. The results of the percentages and graphs of the respondents' answers are described and interpreted descriptively as the results of the research.

III. RESULTS AND DISCUSSIONS

The research was conducted on students of the Biology Education study program who actively attended lectures using the method of blended learning in the odd semester of the 2022/2023 academic year, a total of 41 people. This research was conducted to determine students' perceptions of method lectures blended learning so that the results can be input or suggestions for the implementation of blended learning in the future. The research results obtained are presented in Fig. 1.

Based on Fig. 1. above, there were 56.1% of students strongly agreed, 41.5% agreed, and 2.4% strongly disagreed. This shows that students of the Biology Education study program at Muhammadiyah Luwuk University have a sense of responsibility and motivation to take lectures using the method of blended learning. The responsibility and motivation possessed by these students can be caused by several factors, one of which is the variation in the use of lecture methods. Lectures are held alternately between online and face-to-face methods so that students are not monotonous. According to Al-Ani (2013), the use of the approach blended learning can affect student motivation and learning achievement, collaboration, and communication felt by students, and analyze student barriers when using Moodle in blended learning.

Based on Fig. 2 above, there are 7.3% of students strongly agree, 24.4% agree, 58.5% disagree and 9.8% strongly disagree. These results indicate that students of the Muhammadiyah Luwuk University Biology Education study program feel that online lectures are not more interesting than lectures using other methods, such as face-to-face. Students think that online lectures are less interesting because there are obstacles both internal and external factors from students. External obstacles can be in the form of network constraints and limited internet quota.

According to Mulyana et al. (2020), obstacles to taking online lectures arise due to the availability of internet access quota which is not always available.

Online lectures which are carried out through Zoom meetings and WhatsApp groups make students unable to understand the material properly and discussion forums do
not run optimally. This is what causes students to feel that face-to-face lectures are more interesting because there are no obstacles, and the material is easier to understand. According to Dewantara and Nugriansyah (2021), the delivery of material in online learning also cannot be fully absorbed by students. According to Dewantara and Nugriansyah (2021), the delivery of material in online learning also cannot be fully absorbed by students.

Based on Fig. 3 above, there are 14.6% of students strongly agree, 61% agree, 19.5% disagree and 4.9% strongly disagree. These results indicate that students of the Muhammadiyah Luwuk University Biology Education study program still have the motivation to attend lectures even though they are held online. Even though students think that online lectures are not more interesting than other methods, students still have the motivation to take online lectures. One of the reasons students continue to take lectures online is that they can study without having to come to campus, especially students who have other activities outside. According to Dhull and Sakshi (2017), online learning allows students to have flexibility in study time so they can study anytime and anywhere. In addition, students can interact with lecturers using several applications such as e-classroom, video conferencing, telephone or live chat, zoom, or via WhatsApp group.

Based on Fig. 4 above, there are 14.6% of students strongly agree, 78% agree and 7.4% disagree. These results indicate that students of the Biology Education study program at Muhammadiyah Luwuk University believe that blended learning is a new way that is different from other methods. Students assume that blended learning. This is a different method because, before the Covid-19 pandemic, students only knew face-to-face lectures, after the pandemic, students attended lectures fully online. However, after the cases of the Covid-19 pandemic subsided, only then did students carry out lectures with a combination of face-to-face and online. According to Stein and Graham (2014) blended learning is a combination of face-to-face meetings face-to-face with online learning experiences to create effective, efficient, and flexible learning. So blended learning is between conventional learning and online learning. Even online learning is better to start with onsite learning at the beginning, or even at the end.

Based on Fig. 5 above, there are 19.5% of students strongly agree, 41.5% agree, 34.1% disagree and 4.9% strongly disagree. These results mean that generally students of the Biology Education study program at Muhammadiyah Luwuk University find it difficult to take online lectures. Through online lectures, students have difficulty understanding the subject matter with online lectures compared to face-to-face lectures. The results of research conducted by Hutauruk and Sidabutar (2020), that students complain about the lack of opportunity to have direct and free discussions with their lecturers, due to the limited features and quality of the internet network. Most students discuss using the comments column or chat with text so that many contexts cannot be conveyed clearly because they cannot be explained clearly through text. In addition, the constraints in terms of the completeness of teaching materials also contribute to the difficulties that exist when trying to understand the subject matter.

Based on Fig. 6 above, there are 14.6% of students strongly agree, 78% agree and 7.4% disagree. These results indicate that students of the Biology Education study program at Muhammadiyah Luwuk University agree that the method of blended learning is a new way that is different from other methods. Students assume that blended learning. This is a different method because, before the Covid-19 pandemic,
Based on Fig. 6 above, there are 19.5% of students strongly agree, 75.6% agree, and 4.9% disagree. These results indicate that lecturers continue to provide feedback to students during online lectures. This means that even though learning is carried out online, lecturers can provide maximum service to students. According to Mishra et al. (2020), learning that is carried out online is a challenge for lecturers to carry out learning activities that provide the competencies needed by students. Lecturers must have specific pedagogical abilities for online learning that are different from face-to-face pedagogy in class. In addition, lecturers also need to have a qualified mastery of digital literacy as a basis for implementing pedagogy in online learning.

Based on Fig. 7 above, there are 2.4% of students strongly agree, 46.4% agree, 48.8% disagree and 2.4% strongly disagree. These results indicate that some of the students of the Biology Education study program at Muhammadiyah Luwuk University agree that online lectures help them better understand the material they have learned but some disagree with this. This means that there are students who can understand the material well through online lectures but there are also students who have to go through face-to-face lectures. The results of research conducted by Pebriyani et al. (2021), students tend to be more satisfied if lecturers deliver material using traditional learning compared with blended learning. Differences in perceptions related to interaction arise in terms of interactions between students in class meetings that are very helpful for understanding concepts.

Based on Fig. 8, there are 4.9% of students strongly agree, 58.5% agree and 36.6% disagree. These results indicate that students of the Muhammadiyah Luwuk University Biology Education study program can still discuss with friends through online lectures. Discussion activities during online lectures can be carried out because the lecturer facilitates students to be able to discuss via Zoom meetings and WhatsApp groups. According to Maskar and Wulantina (2019), online learning can increase interaction in the learning process, being able to access and communicate with classmates and teachers.

Based on Fig. 9 above, there are 56.1% of students strongly agree, 41.5% agree and 2.4% disagree. These results indicate that students of the Biology Education study program at Muhammadiyah Luwuk University agree that studying before lectures is very important because it can help them understand the material more quickly if they already have prior knowledge. According to Septiana (2020), preparation for learning before entering class is important, because students have already learned about the material that will be discussed in class and then in class will discuss it with the lecturer. This means that students already have an initial description of the lecture material which will facilitate the learning process and reduce learning problems.

Based on Fig. 10 above, there are 17.1% of students strongly agree, 68.3% agree, 12.2% disagree and 2.4% strongly disagree.
These results indicate that students of the Biology Education study program at Muhammadiyah Luwuk University agree with the method blended learning is an effective system used in lectures. Hijriani et al. (2022), shows that the application of lectures with methods blended Learning has been able to run well and does not experience significant problems with a percentage of 94%. This shows that the application of lectures by using blended learning effectively to be applied which has an impact on the achievement of student learning outcomes on average obtaining satisfactory results.

Based on Fig. 11 above, there are 9.7% of students agree, 68.3% disagree and 22% strongly disagree. These results indicate that students of the Muhammadiyah Luwuk University Biology Education study program feel that face-to-face or offline lectures are not boring. According to Ahmad et al. (2022), offline learning is considered more practical and effective than online learning. In addition, offline learning provides opportunities for students to be more flexible in interacting and socializing with educators and peers.

Based on Fig. 12 above, there are 9.8% of students agree, 78% disagree and 12.2% strongly disagree. These results indicate that students of the Muhammadiyah Luwuk University Biology Education study program feel that discussions in class during face-to-face lectures are not boring. If discussion forums are carried out in a more varied manner, students feel the need and are motivated to discuss with one another. According to Ulfah (2012), the discussion method is carried out to empower students in honing discussion skills, honing communication, and honing courage in conveying, both with fellow students and lecturers.

Based on Fig. 13 above, there are 19.5% of students strongly agree, 53.7% agree, 21.9% disagree and 4.9% strongly disagree. These results indicate that students of the Muhammadiyah Luwuk University Biology Education study program agree that they can learn on their own if they are in a calm and comfortable environment. That's because blended learning provides the flexibility to study anywhere and anytime. According to de George-Walker and Keeffe (2010) that the success of a learner is when he cares about his learning and the needs of the situation and his choices and can be used to choose a learning format that adapts to his changing needs.

Based on Fig. 14 above, there are 9.8% of students strongly agree, 68.3% agree, 17% disagree and 4.9% strongly disagree. These results indicate that students of the Biology Education study program at Muhammadiyah Luwuk University agree with lectures using the method of blended learning that is easy. Students can study independently, so if there is something they don't understand during online learning, they can discuss it during face-to-face learning. According to Bonk and Kim (2004), blended learning occurs when there is an opportunity for students to discuss in asynchronous forums then educators explain in person/synchronously or through video conferences, and when lectures or training activities are held virtually rather than face-to-face.
Based on Fig. 15 above, there are 9.8% of students strongly agree, 73.2% agree, 12.1% disagree and 4.9% strongly disagree. These results indicate that students of the Biology Education study program at Muhammadiyah Luwuk University agree with lectures using the method of blended learning help them learn at their own pace alone. Students can access it at any time according to the learning timeline, so they can study the material and do assignments at their own pace.

Blended learning refers to the mix of different learning environments. Blended learning provides educators and students with a potential environment to carry out learning effectively. Blended learning is used to support traditional classes that rely on face-to-face meetings (face-to-face), small groups and large groups, independent learning, and communication between educators and students, and between students and other students (Yaumni, 2018). However, evaluating blended learning is very complex do because students have to be in different situations or environments, namely face-to-face and online. Learning activities in different environments create obstacles to giving assessments or evaluations (Han & Ellis, 2019).

IV. CONCLUSION

Based on the results of the research that has been done, it can be concluded that lectures with the method of blended learning are a new way that is different, effective, and easy. Students find it difficult when studying online, but they still have the motivation to participate and can discuss with their friends and get feedback from the lecturer. When lectures are conducted face-to-face, students don't feel bored, can study in a calm and comfortable environment, and always prepare themselves to study before entering class. So, lectures by combining online and face-to-face methods can still be effective in the Biology Education Study Program at Muhammadiyah Luwuk University because students still have a sense of responsibility and motivation to attend lectures, both online and face-to-face.

REFERENCES


