

**The Students' Perception on Blended Learning Used by the English Teachers  
at SMAN 3 Maros**

**Muhammad Fadli**

Muhammadiyah University of Makassar, Indonesia  
Corresponding Authors' Email: [fadlialfachry@gmail.com](mailto:fadlialfachry@gmail.com)

**Andi Tenri Ampa**

Muhammadiyah University of Makassar, Indonesia  
Email: [anditenri.ampa@unismuh.ac.id](mailto:anditenri.ampa@unismuh.ac.id)

**Nur Qalbi**

Muhammadiyah University of Makassar, Indonesia  
Email: [qalbi@unismuh.ac.id](mailto:qalbi@unismuh.ac.id)

**Abstract**

*A person's habit of putting what they have learned into practice is a metric that can be used to measure perception, regardless of whether the person agrees with, disagrees with, or justifies what they have learned. In this study, 35 students from class XII MIPA 4 SMAN 3 Maros participated, and descriptive qualitative research methods were employed to conduct the study. The purpose of the research was to investigate the perspectives of students towards blended learning in English. In particular during the COVID-19 pandemic, where there were no dominants in blended learning, students felt that offline learning was still the most important thing major compared to online learning. The conclusion of the students' perceptions on blended learning assists students in accepting their right consciousness to learn English. The study implies a pedagogical perspective into EFL senior high school students' view towards blended learning post-pandemic time where offline and online classes have only recently begun in Indonesia.*

**Keywords:** *Students' Perception, Blended Learning, Covid-19*

**INTRODUCTION**

When teachers and students have the same perspective on the subject, the teacher can deliver information to students as an informant, and students can receive information clearly as recipients of information, the teaching and learning process is effective.

Currently, during the Covid-19 pandemic, teaching and learning activities in Indonesia generally use two types of learning, namely online and offline learning. SMAN 3 Maros, in accordance with the Minister of Education of the Republic of Indonesia's regulations, uses these

two types of learning, referred to as blended learning. So far, blended learning has been applied appropriately to the rule where students at SMAN 3 Maros are required to participate in both face-to-face and online learning.

Blended learning is very significant at SMAN 3 Maros because it aids instructors and students in the teaching and learning process in the present pandemic covid-19, when offline learning is extremely limited, so both teachers and students can learn online through a variety of interactive applications. Since the offline learning limits were established, practically all teachers at SMAN 3 Maros have implemented blended learning systems, as well as English courses in which all twelfth-grade English is taught using a blended learning system.

Student perception of teaching can certainly and predict learning Wallace et al. (2016: 53) and allowing students to express their ideas about school is an effective diagnostic tool. Student participation has become essential in modern classrooms because, although teaching "affects the students themselves, it fosters a sense of appreciation for student participation in the learning process" Coyle (2013: 249).

According to research, students' perception on blended learning are often negative, with issues such as being less communicative since the teacher does not respond, being monotonous, and so on. Based on the above description, the authors wishes to know what students' perspectives of learning English are in the pandemic era covid-19, particularly how the students' perceptions on blended learning used by the English teacher.

The goal of this inquiry is to demonstrate what are the students' perceptions in learning English using blended learning conducted by the teachers at SMAN 3 Maros?

## **The Concept of Perception**

Uncovering teachers' and students' perceptions of the effectiveness of language learning practices can be a potentially fruitful research environment, as effective teaching can ultimately lead to richer learning outcomes. Previous research has shown that differences in the perceptions of students and teachers can be partially explained by differences in fundamental traits Hansen (2020).

In order to develop the relationship between students' perceptions and their future behavior, it must reveal the theory of thought action developed and maintained by Ajzen and Fishbein (1980). According to this belief, actions can be determined by intentions that affect attitudes and social norms. In other words, attitudes affect the behavior of people. Applied to the field of language teaching, it can be said that identifying students' perceptions and attitudes towards material selection as well as other pedagogical issues can have positive effects on language teaching.

There is a serious problem in an environment where the target language is hardly perceived outside of school. In general, academic research, consistent with deliberative action theory, suggests that students' perceptions and attitudes towards academic achievement lead to Popham (2005). Therefore, it is important to note students' perceptions and attitudes towards their learning.

## Definition of Perception

Perception is our sensory experience of the world around us and includes both an understanding of the stimuli and the action in the responses to these stimuli, Cherry (2014). Through the process of perception, we obtain information about the properties and elements of the environment that affect our health. Perceptions not only bring about the experiences of the world around us; allow us to act in our surroundings. Perception comprises all five senses. See, hear, taste, smell and feel. It also contains what is known as proprioception: an abundance of the senses, which includes the ability to know the changes of body's positions and movements. It also contains the cognitive processes necessary for information processing, such as recognizing a friend's face or a familiar accent. Meanwhile, it defines perception as the interpretation of meaningful concepts through a sensory process based on what we see, hear, taste, smell, and touch. Each sensory organ is part of the sensory system that receives and transmits sensory information to the brain. Sensory inputs are made from the impressions of objects and computer systems, flowers and buildings, cars and planes, and visions, sounds, smells, tastes and touches. The point is that perception is a measure of a person's habit of applying what they have learned, whether they agree, disagree or that she justifies what she has learned. This means that students are aware of a teaching and learning process and how they are striving to achieve it. Student perceptions are beliefs about what is happening in the teaching and learning process, not about concepts or topics that help the teacher or their peers learn better. From this it can be concluded that the observation could not be carried out in a vacuum. The fixed information depends on your previous reaction.

## METHOD

The descriptive qualitative research method was used in this research. This research focused on the students' perception in learning English, particularly in blended learning used by the English teachers. Because this research also called descriptive qualitative research, it presented to describe the students' perception in English learning on pandemic era on blended learning used by the English teachers used some procedure in its implementation.

The authors in this research used descriptive qualitative. Data is gathered if the research's direction and purpose are apparent, and the data source, i.e., the informant or participant, has been located, contacted, and given permission to supply the information required. Questionnaire method were data collection which were done by using how to give written questions to responders can be presented in person, by mail, or over the internet. Closed and open questionnaires are the two kinds of surveys available. The open-closed questionnaires employed in this study are those with a predetermined answer that respondents can choose and answer directly.

The analytical of descriptive qualitative analysis method was applied in this research namely data obtained from a study that has been conducted at SMAN 3 Maros. The steps taken in analyzing qualitative descriptive data, such as:

- a. Identified significant problems regarding the use of blended learning activities at SMAN 3 Maros to be solved through descriptive methods.
- b. Limited and clearly formulated problems related to the used of blended learning during covid-19 at SMAN 3 Maros, especially XII MIPA 4 class.
- c. Determined the purpose and benefits of the research about students' perception in implementation of the used on blended learning.
- d. Conducted a literature study related to students' perceptions in the application of blended learning.

## FINDINGS AND DISCUSSIONS

To described the students' perception the authors used three indicators according to Walgito in Nani et al., (2021:33-34) namely; Receiving, Understanding and Evaluation. The indicators below;

### 1. Receiving

The stimulus and the object absorbed and accepted by the senses. Good sight, hearing, touch, smell and taste individually or together. The result of receiving from the senses it can be seen that the picture, responses, or impressions on the brain. In receiving indicator, there are eight questionnaires; where four questionnaires to online session and four questionnaires to offline session, the results of receiving indicator described in the table below;

**Table 1.** Receiving Indicator

<b>A. Receiving</b>			
<b>Number of item</b>	<b>Online</b>	<b>Number of item</b>	<b>Offline</b>
2	Instructions for use on the online platform was not helpful enough for the students	10	Generally, the students could find the answers from their questions during offline session.
4	The online platforms used are quite clear and easy to use it.	11	Offline session helped the students to learn the contents in detail of each unit discussion
6	Teaching and learning activities in all skills are always explained clearly through online platforms by the teacher.	13	All the students agree that the interaction between teacher and students are much better than online leaning.
7	Online learning could not be done like offline learning and students	14	All the students agree that offline interaction is more meaningful to understand the learning topic

could not learn by it-self.

better.

## 2. Understanding

After the description and impression by the brain, then the description is processed to form understanding the process of occurrence. This understanding depends on the previous description that has been owned by individuals. In understanding indicator, there are eight questionnaires; where four questionnaires to online session and four questionnaires to offline session, the results of understanding indicator described in the table below;

**Table 2.** Understanding Indicator

### B. Understanding

Number of item	Online	Number of item	Offline
1	Online learning could not help the students to followed lessons easily.	9	Given worksheet in the offline class really help the students to understand what they learned.
3	Online learning was not as effective like offline session.	12	Sharing and discussion task were more suitable to applied on offline session.
5	The students could not accept clearly the purpose of the learning.	15	Interaction in offline session help the students to learned better in retaining information properly.
8	The students could not learn English on the online platform in parallel by the schedule of class.	16	All the students agree that if topics unclear on the online platform, the students need to offline interaction to clarify the learning topic.

## 3. Evaluation

Evaluation after it is formed understanding by individuals. Definition or newly acquired understanding is compared with the criteria and individual norms. Even though the object is the same assessment each individual is different by therefore perception is individual. In evaluation indicator, there are four questionnaires; where two questionnaires to online session and two questionnaires to offline session, the results of evaluation indicator described in the table below;

**Table 3.** Understanding Evaluation

### C. Evaluation

Number of item	Online	Number of item	Offline
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17	Online platform guide the students to used application on how and what they should do in their assignments/practice.	18	Given worksheets and mentoring in offline session really helped the students on their assignment.
19	Online platform were clear and understandable to use.	20	Quizzes and exam during offline session help the students what they have learned and reflect their progress.

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## Discussion

Based on the findings of the questions given to respondents who have been conducted using the questionnaire above, it shows that students' perception on blended learning used by the English teachers' at SMAN 3 Maros described through the following explanation;

### 1. Receiving

The result shows that 21 of 35 students assume that the use of online platforms were not helpful enough for them, 23 of 35 students assume that the online platform used is quite clear and easy to use, 27 of 35 students assume that teaching and learning activities in all skills (listening, reading, writing and speaking) are always explained clearly through the online platform, 20 of 35 students assume that online learning could not be done like offline learning and students could not learn by it-self, 30 of 35 students assume that generally, the students could find the answers from their questions during offline session, 35 of 35 students consider that the face-to-face session helped the students learn contents of the discussion unit in detail, 35 of 35 students consider that in face-to-face session, the interaction between teachers and students is much better than online learning, 35 of 35 students consider that face-to-face interaction is more meaningful to understand the learning topic better.

### 2. Understanding

The result shows that 27 of 35 students assume that online learning could not help them to follow lesson easily, 31 of 35 students assume that online learning were not as effective as face-to-face sessions, 33 of 35 students assume that the purpose of learning using online learning could not clearly accepted by students, 20 of 35 students consider that learning English on the online platform in parallel by the schedule of class could be done of students, 30 of 35 students consider that the worksheets given in class help the students understand what they have learned, 34 of 35 students consider that sharing and discussion was more suitable to apply in face-to-face meetings, 34 of 35 students consider that face-to-face interaction helps the students to learn better and helps in retaining information properly, 35 of 35 students consider that if something was not clear on the use on the online platform, they needs face-to-face interaction to clarify the learning topic.

### 3. Evaluation

The result shows that 25 of 35 students consider that the evaluation criteria on the online platform guide the students on how and what they should do in their assignments/practice, 20 of 35 students consider that the evaluation criteria for exercises on the online platform were clear and understandable, 34 of 35 students consider that mentoring about assignments in face-to-face sessions were very helpful for them, 33 of 35 4 students consider that quizzes and exam during face-to-face session help them to understand what they have learned and reflect on their progress.

### CONCLUSION

The perception of blended learning as a receiving indicator revealed that students felt satisfied during the question-and-answer session in face-to-face class because they felt at ease to ask the teacher questions during face-to-face learning, they understood better, and they had more time to request feedback. Seeing from students' understanding indicator during the application of blended learning at SMAN 3 Maros, the students' perceptions of blended learning could assist them in engaging throughout the teaching and learning process; however, their perceptions of face-to-face interactions enable them to learn more effectively, particularly in terms of storing well-accepted information. The students' perceptions on evaluation indicator of task mentoring for face-to-face learning were also viewed as highly beneficial for students. The application of blended learning in which students assess that the online platform guides them in completing the online assignments or exercises is reflected in students' perceptions of blended learning. So that, based on data above the students' perception on blended learning helps students accepted their right consciousness to learn English especially during the covid-19 pandemic where in its application there were not dominates in blended learning, it is just that students felt offline learning were still the most important thing major compared to online learning. Based on the results of students' answers they need offline learning because they felt free to interact. However, online learning makes it easier for students to learn anywhere, anytime. The study implies a pedagogical perspective into EFL senior high school students' view towards blended learning post-pandemic time where offline and online classes have only recently begun in Indonesia.

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