

**STUDENTS' PERCEPTION ABOUT BLENDED LEARNING MODEL  
IN NEW NORMAL ERA: A CASE STUDY AT ENGLISH  
DEPARTMENT OF HASANUDDIN UNIVERSITY**



**THESIS**

*Submitted to the Faculty of Cultural Sciences Hasanuddin University as Partial  
Requirements to Obtain Bachelor Degree in  
English Literature Study Program*

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**LEGITIMATION**

**THESIS**

**STUDENTS' PERCEPTION ABOUT BLENDED LEARNING MODEL IN NEW  
NORMAL ERA: A CASE STUDY AT ENGLISH DEPARTMENT OF HASANUDDIN  
UNIVERSITY**

**BY**

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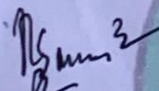
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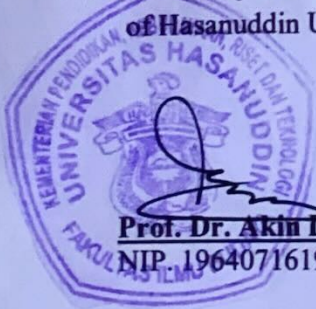
  
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**APPROVAL FORM**

With reference to the letter of the dean of Faculty of Cultural Sciences Hasanuddin University No.1610/UN.4.9.1/KEP/2021 regarding supervision, we hereby confirm to approve the undergraduate thesis draft by Desriyanti Anwar (F041191083) to be examined at the English Literature Study Program of Faculty of Cultural Sciences.

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AGREEMENT

On August 30, 2024, the Board of Thesis Examination has kindly approved a thesis by Desriyanti Anwar (F041191083) entitled *Students' Perception About Blended Learning Model in New Normal Era: A Case Study at English Department of Hasanuddin University* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, October 7<sup>th</sup> 2024

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**DECLARATION**

The thesis by Desriyanti Anwar (F041191083) entitled *Students' Perception About Blended Learning Model in New Normal Era: A Case Study at English Department of Hasanuddin University* has been revised as advised during the examination on Friday, 30 August 2024 and is approved by the Board of Undergraduate Thesis Examiners:

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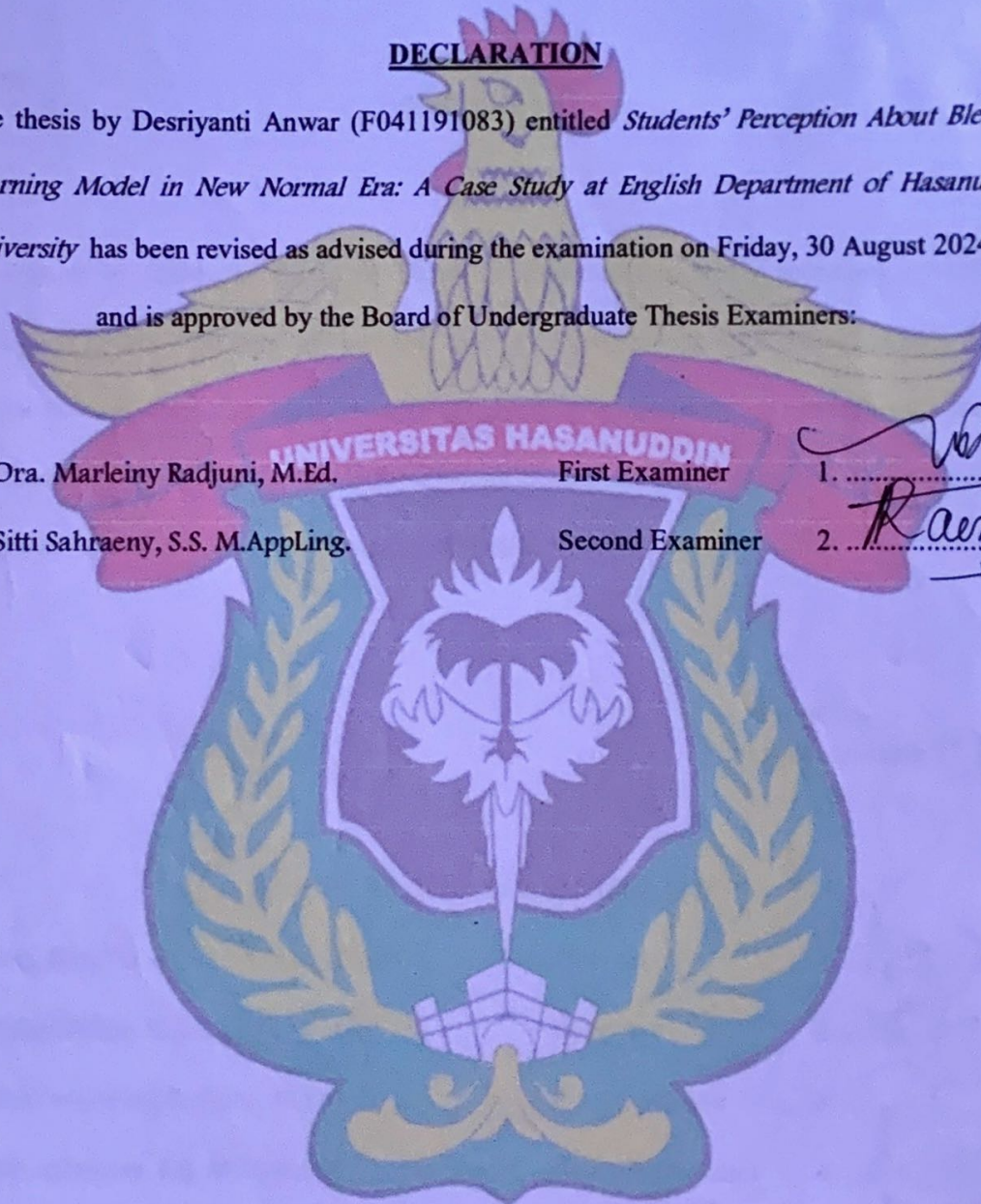
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## STATEMENT LETTER

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Hereby, the writer declares that this thesis is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except quotations and references.

Makassar, September 30<sup>th</sup> 2024



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## ABSTRACT

**Desriyanti Anwar.** *Students' Perception of The Blended Learning Model in The New Normal Era: A Case Study at English Department Hasanuddin University* (Supervised by Nasmilah and Hidayatullah Yunus).

This research aims to know how blended learning is implemented in the new normal era and how do students' perceive about the learning method that are divided into 3 categories, namely: 1) students' perceptions of changes in the learning environment, 2) students' perceptions in learning contribution, and 3) students' perceptions of assignments.

The research was conducted at Hasanuddin University Makassar. The participants of this study are the student from batch 2021 of English Department. In this research, the researcher applied mixed methods of qualitative and quantitative. The data were collected using questionnaires and interviews. The subjects were selected using convenience sampling, a non-probability sampling technique, which in this case are students who are willing to voluntarily participate in filling out the questionnaire distributed by the researcher.

The findings of this research showed that the implementation of blended learning in the new normal era is not that effective because students have to make adjustments where initially learning was done fully offline, and suddenly switched to blended method. Furthermore, the students' perceptions of blended learning in the new normal era show that they have a more positive perception about the online assignments than learning contribution and learning environment.

**Keywords:** *Blended Learning, Students, Perception, New Normal Era.*

## ABSTRAK

Desriyanti Anwar. *Students' Perception of The Blended Learning Model in The New Normal Era: A Case Study at English Department Hasanuddin University* (Supervised by Nasmilah and Hidayatullah Yunus).

Penelitian ini bertujuan untuk mengetahui bagaimana penerapan blended learning di era new normal dan bagaimana persepsi mahasiswa terhadap metode pembelajaran tersebut yang dibagi menjadi 3 kategori, yaitu: 1) persepsi mahasiswa terhadap perubahan lingkungan belajar, 2) persepsi mahasiswa dalam kontribusi pembelajaran, dan 3) persepsi mahasiswa terhadap penugasan.

Penelitian ini dilakukan di Universitas Hasanuddin Makassar. Dengan mengambil partisipan dari angkatan 2021 Jurusan Bahasa Inggris. Dalam penelitian ini, peneliti menggunakan metode campuran dari metode kualitatif dan kuantitatif. Data dikumpulkan dengan menggunakan kuesioner dan wawancara. Subjek penelitian dipilih dengan menggunakan convenience sampling, sebuah teknik pengambilan sampel non-probabilitas. Yang mana dalam hal ini adalah mahasiswa yang bersedia berpartisipasi secara sukarela untuk mengisi kuesioner yang disebarakan oleh peneliti.

Hasil dari penelitian ini menunjukkan implementasi blended learning di era new normal tidak begitu efektif karena mahasiswa harus melakukan penyesuaian dimana yang awalnya pembelajaran dilakukan secara full offline beralih ke metode blended. Sedangkan pada persepsi mahasiswa terhadap blended learning di era new normal, hasil penelitian menunjukkan bahwa mahasiswa memiliki persepsi yang lebih positif terhadap tugas yang diberikan secara online daripada kontribusi pembelajaran dan lingkungan belajar.

**Kata Kunci:** *Blended Learning, Mahasiswa, Persepsi, Era Normal Baru.*

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background**

Technology is developing at a faster pace than ever before, and this includes education. Technology is getting better to increase exposure and experience in teaching and learning process. Using technology for teaching and learning is beneficial as it allows students to access information effortlessly, accelerate their learning pace, and enjoy practicing new knowledge. It supports students in gaining knowledge on unfamiliar subjects and grasping complex concepts, particularly in the fields of science, technology, engineering, and math. By using technology in and out of the classroom, students can learn important technical skills for future jobs in the 21st century. One of the technology developments is Information and Communication Technology (ICT).

Information and Communication Technology, also known as ICT, is a recent development. Information and Communication Technologies (ICTs) is a way of talking about all the ways we communicate and share information using technology. This includes things like the internet, cell phones, computers, and social media. These technologies let us find, save, send, and change information using computers and other digital tools. One of them is computer media with the internet. This leads to e-learning (Haleem et al., 2022).

Over the last year, the methods of learning have undergone significant changes particularly after March 2020. Since the Covid 19 pandemic hit Indonesia, the implementation of teaching and learning process in schools must be adapted to regulations from the government. This pandemic result in any activity that tends to cause crowds must be stopped, including teaching and learning activities at school and on campus. As a result, the learning process is carried out online (e-learning). Due to the ongoing pandemic, students will not be learning in

traditional classroom settings (Radha et al., 2020). Based on this situation, the previous learning model was implemented directly or without using the internet. Adapted for studying via the internet or distance.

The pandemic has increased our understanding of remote learning. Teachers are really good at using technology to help students learn online. They know which way of learning online works best with different e-Learning platforms. Students have been learning online for a year, gaining experience with the tools and teaching methods used. However, online learning is still a new thing in education. Furthermore, there has been a decrease in the extent of learning that takes place during online education. This reduction is commonly known as a diminishing of knowledge. Problems with learning have happened not just in Indonesia, but in almost all countries that Covid-19 has affect (Yanti et al., 2020).

There were many efforts to manage the pandemic. In agreement with detik.com, A new term is being introduced to indicate the beginning of an action to deal with this pandemic, which is also called the 'New Normal'. The new normal is about getting used to the changes caused by the coronavirus and accepting how things will be different from now on. After the epidemic crisis, we will have to adjust to a new way of doing things. Things will be different from before. As the world shifts from the COVID-19 pandemic to a new normal, the education sector is also adapting to new ways of student learning. In the new normal, the Education Minister of Indonesia, Nadiem Makarim said that the best way to learn in this situation is Blended Learning(FADILA, 2023).

Blended learning is a learning method that combines various delivery methods, teaching models, and learning styles that are applied through the use of technology-based media. Blended learning is also a combination of face-to-face teaching and online teaching, but more than that as an element of social interaction. This is also related to what Mosa said (Assiri,

2019) that blended learning is a combination of two main elements, namely classroom and online learning. Learning using the internet includes web-based. Learning that uses multimedia technologies such as video transmission, email, virtual classes, etc. With blended learning, facilitators can give students instant access to their learning materials wherever they are and whenever they need them.

The application of blended learning has become a demand and also a trend for teachers and students in Indonesia in order to facilitate an effective teaching and learning process in the new normal the era of the covid-19 pandemic. (Rahim, 2019) referenced that the implementation of blended learning in English educating and learning is the effort to facilitate the students learn effectively. In addition, (Anthony et al., 2022) said that the implementation of blended learning can further develop the under studies score. Moreover, blended learning is the instructing and learning approach which is recommended to be implemented in the new normal era. The implemented of blended learning in helping students understand their individual learning processes is one of the most important steps we can take as teachers. Therefore, students' opinions of the learning process also give insight into whether this approach is suitable for the students and classroom environment.

## **B. Identification of Problems**

Based on the background information provided, the research's issues include the following: the Covid-19 Pandemic forced the school to switch from traditional, in-person instruction to online instruction. The loss of learning that resulted from the school's heavy reliance on online instruction during the teaching and learning process, the subsequent shift from online instruction to blended instruction in the new normal era. This is in accordance with the author's experience where when the covid pandemic occurred then learning which was originally carried out in full offline (face-to-face meetings) switched to online learning and adapted to changes by applying synchronous and asynchronous learning methods. Then

researcher want to know how the application of blended learning in the new normal era. The significance of understanding how blended learning functions in the new normal era; and the opinions of students regarding the use of the blended learning method.

### **C. Scope of Problem**

To focus on the topic, the researcher must narrow the scope of the study problem. In this case, the researcher focused on the blended learning process and students' perceptions of it in the new normal period. The target audience for this will be Makassar students enrolled in the year of 2020–2021 Hasanuddin University at English department. These students have gone through the system of blended learning in this new normal era.

### **D. Research Questions**

1. How is blended learning implemented in new normal era?
2. How do students perceive about the blended learning model in the new normal era?

### **E. Objectives of Study**

1. To find out how blended learning implemented in new normal era. The researcher will examine in detail the techniques and resources employed in this approach.
2. To find out students' perception about blended learning in new normal era. The researcher will ask the students questions and analyze their responses to determine how they feel about blended learning in new normal era.

### **F. Significance of the Study**

In addition to presenting research findings and an analysis of field phenomena, this study seeks to benefit readers. It is anticipated that this research will yield some theoretical and practical insights. Students will be informed about the blended learning strategy used in the teaching and learning process. It is expected that knowing this would boost students' motivation and enable better instruction going forward. Also, this study will provide teachers with more

understanding of how students perceive blended learning in new normal era. Thus, this will be considered for future research and used as feedback.

## **G. Hypothesis**

The researcher must make sure the hypothesis is true or based on reality while creating it. There are two types of hypotheses, alternative hypothesis, and Null hypothesis (Chigbu, 2019). The null hypothesis is the statement or claim being made (which we are attempting to disprove) and the alternative hypothesis is the hypothesis that we are attempting to prove and which is accepted if we have sufficient evidence to reject the null hypothesis.

1. Alternative Hypothesis ( $H_a$ ): Students perceive blended learning methods to be more effective than traditional classroom methods.
2. Null Hypothesis ( $H_o$ ): Students perceive blended learning methods to be less effective than traditional classroom methods.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related Study

The author tries to back up her research by looking for similar studies on the students' perception about blended learning model in new normal era and comparing it to the author's research. The author discovered various parallels and differences based on past studies. The following are the earlier studies that were mentioned:

The first study is a journal from (MELELO, 2023) entitled *The Investigation of Students' Perception and Problems Towards Using Blended Learning Method in English Class*. This study investigates student's perception and problems in the implementation of blended learning. The data was analyzed qualitatively and carried out in three ways. The first one is data reduction, the second is data exposure and presentation and the last one is conclusion drawing. The result is provided in three main aspects. The benefits of online learning, offline learning, and learning assessment are covered in the first section on students' perceptions of blended learning. The second is a student's issue with a blended learning EFL course, and the third is a student's recommendation for raising the standard of blended learning. The students' perception showed that most of them still need to get used to this model. The students still prefer in-person activities over online ones. According to the research findings, it is advantageous to participate in a variety of activities, both in person and online. It is claimed that the ideal combination involves allocating 60% of time to offline activities and 40% to online activities.

The second journal is written by (Wahyuni & Mahmudah, 2022) entitled *Student Perception on Blended Learning Method*. This research presents the results gathered from interviews and document examination, employing a qualitative research methodology and a case study design. The collected data will be meticulously reviewed with the help of the

computer program Atlas.ti ver 8. Afterwards, the researcher will describe their findings in thorough detail. The definition outlines the importance of utilizing data analysis for research purposes. In this study, all the students used a method called Blended Learning for their studies during a pandemic. They found this method very helpful during this difficult time. While there are both positives and negatives to consider, including student comprehension, time limitations, and motivation to learn alone or in groups, tools like Google Classroom, WhatsApp groups, and similar resources can still be utilized. In Telegram groups, people can gather to converse and exchange content like messages, photos, and videos. However, if it includes both online and in-person learning using Zoom, Google Meet, and other tools. Students feel excited to learn, they are motivated and find learning more interesting. This makes them more active and open to sharing their ideas.

The third journal is from (Fadli et al., 2022) with the title is *The Students' Perception on Blended Learning Used by the English Teachers at SMAN 3 Maros*. The researchers in this study used descriptive qualitative methods. Gathering information involves identifying specific information needs and obtaining permission from the individual who possesses the information. The questionnaire method is a way to collect information by giving written questions to people. There are three options for doing this: in person, through postal service, or online. There are two types of surveys: closed and open questionnaires. The surveys utilized in this research contain multiple choice options for respondents to select from. Based on the data, students believe that blended learning is effective for improving their English skills, especially in the midst of the covid-19 crisis. But they still choose in-person instruction as their preferred learning method over online learning. The students' preference for offline learning stems from their desire to interact comfortably with their classmates. However, online learning makes it easy for students to learn wherever and whenever they want.

The fourth study is a journal written by (Maulina et al., 2022) entitled *Students' Perception in Learning English through Blended Learning*. Data for this study were gathered using an explanatory mixed-method research methodology. The process of teaching and learning was observed for six weeks in order to conduct a qualitative study. The questionnaire was given to twenty-six junior high school students online. Fifteen closed-ended statements made up the questionnaire. Researchers also used structured interviews to supplement the observational data and questionnaire results, asking respondents or pupils a series of pre-prepared questions. The results indicate that blended learning is beneficial for students' learning as they demonstrate through their active participation in the classroom discussion forum, their ability to multitask, and their collaboration in group settings using the WhatsApp app, which piqued their curiosity about learning.

The fifth study is a journal written by (Wulandari, 2023) entitled *Students' Perception of Blended Learning Activity During Post Covid-19*. The information will be gathered through a survey that allows participants to provide their input online. Surveys are a common method of gathering data in student-related research. The participants were given numerous open-ended questions regarding the key concepts of the research. Students consider blended learning from three perspectives: their actions, emotions, and thoughts. Blended learning is evaluated by students in terms of their actions, emotions, and thoughts. In terms of how they act, the students have a positive attitude when they do activities that mix in-person and online learning. Students experience a more positive learning experience and greater enjoyment when they are physically present for their education. This is proven by how much students enjoy talking with their friends and teachers in class. In terms of thinking, students have a positive attitude towards their classes when they remain focused. Blended learning involves utilizing a combination of traditional classroom instruction and digital learning. Over the span of 16 sessions, students have the opportunity to learn in person and online, gaining a diverse array of new experiences.

The sixth journal is from (Febriana Sulistya Pratiwi., 2022) entitled *Students' Perceptions towards Blended Learning during Covid-19 Pandemic*. This study uses quantitative research with descriptive method. This study aims to describe students' perceptions of the blended learning model during the Covid-19 pandemic using a quantitative descriptive method. Student perceptions were described by calculating a student perception questionnaire on the blended learning model. Student perceptions of the blended learning model were determined by converting student perception questionnaire data into quantitative data. The study involved 40 students of class XI who were followed to review the subject. The data collection process is carried out using the survey method. The instrument for this study was a non-test instrument in the form of a student response questionnaire. Researchers can draw the conclusion that students at SMK Negeri 1 Sungai Apitvon believe that the BL learning model is obtained that in the limited face-to-face learning process has very good criteria to be applied based on the research conducted and the testing and data analysis results. In the meanwhile, blended learning's online learning and students' independent learning meet high standards. The Covid-19 epidemic is an excellent time to implement the blended learning paradigm, as demonstrated by its successful implementation.

The seventh study is a journal written by (Sari & Wahyudin, 2019) the title is *Undergraduate students' perceptions toward blended learning through instagram in english for business class*. This article examines students' perspectives of English language learning and the use of Instagram in their English for Business class. Further research should focus on students' perceptions about English courses. The study included 116 undergraduate students studying general English for Business at the Faculty of Engineering and Computer Science, University of Teknokrat Indonesia. They were grouped into three categories. Data were collected by observation, questionnaires, and interviews. The results were examined

quantitatively and qualitatively. The study found that Instagram positively impacted students' motivation, engagement, and attitudes about studying.

Furthermore, issues with internet connectivity and speed, as well as misinterpretation of materials and directions, were identified as barriers to learning. Instagram may assist students learn English. To enhance technology education, it is recommended to integrate digital literacy with academic material.

The eighth is thesis from (Febriana Sulistya Pratiwi., 2022) with the title This study employs a qualitative research methodology with a case study design as its focal point. Thus, the goal of this study is to ascertain how students felt about blended learning during the COVID-19 epidemic from a qualitative perspective. Interviews and the distribution of questionnaires were used to gather data for this study. In order to address the study questions, the participant's questionnaire and interview results will be presented in a descriptive manner. The results show that students' opinions on the use of blended learning in their EFL classes are generally good. Some advantages of blended learning include being accessible at any time, being adaptable, offering thorough and necessary course materials, pushing students to become self-directed learners, enhancing student interactions, communication, and subject comprehension, and requiring less energy. Regarding the issues encountered, students stated that their biggest issues with implementing blended learning were inadequate internet access, technical issues with the website, inefficient online learning modes, and lack of facilities.

The ninth journal is from (Rachman et al., 2021) with the tittle is *The Blended learning Implementation of ELT Based on Teachers' and Students' Perspective in New Normal Condition of Covid-19*. The study focuses on how teachers and students perceive the impact of implementing blended learning in English, and the mix method is utilized to explore this subject. This study combines the quantitative and qualitative data collecting and analysis using

the mix approach. As such, the use of interviews, which gather and evaluate data subjectively, will be blended with the likert scale questionnaire, which collects and analyzes data objectively. To determine whether participants agree or disagree with the statements in the questionnaire, a psychometric response scale known as the Likert scale was employed in the study. Another goal of the interview process was to gather additional data that might be accessed through a questionnaire. Blended learning is recognized to have advantages of roughly 90% and drawbacks of 10% among the seven factors that were used as a criterion to measure teachers' impressions of its implementation. From the perspective of the students, however, the identical learning paradigm offers around 23% of flaws and about 77% of positives. The general conclusions drawn from the study's results indicate that blended learning has a positive impact on students and teachers in the following ways: it presents challenges for teachers when creating lesson plans and using media; it fills in the gaps left by online and offline learning; it helps students learn English in context; and it helps students improve their language skills.

The tenth journal is written by (Surani & Hamidah, 2020) entitled *Students' Perceptions in Online Class Learning During the Covid-19 Pandemic*. The method of gathering data is survey-based, meaning that it involves examining the research subject's state and administering a questionnaire to the participants. Participants in this activity were randomly selected at Bina Bangsa university students in the even semester of the 2019–2020 academic year. There were 239 respondents among the participants, who were students in the accounting, management, PTI, legal, and mathematics education programs. Students' impressions of online learning are generally positive, but there are a few issues that need to be addressed. Students are more likely to continue participating in online learning because they see benefits and convenience in the process, which can be done anywhere and at any time. Additionally, students typically become proficient with the online learning systems. The students' perception of the challenge of comprehending the information through online learning was another tendency that was

identified. Thus, in order to reduce issues and optimize the accomplishment of learning objectives, online learning must be planned, implemented, and assessed.

The eleventh journal is from (Mali & Lim, 2021) entitled *How do students perceive face-to-face/blended learning as a result of the Covid-19 pandemic?* The method of gathering data is a mix-method approach is used to collect qualitative and quantitative data via a questionnaire. The quantitative data is about student perspective that is collected in the form of Likert scales report. While questionnaire data is collected via a Google form questionnaire. The purpose of this study was to determine whether or how BL and F2F instruction, both before and after the Covid-19 outbreak, affected students' perceptions of their educational experiences. All the participants are Sheffield Hallam University undergraduate accounting students in their second year. The respondents were selected from four separate classes and twenty seminar groups. The findings suggest that the transition from BL during the epidemic was well received by students. While BL may be effective in emergency scenarios, 63% of students of this study would prefer face-to-face instruction if the Covid pandemic hadn't occurred. In other words, both qualitative and quantitative data show that Sheffield Hallam University students are more motivated and prefer face-to-face instruction when Covid-19 is not an issue.

The twelfth journal is written by (Tran & Nguyen, 2023) with the title is *Perceptions and Attitudes towards Blended Learning for English Courses: A Case Study of English-major Students at Thu Dau Mot University*. The study was carried out at Thu Dau Mot University's English major in the Faculty of Foreign Languages. The mixed approach is used to investigate students' perspectives toward the use of BL in English lessons, with a focus on their perceptions and attitudes. To find out whether respondents agreed or disagreed with a specific statement in the questionnaire, the research used a psychometric response scale known as the Likert scale. Semi-structured interviews were utilized to gather qualitative information

for the qualitative method. Students were given the option to administer an online questionnaire in English only, which was used to collect data from students spread through various places. Five respondents were chosen at random by the researchers from a pool of 165 people who had previously voiced their thoughts in English-only interview sections. SPSS version 20 was used to statistically evaluate the data from the sample's questionnaire. According to the data, the lack of an acceptable study place remains a major contributing factor to students' negative sentiments. The most challenging thing for students to overcome is the classroom setting, particularly the distractions (such noise) and limitations on their time that they have at home.

The thirteenth journal is from (Fülöp et al., 2023) with the title is *Challenges and perceptions of e-learning for educational sustainability in the “new normality era”*. The researcher outlines the paper's methodological framework. First, researchers discuss the survey tool and methodological observations. The pilot-tested questionnaires were strategically distributed among students to gather first input. These questionnaires were sent via non-probability sampling directly to students at three universities. The researcher gathered data from all-student responses. This study used quantitative data collection approaches to scientifically evaluate and highlight the elements that had the greatest impact on usage behavior. The thorough study's findings indicate that students succeed when they have well-defined learning objectives and actively pursue them with attention. E-learning is a wonderful tool for learning and administration, but it can be difficult to utilize due to its complexity. The study's conclusions indicate that use intention has a significant impact on e-learning since it is correlated with teachers' usage patterns, perceptions of the technology's usability, and simplicity of use. To ensure students' involvement and usage intention more effectively, system developers, designers, and universities should take into account the accessibility, functionality, interactivity, audio, and video facilities of the systems.

## **B. Theoretical Background**

### **1. Blended Learning**

Blended learning is the combination of face-to-face sessions and online learning. This is in line with what (Graham et al., 2023) said that blended learning is education that blends in-person instruction with online learning. However, blended learning as defined by (Prazak, 2019), emphasizes combining in-person interactions with the use of then-current technology. In conclusion, blended learning is a combination of learner-centered learning, computer-assisted learning, and Internet learning.

#### **A. Types of Blended Learning**

##### **1) Face-to-face Driver Model**

This is an excellent choice for classrooms where students perform at varying levels of skill and ability. The majority of the class is led via in-person instruction, making it the most similar format to traditional education. Online instruction is offered for students who are being left behind, to engage and enhance in-class lessons. For example, in an ELL class, you can search for and select a question set for students who are struggling with adverbs, share the session code, and then have them practice the questions at home. These students can then practice and spend the time necessary to understand the subject.

##### **2) The Rotation Model**

This rotation model learning approach can be implemented by switching different groups on a set timetable, whether online or in person. For example, learners are divided into three groups; during the first week, group one receives a face-to-face learning. In the same week, group two receives online instruction, and group three works in their separate groups.

##### **3) Flex Model**

This flex approach can be implemented by offering materials online. In this model, educators still facilitate the room to conduct face-to-face meetings and are equipped with digital facilities. Although educators provide assistance to students, students do more independent learning in the digital environment that has been provided.

4) Online Lab Model

This online lab model is carried out to deal with limited resources. This model is fully carried out online learning, but learners still come to the computer laboratory of the study program. The laboratory does not have to be supervised by the instructor, just supervised by the laboratory assistant.

5) Self-Blend Model

The self-blend model gives learners the opportunity to take classes outside of what is already offered in the program of study. This model is ideally for learners who want to take additional courses.

6) Driver Model Online

This model is a form of blended learning where learners work remotely and materials are mainly delivered through an online platform. Although face-to-face learning is optional, learners can usually chat with educators online if they have questions.

7) Flipped Classroom

The flipped classroom learning model is the most well-known. This flipped model is carried out by means of learner learning that is carried out online outside the classroom or at home with pre-provided material. After doing online learning, the learner then deepens and practices solving the problems given through the LMS. In that way, this learning model can be considered the role of traditional learners in the classroom to be “reversed”.

Apart from that, the implementation of blended learning is also often paired with other learning models such as:

a) Problem-Based Blended Learning

This learning model pairs problem-based learning with blended learning known by the acronym PBBL. Basically, this model is used to improve problem solving skills by learners in a blended learning environment. The problems presented are also diverse and can be adjusted to Blooms level of thinking, namely problems at the level of knowing, understanding, applying, analyzing, evaluating, and creating. The orientation of learning with this model can develop the ability to understand, think critically, and provide criticism. This learning model is carried out in a blended learning environment with a formula of face-to-face meetings with online learning that is adjusted to the characteristics of the material and the learning.

b) Project-Based Blended Learning

This learning model pairs project-based learning or what is known as PJBL with blended learning (Bentri, Hidayati, Rahmi, 2019). Basically, this model was chosen to guide students to produce certain works collaboratively. This model does not abandon the main syntax of PJBL, but is optimized by application in a blended learning environment, starting from designing, iterating and completing the work. This PJBL model can take the form of conveying material concepts through online learning, either done independently or in collaboration, then continued with working on work with direct or online guidance. It can also be done by providing concepts and ways of working through face-to-face learning in class, then learning will involve working on work through online guidance.

c) Self-Directed Blended Learning

This Self-Directed blended learning model pairs inquiry learning with blended learning. In this model, students are connected to educators physically and virtually. The application of this model follows the inquiry syntax in a blended learning environment. This model gives students the freedom to choose their own way to achieve learning goals. During learning, the educator becomes a guide for students who complete their learning load. Student assessment and success from the learner's experience in blended learning is an important note when this model is implemented.

d) Blended Learning Inside-Out

The Inside-Out blended learning model guides learning that will be completed or ended outside the classroom by combining the advantages of face-to-face and online learning. This model prioritizes face-to-face meetings in class, while the function of online learning only as a compliment or addition.

e) Outside-In Blended Learning

The outside-in blended learning model starts from a face-to-face classroom environment and ends with online activities that are still held in the classroom. In this way, learning in class will be deeper and richer. Face-to-face classes have the opportunity to become a place to share, create, collaborate and give each other feedback which can improve the quality of learning.

f) Supplemental Blended Learning

The supplemental blended learning model guides students to complete online learning after or before face-to-face learning is held. The aim is to complement face-to-face meetings. This means that students who do not take part in online learning activities, what they get from face-to-face meetings is incomplete or incomplete.

#### g) Mastery-Based Blended Learning

In the Mastery-Based Blended Learning model, students participate in both online and in-class learning activities. Achieving learning goals. The way we structure online and in-person learning is based on mastering certain skills.

### **B. The Advantages of Blended Learning**

There are many benefits gained when blended learning is applied because this type of learning combines the best sides of face-to-face meetings and online learning. The following are some of the benefits obtained when blended learning is implemented:

- 1) Increasing learning flexibility: The flexibility of online learning implementation is because students can participate in learning anywhere, anytime and anyone. In addition, the online learning mode applied such as synchronous and asynchronous offers flexibility because it can accommodate learners' needs for certain learning activities.
- 2) Independent learning skills: Blended learning system provides opportunities and skills development for self-learning. Module guidance prepared by educators is needed to complete learning tasks. Where at the end of learning, students are expected to get the competencies that have been formulated in the learning objectives. Quality standards for achieving the final project are also needed for students to determine which target level is achieved.
- 3) Alternative use of limited space: Blended learning is more efficient because it is considered cost-effective to relieve crowded classrooms or limited space. It can increase classroom utilization because it can do a room switch system.
- 4) Improving digital literacy: The implementation of blended learning can improve digital literacy because blended learning is a combination of offline learning methods (face-to-face meetings) with online which is closely related to the use of technology. When

learning is done blended then over time students interact more often with technology which makes it able to improve students' digital skills.

- 5) Varied instructional media: Blended learning provides a wide space by providing diverse online media. The use of media in blended learning is diverse because there are media used for face-to-face meetings and learning media used in online learning. With the diversity of learning media, blended learning can accommodate the learning style of each learner.

### **C. The Challenges of Blended Learning**

- 1) Technological Infrastructure: Infrastructure readiness needs to be prepared with all possible access to the learning management system when online learning is implemented. The implementation of blended which integrates face-to-face meetings with online learning, which means that when in the classroom, students also access the learning management system. This of course requires schools to prepare facilities in the form of devices and internet networks to be accessible during classroom learning. However, some students may not have the same access to technology and digital resources. Outdated or not dependable technology also can make it hard to use online tools for blended learning.
- 2) Teacher/Instructor Training: The challenges of human resources include the abilities and skills possessed by educators. Educators are required to have digital and pedagogical skills to be able to carry out learning by integrating digital technology. This involves giving clear instructions and training to everyone, including administrators and learners.
- 3) Institutional policy: The implementation of blended learning becomes a challenge for the institution related to policies, strategies and quality assurance processes. The

implementation of certain learning innovations can be applied to certain educational institutions depending on the policies of the institution. Institutions that require face-to-face meetings every day then the blended learning applied is integrated with the flipped classroom option. While institutions that take the policy that face-to-face meetings can be replaced with online learning can do fully online.

- 4) **Learner Engagement and Motivation:** keeping students interested and motivated while they learn online can be hard. Regular talking and getting quick responses also help increase how interested people are.

#### **D. Blended Learning Tools**

- 1) **Learning Management Systems (LMS):** the definition of Learning Management System in general is a software specifically designed to distribute, create, and organize learning content. The designed system is expected to be able to help teachers especially teachers to be able to plan and make syllabus, manage materials for learning, manage learning activities for students, manage student grades, recapitulate student attendance, display student transcripts, and manage displays for e-learning.
- 2) **Video Conferencing Platforms:** Video conferencing software enables individuals to communicate with one another over the internet using both video and audio. It can be used for meetings and seminars. A video call platform has tools for communicating, like showing your screen, chatting, and making a recording. Zoom, Google Hangouts, and Skype are popular tools that people can use to have video meetings for free. Video conferencing makes it possible for students to meet and explore new places and people without actually traveling there.
- 3) **Online Collaboration Tools:** online collaboration is when people use a digital meeting platform to work together on tasks from different places. Team members have the

ability to work together from various locations to create documents and presentations.

Online collaboration refers to the process of working collectively with others using online tools and platforms. Some examples of online collaboration tools are Google Workspace, Microsoft 365, and Kahoot.

- 4) Educational Apps and Software: the educational app is a platform that facilitates online teaching and learning. This is for students, job seekers, teachers, experts, online learning websites, and anyone who wants to learn more or get better at something.
- 5) Digital Content Platforms: the online educational platform has the ability to utilize data to enhance individuals' learning experiences in the moment. This is important for individuals and groups. Digital learning platforms can help show what a learner has learned to anyone who wants to see.

## **2. Perception**

Perception is the experience of events or relationships obtained by inferring information and interpreting messages. Perception can also be defined as a process of understanding or giving meaning to information to a stimulus. This is also related to (Fish, 2021) said that perception is learn about the way you perceive things. Moreover, Roediger as cited in (Marzvanyan & Alhawaj, 2019) explains that perception is the brain's processing of sensory information from receptor organs including the eyes, ears, nose, mouth, and skin to create a structured representation of the environment.

### **a) Perception Process**

#### **1) Selecting Information**

Selecting Information is the first step in how we notice things, where we pay attention to specific things we see, hear, or feel. We usually notice important information. Salience means how much something stands out and catches our attention in a specific

situation. We can be attracted to something that is either a general idea or an actual thing. The importance of something depends on three things (Quinton, 2019). We notice things that catch our attention or are interesting to us, either by sight or sound, and things that we want or like. Finally, what we expect will affect what we notice the most.

## 2) Organizing Information

Organizing is the second part of the perception process, sorting and categorizing information is the next step in how we understand things. We do this based on what we already know and what we've learned. We group things together by how close they are, how similar they are, and how they are different. When things are close together, we usually think that they belong together. We systematically gather items that are similar. You can also put things together based on how close they are to each other. In short, we make information easier and find patterns to help us communicate better and deal with life. Making things simpler and organizing them by their similarities isn't always a bad idea. In fact, if we didn't have this ability, we probably couldn't talk, read, or do other complicated thinking and behavior.

## 3) Interpreting Information

Interpretation is when we give meaning to our experiences using mental structures called schemata. It's the third part of the perception process. Schemata are like folders of organized information that we use to understand new experiences. We all have complex ideas that have formed over time as small pieces of information come together to make bigger, more meaningful ideas.

## **b) Factors Influencing Perception**

### **1) Personality**

A person's personality influences how they think and perceive things. Careful individuals tend to be more attentive to small details and external signals than those who are not careful.

### **2) Motivation and Learning**

People tend to be more inclined to perform a task if it has previously resulted in enjoyment or if it is essential in a particular situation.

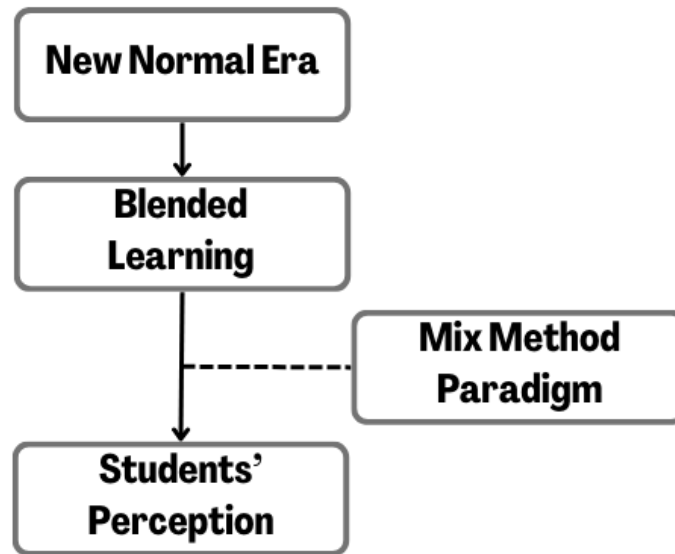
### **3) Experience**

The interpretation and behavior of individuals are also affected by patterns acquired from previous experiences.

## **3. Blended Learning During New Normal Era**

The term "new normal" describes the societal and cultural shifts brought about by momentous occasions or emergencies, as the COVID-19 epidemic. The idea became well-known as a means of expressing how these tragedies continued to affect all facets of everyday life. The phrase is frequently used to emphasize changes in behavior, attitudes, and practices that have been embedded in society as a result of significant disruptions, while the precise definition of the "new normal" might change depending on the situation or event. In the post-COVID-19 era, especially, education has experienced substantial changes in the "new normal" period. The epidemic accelerated the transition to remote learning and brought attention to the education sector's need for creativity, flexibility, and adaptation. By promoting a clean and healthy lifestyle in the context of preventing and controlling COVID-19 using the following procedure, limited face-to-face learning in educational units must be carried out in accordance with strict health protocols and monitored by the regional government.

### C. Theoretical Framework



This theoretical framework is based on the situation and conditions in the new normal era that offers blended learning as a solution to change learning from full offline (face to face meetings) to blended learning (mix of offline and online). The implementation of blended learning in the new normal era affects how students perceive and experience their learning process. Then to understand students' perceptions thoroughly, a mixed method paradigm is used to find out the analysis of various perspectives. In conclusion, this theoretical framework describes the flow of thought in the research on how changes in the learning environment in the new normal era affect students' perceptions of learning through the implementation of blended learning which is then carried out mix method paradigm to collect and analyze data in more depth.