



STUDENTS' SATISFACTION IN COLLEGE: IMPLEMENTATION OF THE BLENDED LEARNING METHOD

Shopyan Jepri Kurniawan¹ⁱ,

Muhammad Nur Wangid²,

Agus Supriyanto³

¹Faculty of Education,
Department of Guidance and Counseling,
Yogyakarta State University,
Yogyakarta, Indonesia
orcid.org/0000-0003-4309-9023

²Faculty of Education,
Department of Guidance and Counseling,
Yogyakarta State University,
Yogyakarta, Indonesia
orcid.org/0000-0003-0348-9238

³Faculty of Education,
Department of Guidance and Counseling,
Ahmad Dahlan University,
Yogyakarta, Indonesia
orcid.org/0000-0002-6430-6805

Abstract:

The Covid-19 pandemic (CV-19-P) has significantly impacted various international educations, including education in Indonesia. The CV-19-P in Indonesia has also changed multiple performances in multiple sectors: education in post-CV-19-P conditions. Online and offline learning is a solution even though there has been a learning loss for students. The research goal is to identify students' satisfaction (SS) with BL-M applying to university. A quantitative survey research approach was used, with a random sampling of 135 students from Indonesia who have experienced the impact of the CV-19-P. The instrument uses a satisfaction scale with the blended learning method. Students view blended learning during and after the CV-19-P with satisfied average criteria. The Ministry needs to create innovative and creative blended learning strategies collaborating with universities in Indonesia. The blended learning strategy can give students enthusiasm.

Keywords: blended learning method, Covid-19, students' satisfaction in college

ⁱ Correspondence: email shopyanjepri.2021@student.uny.ac.id

1. Introduction

The CV-19-P has impacted the world of education, significantly the students. Students are individuals who are most affected by the learning process (LP) itself, especially online learning (OL), which has turned into BL-M. Students feel that academic problems arise due to the CV-19-P (Supriyanto et al., 2022). Students also feel concerned about their career, professional academics, future issues, and the emergence of frustration, anxiety, and boredom in life (Aristovnik et al., 2020).

Education in Junior High Schools, Vocational High Schools, to universities has been affected by the CV-19-P. The impact of CV-19-P on the LP. Universities that apply OL with the integration of big data or the internet through the media of laptops, smartphones, and tablets in the digital era (Huda et al., 2018). Not all students have access to technology. The cost of using technology is limited amid the CV-19-P, one of which is the decline in parents' income or the condition of parents stopping work due to mass layoffs. This condition causes disaster for students, lecturers, non-academic staff in faculty and relationships outside the university (Hodges et al., 2020).

OL and relevant technology tools continue to develop through e-learning, OL, distance learning, BL-M, and hybrid learning. Each terminology and learning method uses technology in education to involve students in a slightly different and innovative process. Each learning method has definitions, characteristics, and differences in learning (Heng & Sol, 2020) as the basic foundation of thought. Appropriate student learning needs assessments can be implemented through synchronous or asynchronous media (Supriyanto et al., 2020).

The CV-19-P and the post-CV-19-P changed learning from face to face (FTF) directly and replaced it with learning using online media, then switching to BL-M. Professional educators can do learning by utilising online applications such as social media, virtual look applications or other learning media online. Implementation of BL-M impacts students', and students take lessons simultaneously even though they are in different places. Other effects of OL are the experience of frustration, fear, inadequate information, boredom, lack of direct contact with peers and lecturers, financial loss to families, and lack of personal space at home from OL. The emergence of BL-M as a solution but also an evaluation. Perceptions related to OL success during the CV-19-P need measurement (Purwadi et al., 2021), including the BL-M.

Educational creativity and innovation impact the LP for lecturers and students' abilities and skills development. After the CV-19-P, learning in universities entered the digital era, although its effectiveness is questionable. BL-M combines online and offline knowledge with OL modules (Blackmore et al., 2010). In Indonesia, education practitioners recommend BL-M with traditional FTF learning and asynchronous/synchronous OL (Chaiyama, 2015; Hubackova & Semradova, 2016; Vaughan, 2014). BL-M can facilitate independent and collaborative learning experiences with inquiry and interactive dialogue (Okaz, 2015). Specialised support from BL-M helps to learn with fast and flexible access to information, learning resources, and materials

through exciting and relevant learning resources (Edelson et al., 1999). The integration of BL-M can also be applied to student scientific literacy – BL-M as a pedagogical approach to student and educator interactions. The goal of this research was to analyse SS in BL-M.

2. Literature Review

2.1 BL-M in College

BL-M is a learning method in higher education. The role of educators in BL-M as a facilitator, motivators, mentors, and consultants. Educators as friends in online and offline classes to share ideas and knowledge with students. BL-M emphasises that students learn openly and flexibly according to their needs, are critical to solving problems, and orient the empirical world with actual actions through experiential learning (Zainuddin, Z., & Attaran, 2015). Using the BL-M, students are invited to dare to research, ask questions, discover, create, and work to share new ideas with technology and supporting media such as computers and the internet as dynamic interactions.

Three BL-Ms through web courses, Web enhancement courses, and web-centric courses. Web courses are the predominant internet use in learning, and hardly any face-to-face ace except a tiny proportion. Web-centric courses are almost balanced use of the internet and face, and students are asked to look for other sources of information using the internet (Shalihah et al., 2019). The web-centric course method is more effective than the other two methods because the web-centric course uses the internet only to support enrichment (Rusman et al., 2012).

BL-M integrates the conventions of learning methods with the digital world so that a learning culture centred on educators emerges into students as learning centres. Functional integration between face-to-face teaching where teachers and students meet face to face and through online media that can be accessed at any time (Hartini et al., 2021). Learning activities in BL-M are functional, interactive, and practical conditions compared to passive lectures. The position of educators as facilitators to help solve problems (Mortera-Gutierrez, 2005). BL-M integrates experiential learning with educational technology that focuses on online and FTF curricula (Watson, 2008).

BL-M has the potential to change learning methods in the digital era and have a positive impact on them (Poon, 2014). Educators and students with the blended approach provide many opportunities to interact and communicate inside and outside the classroom. BL-M contributes to building solid interactions between students and educators (Porter et al., 2014). BL-M also doesn't ignore traditional learning because FTF and online interactions still emerge and are integrated (Halili et al., 2015). BL-M allows students to study independently outside of class with online materials and engage in two-way communication with other students and educators outside of study hours. The BL-M forms intelligence in technological literacy and information literacy. Three essential components of BL-M consider the content of the course material, communication between students and educators, between students and peers, and the construction of

students' sense of place and direction in activities regarding the learning environment (Kerres & Witt, 2003). The four concepts of BL-M are a) how to combine various media, especially technology, for successful learning, b) a combination of various learning approaches, c) learning formats, and the combination of learning technology with assignments (Driscoll, 2002).

3. Students' Satisfaction (SS)

OL during the CV-19-P changed learning patterns centred on the emergence of SS in education (Baber, 2020). The use of technology in OL raises the dignity and quality of learning (Fatani, 2020). OL conditions that focus on SS are urgent, especially SS in BL-M. Post-pandemic requirements with BL-M in universities need detailed measurements. Factors influencing SS are the internet, platform, class time, interests, motivation, and exams (Basuony et al., 2020). Meanwhile, SS can be measured through five aspects of satisfaction from tangibles, responsiveness, reliability, empathy, and assurance.

Table 1: Aspects of Students' Satisfaction in Learning

No	Aspect	Indicator
1	Tangibles	The appearance of equipment, personnel, communication media, and physical facilities.
2	Responsiveness	Ability to help students and quality of learning.
3	Reliability	Learning according to expectations is appropriate and reliable.
4	Empathy	Conditions for caring and giving personal attention to students.
5	Assurance	Courtesy and knowledge about generating trust and confidence to learn in students.

SS in online and FTF learning needs to think about the conditions of the learning environment (Reisenwitz & Fowler, 2021) because the learning environment determines learning achievement (Saputra et al., 2020). This fact is to the results of research that OL limits self-actualisation with less enjoyable and ineffective learning (Purwadi et al., 2021). SS in education and non-learning is urgent and must be maintained (Sheng & Fauzi, 2022). SS in BL-M is the key to the quality of higher education (Tadlaoui & Chekou, 2021) towards changing knowledge in the digital era.

3. Material and Methods

3.1 Research Design

Quantitative survey research analyses SS in Indonesia with BL-M implementation during the CV-19-P or after the CV-19-P. The focus is on SS with the BL-M phenomenon during and after the CV-19-P.

3.2 Respondents and Recruitment Process

Determination of respondents using random sampling technique on students who implement and apply BL-M. The research sample was 135 students in Indonesia from various universities from Ahmad Dahlan University Yogyakarta, Surabaya State University, Sebelas Maret University, IAIN Kerinci, Lampung University, Gadjah Mada University, Pancasakti University Tegal, Sunan Kalijaga State Islamic University, Telkom University, Muhammadiyah University Mataram, Raden Intan State Islamic University Lampung.

3.3 Data Collection

Data collection with SS scale in BL-M. The SS scale in BL-M comprises five aspects of tangibles, responsiveness, reliability, empathy, and assurance.

3.4 Data analysis Technique

Research data analysis with percentage and standard deviation. The research criteria are divided into four criteria. There are four measures of very satisfied, satisfied, dissatisfied, and dissatisfied with BL-M.

4. Results and Discussion

The results of the data from the five aspects of satisfaction in the BL-M (tangibles, responsiveness, reliability, empathy, and assurance), the majority of students were satisfied with the BL-M lecture from a total of 115 respondents, a total of 73 are happy with the BL-M, 38 are very satisfied, and four respondents aren't satisfied with the BL-M. The average SS in the category is confident with the BL-M. This condition is by the facts in learning during the CV-19-P or after the CV-19-P in certain areas in Indonesia.



Graph 1: Analysis Results per Individual BL-M for Indonesian Students

The presence highly demands the adaptability of students and educators of CV-19 by utilising the BL-M. The BL-M is urgent for students and educators as facilitators in using technology in the LP, and students can also develop knowledge (Prahmana et al., 2021). A BL-M that combines total conventional and OL in Southeast Asian countries (Batac et al., 2021) also requires detailed measurement in Indonesia. The concept of BL-M doesn't only look at effectiveness but also has to look at the academic quality side (Singh et al., 2021).

On average, students choose to be satisfied with the BL-M. This condition is different from the perception of fully OL for students because it is considered unpleasant for students (Commissiong, 2020). The BL-M provides a balance of online and offline lectures, which improves the quality of courses and SS. The application of BL-M can be adapted to new ideas in the future (Lane et al., 2021), as well as in the digital era. The most essential and essential condition is the emotional satisfaction of students in the LP (Juyoung & Kim, 2021) so that the BL-M is effectively used during the CV-19-P even after the CV-19-P.

Although the BL-M has satisfied the criteria, it needs significant challenges in its application (Al-Amin et al., 2021). Learning facilities and design using BL-Ms are the main tasks to foster student learning experiences (Al-Fodeh et al., 2021; Finlay et al., 2022). The learning environment with the BL-M must also be considered by educators (Megahed & Hassan, 2021) for the development of satisfaction and also the quality of learning. In addition, the readiness of professional educators is also an urgent matter in the application of BL-M (Saboowala & Manghirmalani Mishra, 2021; Saboowala & Manghirmalani-Mishra, 2020).

5. Recommendations

The BL-M is one of the exciting learning methods with a blend of FTF learning and OL. The BL-M is one of the appropriate methods during the pandemic and post-CV-19-P. Measurement of satisfaction is urgent because of the emergence of learning loss as an essential evaluation.

6. Conclusion

The CV-19-P has changed all aspects of human life in education. Combining conventional and online education is the right way in today's conditions. Lectures using BL-M are seen from five satisfaction aspects: tangibles, responsiveness, reliability, empathy, and assurance. This study also illustrates that students are satisfied and comfortable with the BL-M with technological advances in the LP. Students throughout Indonesia haven't experienced problems in OL despite the emergence of learning loss.

Acknowledgements

Thank you to Yogyakarta State University for supporting research and writing research articles. Thanks also to all students who helped with this research.

Conflict of Interest Statement

The authors declare no conflicts of interest.

About the Author(s)

Shopyan Jepri Kurniawan, S.Pd, Kons is a student of Master of Guidance and Counseling, Yogyakarta State University.

Prof. Dr. Muhammad Nur Wangid, M.Si is a professor at Yogyakarta State University, Indonesia. His area of expertise includes guidance and counselling education.

Agus Supriyanto, S.Pd., M.Pd is a lecturer at Universitas Ahmad Dahlan with expertise in guidance and counselling in the narcotics field.

References

- Al-Amin, M., Jahan, I., Rabbi, M. F., & Islam, U. (2021). Can Blended Learning be the New-Normal in the Post-Pandemic Higher Educational Institutions? *International Journal of Educational Research Review*, 6(4), 306–317.
- Al-Fodeh, R. S., Alwahadni, A., Abu Alhaja, E. S., Bani-Hani, T., Ali, K., Daher, S. O., & Daher, H. O. (2021). Quality, Effectiveness and Outcome of Blended Learning in Dental Education during the COVID Pandemic: Prospects of a Post-Pandemic Implementation. *Education Sciences*, 11(12), 810. <https://doi.org/10.3390/educsci11120810>
- Aristovnik, A., Keržič, D., Ravšelj, D., Tomaževič, N., & Umek, L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. *Sustainability (Switzerland)*, 12(20), 1–34. <https://doi.org/10.3390/su12208438>
- Baber, H. (2020). Determinants of students' perceived learning outcome and satisfaction in online learning during the pandemic of COVID-19. *Journal of Education and E-Learning Research*, 7(3), 285–292.
- Basuony, M. A., Emad Eldeen, R., Farghaly, M., El-Bassiouny, N., & Mohamed, E. K. (2020). The factors affecting student satisfaction with online education during the COVID-19 pandemic: An empirical study of an emerging Muslim country. *Journal of Islamic Marketing*. <https://doi.org/10.1108/jima-09-2020-0301>
- Batac, K. I. T., Baquiran, J. A., & Agaton, C. B. (2021). Qualitative content analysis of teachers' perceptions and experiences in using blended learning during the COVID-19 pandemic. *International Journal of Learning, Teaching and Educational Research*, 20(6), 225–243. <https://doi.org/10.26803/IJLTER.20.6.12>

- Blackmore, K., Compston, P., & Kane, L. (2010). The engineering “hubs and spokes” project: Institutional cooperation in educational design and delivery. *ASCILITE 2010 - The Australasian Society for Computers in Learning in Tertiary Education*, 90–94.
- Chaiyama, N. (2015). The Development of Blended Learning Management Model in Developing Information Literacy Skills (BL-ILS Model). *International Journal of Information and Education Technology*, 5(7), 483–489. <https://doi.org/10.7763/ijiet.2015.v5.554>
- Commissiong, M. A. (2020). *Student Engagement, Self-Regulation, Satisfaction, and Success in Online Learning Environments*.
- Driscoll, M. (2002). Blended learning: Let’s get beyond the hype. *E-Learning*, 54.
- Edelson, D. C., Gordin, D. N., & Pea, R. D. (1999). Addressing the Challenges of Inquiry-Based Learning Through Technology and Curriculum Design. *Journal of the Learning Sciences*, 8(3–4), 391–450. <https://doi.org/10.1080/10508406.1999.9672075>
- Fatani, T. H. (2020). Student satisfaction with videoconferencing teaching quality during the COVID-19 pandemic. *BMC Medical Education*, 20(1), 1–8. <https://doi.org/10.1186/s12909-020-02310-2>
- Finlay, M. J., Tinnion, D. J., & Simpson, T. (2022). A virtual versus blended learning approach to higher education during the COVID-19 pandemic: The experiences of a sport and exercise science student cohort. *Journal of Hospitality, Leisure, Sport & Tourism Education*, 30, 100363. <https://doi.org/10.1016/j.jhlste.2021.100363>
- Halili, S. H., Razak, R. A., & Zainuddin, Z. (2015). Investigating the Use of Collaborative Tool in an Adult Learning Environment. *The Online Journal of New Horizons in Education*, 5(4).
- Hartini, S., Bhakti, C., Kurniawan, S., & Yanto, P. (2021). Teacher Training Design Blended Learning of Pedagogical Competence School Counseling. In *BICED 2020: Proceedings of the 2nd EAI Bukittinggi International Conference on Education, BICED 2020, 14 September, 2020, Bukititinggi, West Sumatera*, 234. <https://doi.org/10.4108/eai.14-9-2020.2305677>
- Heng, K., & Sol, K. (2020). Online Learning During COVID-19: Key Challenges and Suggestions to Enhance Effectiveness. *Cambodian Education Forum (CEF)*, 1(December), 1–15.
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). Remote Teaching and Online Learning. *Educause Review*, 1–15.
- Hubackova, S., & Semradova, I. (2016). Evaluation of Blended Learning. *Procedia - Social and Behavioral Sciences*, 217, 551–557. <https://doi.org/10.1016/j.sbspro.2016.02.044>
- Huda, M., Maselena, A., Atmotiyoso, P., Siregar, M., Ahmad, R., Jasmi, K. A., Muhamad, N. H. N., Mustari, M. I., & Basiron, B. (2018). Big data emerging technology: Insights into innovative environment for online learning resources. *International Journal of Emerging Technologies in Learning*, 13(1), 23–36. <https://doi.org/10.3991/ijet.v13i01.6990>
- Juyoung, P., & Kim, ©Hun-Ju. (2021). The Effect of Online Blended Learning Application on Occupational Therapy Students’ Satisfaction and Academic Achievement in

- Non-Face-to-Face Classes. *Journal of The Korean Society of Integrative Medicine*, 9(2), 53–61. <https://doi.org/10.15268/ksim.2021.9.2.053>
- Kerres, M., & Witt, C. De (2003). A Didactical Framework for the Design of Blended Learning Arrangements. *Journal of Educational Media*, 28(2–3), 101–113. <https://doi.org/10.1080/1358165032000165653>
- Lane, S., Hoang, J. G., Leighton, J. P., & Rissanen, A. (2021). Engagement and Satisfaction: Mixed-Method Analysis of Blended Learning in the Sciences. *Canadian Journal of Science, Mathematics and Technology Education*, 21(1), 100–122. <https://doi.org/10.1007/S42330-021-00139-5>
- Megahed, N., & Hassan, A. (2021). A blended learning strategy: Reimagining the post-Covid-19 architectural education. *Archnet-IJAR: International Journal of Architectural Research*. <https://doi.org/10.1108/ARCH-04-2021-0081>
- Mortera-Gutierrez, F. J. (2005). Faculty Best Practices Using Blended Learning in E-learning and Face-to-Face Instruction. *20th Annual Conference on Distance Teaching and Learning*, 5, 1–6.
- Okaz T. (2015). Integrating blended learning in higher education. *Procedia-Social and Behavioral Sciences*, 186, 93–103. <https://doi.org/10.4018/978-1-5225-5472-1.ch075>
- Poon, J. (2014). A cross-country comparison on the use of blended learning in property education. *Property Management*, 32(2), 154–175. <https://doi.org/10.1108/PM-04-2013-0026/FULL/HTML>
- Porter, W. W., Graham, C. R., Spring, K. A., & Welch, K. R. (2014). Blended learning in higher education: Institutional adoption and implementation. *Computers and Education*, 75, 185–195. <https://doi.org/10.1016/j.compedu.2014.02.011>
- Prahmana, R. C. I., Hartanto, D., Kusumaningtyas, D. A., Ali, R. M., & Muchlas. (2021). Community radio-based blended learning model: A promising learning model in remote area during pandemic era. *Heliyon*, 7(7). <https://doi.org/10.1016/j.heliyon.2021.e07511>
- Purwadi, Saputra, W. N. E., Wahyudi, A., Supriyanto, A., Muyana, S., Rohmadheny, P. S., Ariyanto, R. D., & Kurniawan, S. J. (2021). Student perceptions of online learning during the covid-19 pandemic in indonesia: A study of phenomenology. *European Journal of Educational Research*, 10(3), 1515–1528. <https://doi.org/10.12973/EU-JER.10.3.1515>
- Reisenwitz, T. H., & Fowler, J. G. (2021). Transitioning from face-to-face to online classes during a pandemic: Factors that may affect student satisfaction of the administration and instructors. *Marketing Education Review*, 31(3), 199–208. <https://doi.org/10.1080/10528008.2021.1943446>
- Saboowala, R., & Manghirmalani Mishra, P. (2021). Readiness of in-service teachers toward a blended learning approach as a learning pedagogy in the post-COVID-19 Era. *Journal of Educational Technology Systems*, 50(1), 9–23. <https://doi.org/10.1177%2F00472395211015232>

- Saboowala, R., & Manghirmalani-Mishra, P. (2020). *Embracing blended learning approach for professional growth of in-service school teachers post pandemic of COVID-19*. <https://doi.org/10.21203/rs.3.rs-54876/v1>
- Saputra, W. N. E., Supriyanto, A., Astuti, B., Ayriza, Y., & Adiputra, S. (2020). The effect of student perception of negative school climate on poor academic performance of students in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 19(2), 279–291. <https://doi.org/10.26803/ijlter.19.2.17>
- Shalihah, F., Supramono, & Abdullah (2019). Blended Learning-Based Media Usage To Practice Problem Solving Skills. *European Journal of Education Studies*, 5(9), 166. <https://doi.org/10.5281/zenodo.2544571>
- Sheng, M. L., & Fauzi, A. A. (2022). Responding to a disruptive health crisis for higher education institutions: Service quality and perceived safety effects on student satisfaction. *Journal of Marketing for Higher Education*, 1–23. <https://doi.org/10.1080/08841241.2022.2056282>
- Singh, J., Steele, K., & Singh, L. (2021). Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World. *Journal of Educational Technology Systems*, 50(2), 140–171. <https://doi.org/10.1177%2F00472395211047865>
- Supriyanto, A., Hartini, S., Irdasari, W. N., Miftahul, A., Oktapiana, S., & Mumpuni, S. D. (2020). Teacher professional quality: Counselling services with technology in Pandemic Covid-19. *Counsellia: Jurnal Bimbingan Dan Konseling*, 10(2), 176. <https://doi.org/10.25273/counsellia.v10i2.7768>
- Supriyanto, A., Saputra, W. N. E., Handaka, I. B., Barida, M., Widyastuti, D. A., Muyana, S., & Wahyudi, A. (2022). Student problem assessment (SPA) in the Covid-19 condition in terms of 10 sub areas of life problems (10-ALP). *Pegem Journal of Education and Instruction*, 12(1), 199–206. <https://doi.org/10.47750/pegegog.12.01.20>
- Tadlaoui, M. A., & Chekou, M. (2021). A blended learning approach for teaching python programming language: Towards a post pandemic pedagogy. *International Journal of Advanced Computer Research*, 11(52), 13. <http://dx.doi.org/10.19101/IJACR.2020.1048120>
- Vaughan, N. (2014). Student engagement and blended learning: Making the assessment connection. *Education Sciences*, 4(4), 247–264. <https://doi.org/10.3390/educsci4040247>
- Watson, J. (2008). Blended Learning: The Convergence of Online and Face-to-Face Education. *North American Council for Online Learning*, 572, 16.
- Zainuddin, Z., & Attaran, M. (2015). Malaysian students' perceptions of flipped classroom: A case study. *Innovations in Education and Teaching International*, 53(6), 660–670. <https://doi.org/10.1080/14703297.2015.1102079>

Creative Commons licensing terms

Author(s) will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions, and conclusions expressed in this research article are the author's views, opinions, and conclusions (s). Open Access Publishing Group and European Journal of Education Studies shall not be responsible or answerable for any loss, damage or liability caused about/arising out of conflicts of interest, copyright violations and inappropriate or inaccurate use of any content related to or integrated into the research work. All the published works meet the Open Access Publishing requirements. They can be freely accessed, shared, modified, distributed and used for educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).