

Pre-Service English Teachers' Perception on Blended Learning Model During Covid-19 Pandemic

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Abstract

This study was conducted to find out pre-service English teachers' perceptions of the blended learning model during the Covid-19 pandemic. A descriptive quantitative method was applied in this research. The population was pre-service English teachers at the State University of Makassar who did teaching practicum on the KKN program (Student Study Service) during 2020/2021. There were 30 pre-service English teachers that participated by using random sampling. The data was collected through a Google form questionnaire with Likert Scale. The results showed the average with a score of 3,27 can be interpreted that the pre-service English teachers' perception of Blended Learning during the Covid-19 pandemic is positive but not at a high level.

Keywords: *Blended Learning, Pre-service Teacher, Perception, Covid-19 Pandemic.*

INTRODUCTION

The COVID-19 pandemic that hit the whole world has had an impact on various sectors of life, including education. Since the discovery of the first case in Indonesia in March 2020, the implementation of the education system has transformed in various activities, for instance, learning activities which all have to take place online (Onyema, Eucheria, & Obafemi, 2020). Several previous studies about online learning showed the effectiveness, the teachers' pedagogical approaches during classroom learning were more effective than online learning (Darkwa & Antwi, 2021). online learning system used during the COVID-19 pandemic is effective but inefficient (Bahasoan, Wulan Ayuandiani, Muhammad Mukhram, & Aswar Rahmat, 2020) Despite online learning being a breakthrough during the pandemic, many students and teachers found that online learning was not fully effective in achieving learning goals. The adjustment of face-to-face learning by implementing health protocols during the Covid-19 pandemic presented a Face-to-face Learning limitedly (PTMT) policy that integrated with online learning. This concept is known as blended learning.

Teaching practicum is an obligatory task for students of English Education to fulfill their graduation requirements. The teaching practice that is held in real classrooms becomes the opportunity for pre-service teachers to do teaching trials in school situations. The knowledge of pre-service teachers that had been received at college is hoped to be implemented in the teaching

practicum. However, pre-service teachers who have to run KKN (Student Service Program) during the Covid-19 pandemic must adapt to the learning system in schools. Based on initial observations, during the New Normal policy, schools began to carry out face-to-face learning activities combined with online learning. Through this study, it can be seen the perception of pre-service English teachers on mixed learning during the Covid-19 pandemic.

LITERATURE REVIEW

Pre-service Teachers' Perception

Perception focuses on how an individual uses the information reaching the senses to inform behaviour and to create someone's subjective experience of the surrounding world (Rogers, 2017). The perception process makes an individual aware of the circumstances around them and also the situation. For instance, a previous study about how pre-service teachers' perceptions of learning with technology gave one of the perceptions that technology-related challenges and preferences for other coursework activities (Sardegna & Dugartsyrenova, 2014).

Blended Learning Model

Blended learning was first proposed by Graham (2004) that introduced it as systems that combine face-to-face instruction with computer-mediated instruction. Blended learning designates the range of possibilities presented by combining internet and digital media with established classroom forms that require the physical co-presence of teachers and students (Bryan, 2016). Some previous studies related to blended learning showed modern teaching strategies that are related to technology can support the achievement of students (Alsalhi, Eltahir, & Al-Qatawneh, 2019), and students who studied with the blended learning model had higher achievement in the pedagogy basis course (Wei, Shi, Yang, & Liu, 2017). In addition, the benefits of blended learning are the use of classroom time is more effective, students will be more creative and better prepared. Teachers also have more opportunities to offer a lot of educational resources to students.

Staker and Horn (2012) presented four models of blended learning (Hrastinski, 2019), they are 1) The rotation model where students rotate between learning methods, one of which is online learning while other methods include full-class instruction, group projects and self-tutoring. 2) The flex model where content is delivered mostly online and students learn individually depending on their needs with customized schedules. The teacher provides face-to-face meetings as needed through activities such as individual training, small-group instruction, and group projects 3) The self-blend model where students can choose one or more online courses to enhance traditional courses. 4) The enriched-virtual model where students divide their time between attending a school and learning remotely in an online setting.

METHOD

This research used a quantitative descriptive method. The population was pre-service teachers at the State University of Makassar who did teaching practicum on the KKN program (Student Study Service) during the year 2020/2021. Random sampling (probability sampling) was used as a sampling technique in this research. There were 30 respondents as a sample who were willing to contribute to the research. Data was obtained online by filling questionnaire in a Google Form. The questionnaire administered to collect data was adapted from the instruments

developed by Pardede 2019. Several modifications were made to indicate the research question (Pardede, 2019). It was a 5-point Likert scale (5: Strongly Agree, 4: Agree, 3: Neither Agree/Nor Disagree 2: Disagree, 1: Strongly Disagree) that consists of 10 statements.

$$M = \frac{\sum fx}{N}$$

M = Mean

$\sum fx$ = Sum of observations

N = Frequency

Determining the quality of the pre-service English teachers' perception of the blended learning model by using the criteria for the real limit of the Likert scale where the interpretation of the level of achievement scores are described in the table below:

Table 1. Likert Scale Level

No.	Score	Category
1	4,6 – 5,0	Very Good
2	3,6 – 4,5	Good
3	2,6 – 3,5	Neither Good/ Nor Poor
4	1,6 – 2, 5	Poor
5	0,6 – 1,5	Very Poor

FINDINGS AND DISCUSSIONS

The findings obtained from the questionnaire showed that pre-service English teachers' perceptions are various according to different aspects.

Table 2. Results of Pre-Service English Teachers' Perception of Blended Learning Model Questionnaire

Number of Statements	Categories					Total
	SA (5)	A (4)	N (3)	D (2)	SD (1)	
1	9	2	16	3	-	107
2	4	6	10	10	-	94
3	4	13	6	7	-	104
4	5	12	8	6	-	104
5	-	20	8	2	-	108
6	-	10	16	4	-	96
7	4	6	7	12	1	90
8	1	15	6	8	-	99
9	-	5	9	15	1	78
10	4	11	8	7	-	102
Total Score						982

Table 3. Percentages Results of Pre-Service English Teachers' Perceptions on Blended Learning Model

Statements	SA	A	N	D	SD	M
1. Blended learning model is easy to be understood by pre- service teacher.	30 %	6.7 %	53.3 %	10 %	0 %	3.56
2. The characteristics of blended learning model in lesson plan are very clear.	13.3 %	20 %	33.3 %	33.3 %	0%	3.13
3. Blended learning model is effective to be used during the Covid-19 pandemic to achieve learning goals.	13.3 %	43.3 %	20 %	23.3 %	0 %	3.46
4. Blended learning model can be used to complete learning materials that have a broad material coverage.	13.3 %	40 %	26.7 %	20 %	0%	3.46
5. Blended learning model is in accordance with students' learning styles during the Covid-19 pandemic.	0%	66.7 %	26.7 %	6.7 %	0%	3.6
6. Blended learning model is effective and efficient for mastering theoretical competencies in order to complete learning activities.	0%	33.3 %	53.3 %	13.3 %	0 %	3.2
7. Blended learning model is effective and efficient for mastering practical competencies in order to complete learning activities.	13.3 %	20 %	23.3 %	40 %	3.3 %	3
8. Blended learning model can be used to help students to master the theoretical competencies.	3.3 %	50 %	20 %	26.7 %	0 %	3.3
9. Blended learning model can be used to help students master to practical competencies.	0 %	16.7 %	30 %	50 %	3.3 %	2.6
10. Access to support independent learning with a blended learning model is available for students.	13.3 %	36.7 %	26.7 %	23.3 %	0 %	3.4
						3.27

$$M = \frac{\sum fx}{N}$$

$$Mean = \frac{230.95}{10}$$

$$M = 3.271$$

The result showed the average (mean) with a score of 3, 27 can be interpreted that the pre-service English teachers' perception of the Blended Learning model during the Covid-19 pandemic is positive but neither good/ nor poor.

The highest average score which is 3.6 can be interpreted as good. This showed that the blended learning model was suitable for students' learning styles during the Covid-19 pandemic. The four models that were suitable for students included the rotation mode, the flex model, the self-blend model, and the enriched-virtual model. Another indicator that has a high score with an average of 3.56 is the pre-service teachers' understanding of the design and implication of blended learning. The blended learning model had been initiated in 2004, but during the Covid-19 pandemic, especially when the new normal life policy was announced, this model was implemented in almost all schools. For pre-service English teachers, it was easy to understand this learning model even though there are still many obstacles in its implementation.

Most statements had a sufficient average score with a score of 3-3.5 covering perceptions of the implementation of the Blended learning model by pre-service English teachers and its implementation to students. The issue was the application of blended learning to master theoretical and practical competencies. The percentage showed competencies, in theory were superior to mastering through the blended learning model than the competencies in practice.

The lowest average score was mastering practical competencies for students with an average score of 2. 6. The possible cause of the low average score on the statement that the blended learning model can be used to help master the practical competencies in students, however, was difficult to implement if the facilities and infrastructure are not supported. The solution that can be done is that a teacher can play an important role in designing learning strategies that will be carried out so that the learning process is achieved.

CONCLUSIONS

In conclusion, the Blended Learning model is a form of adaptation to carry out learning during Covid -19. The average result with a score of 3, 37 indicated that the pre-service English teachers' perception of Blended Learning during the Covid-19 pandemic is positive but at a fairly level. Pre-service English teacher's attitude was positive and good in the aspect that this model is suitable for teaching students during the pandemic, but the perception looks lacking if this model was used for students to master practical competencies. For further research, this issue can use mixed research methods to analyze more indicators in detail, so that the data is wider, as well as study other issues such as perceptions of media, methods, or forms of assessment in blended learning.

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Appendix. Instrument

Blended Learning Models Survey

This mini research, tittle "Pre-service English Teachers' Perception on Blended Learning Models During Covid-19 Pandemic" is conducted by Zahraini Fajri Nur, English Education Master Program, as a requirement for statistics assignment. It is hoped that all Pre-Service English teachers can participate to fill out this questionnaire. THANK YOU !

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*** Required**

Full Name *

Your answer

KKN Program (Year) *

1. Blended learning model is easy to be understood by pre- service teacher. *

1 2 3 4 5

Strongly Disagree Strongly Agree

2. The characteristics of blended learning model in lesson plan are very clear. *

1 2 3 4 5

Strongly Disagree Strongly Agree

3. Blended learning model is effective to be used during the Covid-19 pandemic to achieve learning goals. *

1 2 3 4 5

Strongly Disagree Strongly Agree

