
Blended Learning in English Department of STKIP AL MAKSUM Students: A Plan for Students' Independent Curriculum

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Abstract

The purpose of this article is to examine how well students are performing on their own in blended language courses at universities, with the ultimate objective of determining the obstacles and potential for self-directed study. An online questionnaire will be administered to one hundred students enrolled in the English Department at STKIP Al Maksum in the month of October 2022. The findings allow for a number of significant conclusions to be reached. Students' social and demographic origins have an impact on how well they are able to self-organize and make effective use of technology to study a foreign language. This is especially true in the English Department. It has been determined that the following are the primary challenges that students face when completing independent work in blended learning of foreign languages at the English Department: technical, as well as the requirement for support from a technical specialist; the inconvenient nature of a blended learning system; the requirement for additional technical skills; the complexity of blended learning. It has also been determined, on average, how effective the learning process is that makes use of a system that combines traditional and online learning with technological elements.

Keywords: Blended Learning, Curriculum, English

Introduction

Blended learning (BL) is currently being utilized as a means by which students can develop their professional capabilities within the context of their proficiency in a foreign language. This is due to the current state of affairs and the trend that has followed the digitalization of the learning era. At the very least, the use of the term can be traced back to 2007 (Hockly, 2018), and throughout the course of the past decade, there has been a substantial shift in the emphasis placed on education. Work completed by students in BL is supposed to be arranged in a manner that is distinct from any other, with a focus placed on the use of informal channels of communication and collaborative learning through the utilization of digital resources (Ju, 2018), which promotes student autonomy (Hubackova and Semradova, 2016). BL serves many purposes, including but not limited to the following: developing English Department professional and informational competencies; fostering students' motivation to learn a foreign language (Banditvilai, 2016; Arkhipova et al. 2017); improving the quality of instruction; enforcing social order (Ju, 2018); enhancing students' ability to think constructively and algorithmically; and improving the overall quality of instruction (Banditvilai, 2016).

The phrase "blended learning" is used to refer to any educational strategy that blends the more conventional "face-to-face" (Hockly, 2018). In the twenty-first century, one of the most important skills one may possess is the ability to use multiple types of media successfully (Jiang et al., 2019). The ability of students to self-organize and function independently, the level of preparation of the English Department for online learning and work in a virtual environment, the quality of the virtual environment, and the usage of BL technologies by the English Department are all variables that affect how well blended learning facilitates independent work (Hubackova and Semradova, 2016). It is difficult to evaluate the efficacy of blended language learning due to the little amount of research that has been undertaken on the reactions of

students to independent work assigned by the English department. In order to provide a concise summary of the responses received from students, the authors participate in self-reflective appraisals of BL (Tomlinson and Whittaker, 2013). Several academics have investigated the students' subjective reactions to the difficulties that come along with adopting the BL approach in order to gain a better understanding of the circumstances in which the BL technique may be successfully adopted in the classroom (Nazarenko, 2015). The purpose of this research article is to evaluate the effectiveness of students' individual efforts in blended language learning at universities, with the intention of identifying both the problems and the potential for students to engage in self-directed study.

Hypothesis 1: Students of 3-4 courses have a higher level of self-organization and autonomy in work in blended learning of foreign languages.

Hypothesis 2: There is a difference in the level of self-organization and autonomy of male and female students in blended learning of foreign languages.

Hypothesis 3: Social-demographic characteristics determine the level of autonomy and individual work of students in blended learning of foreign languages at higher educational institutions.

Methods

It is important for students to correctly prioritize the materials contained in this BL. The exchange of information between participants is another component that is essential to the success of blended learning. Because the actual application of information and knowledge is so important, practitioners and theorists in the English Department ought to exchange their respective ideas with one another. Students are encouraged to take an active role in the creation of their educational experiences within the English Department. The demographic composition of a group can have an effect on the educational experience, particularly in the context of interactions between students of different cultures and student movement. Another essential condition that is sometimes ignored is the availability of adequate space. The items that are used in the classroom shouldn't place excessive restrictions on the learning environment. The ability to leverage social media as a separate area and platform for education is one of the factors that students should take into consideration when designing English Department classrooms. Other important considerations include accessibility, a well-defined context, specific learning strategies, and the ability to use social media. The storing, spreading, and organizing of interaction and knowledge should all be made possible through the use of various technical ways.

There are two requirements that must be met before two parties may cooperate. The process of learning requires the socially sophisticated self-organization of subjects whose behaviors are unexpected. These individuals make up separate communities that may be separated from one another based on age, gender, nationality, culture, and behaviors related to the English Department. Blended learning is usually revolutionized by collaboration or group work owing to the fact that each member provides their own distinctive contribution to the development of the English Department's own personal processes. In point of fact, it provides support for the idea that education is a driving force behind creativity. As a direct consequence of this, the academic literature devotes a lot of attention to investigating the benefits and drawbacks, prerequisites, constituents, and models of blended learning. Because of this, there is a paucity of study on the subject of the influence that the individual efforts of students have on the process of blended language learning at the university level.

This research project focuses on the independence of college students who are simultaneously studying two languages, and the concept of self-organization serves as the theoretical underpinning for this project. This academic paper presents the findings of a survey that was conducted among college students at STKIP Al Maksum in October 2022 using a questionnaire that was completed only online. The method of research that was selected was a structured interview, and there were a total of 24 questions in the interview: 1) concerning the effectiveness with which the blended learning system and technologies are organized (questions 1-10); 2) concerning the effectiveness with which the blended learning system and technologies

are used in the classroom (questions 11-20); and 3) concerning demographic information (such as age, gender, and major) (Table 3). Statements 1–10 were rated on a range from 1–4, with 1 representing strong disagreement and 4 representing strong agreement. Statements 11–20 were rated on a scale from 1–5, with 1 representing strong disagreement and 5 representing strong agreement. 260 students enrolled in a variety of courses offered by the English Department responded to the questionnaire. Students ENGLISH DEPARTMENT (Table 2). Those who took part in the survey are broken down as follows: 41.4% are seniors, 13.8% are juniors, 41.4% are sophomores, and 3.4% are graduate students. Sixty-two point one percent of those who participated were between the ages of 18 and 20, and 37 point five percent of them were between the ages of 21 and 22.

Results and Discussion

There has been an increase in the utilization of blended learning as a result of the digitalization of the learning system in STKIP Al Maksum, particularly in the English Department. This has led to an increase in the number of universities actively incorporating technological platforms and resources into the classroom. E Learning's Moodle is one of the most widely used online classroom management systems. It enables instructors to hand out and collect electronic course materials such as video lectures, homework assignments, and evaluations with only the click of a mouse. E Learning is a form of distance learning. Other tools like as Zoom, Microsoft Teams, and Viber are available for blended learning and make it easier for students and teachers to collaborate. The replies to planned interviews with the students were used to compile descriptive statistics, and those statistics were used to define the average level of student satisfaction with the blended learning system and the technology connected with it (Table 4). The fact that there are substantial variances around the mean value of 1.897 implies that the range is not very narrow.

Table 1. Descriptive Statistics of Survey Data

	Minimum	Maximum	Average value	Standard deviation
I think I would like to use the blended learning system in the future	1.0	4.0	2.724	1.1618
I find blended learning difficult	1.0	4.0	2.276	1.0986
I thought the web learning system was easy to use	1.0	4.0	3.207	.7736
I need the support of a technician to use blended learning technologies	1.0	4.0	1.897	1.0805
The various functions of blended learning are successfully integrated and interact with each other	1.0	4.0	2.966	.8653
There are many inconsistencies in blended learning	1.0	4.0	2.552	1.2126
Blended learning technologies can be learned quickly	1.0	4.0	3.034	1.1175
The system is not easy to use	1.0	4.0	2.172	1.1973
I felt confident while using technology	1.0	4.0	3.000	.9258
I needed additional skills prior I started using technology	1.0	4.0	2.276	1.1306
The goals of learning a foreign language were understood and defined in the system of blended learning	1.0	5.0	3.690	1.3121
The process of organizing work in the blended learning system was well organized	1.0	5.0	3.690	1.1681

The material is presented interestingly; it is easily accessible	1.0	5.0	3.345	1.3437
There were enough videos, examples and illustrations in the system	1.0	5.0	3.276	1.3335
Concepts, materials and ideas were understandable and clearly presented	1.0	5.0	3.621	1.2653
The duration of training was sufficient for learning a foreign language	1.0	5.0	3.552	1.2702
The training expanded my professional and communication skills	1.0	5.0	3.414	1.4272
I can use the acquired knowledge in professional activities	1.0	5.0	3.517	1.3528
Blended learning is as effective as traditional methods	1.0	5.0	3.172	1.3905
I am satisfied with the organization of work and the level of autonomy in learning a foreign language	1.0	5.0	3.379	1.4979

Common problems with blended learning technologies include those of a technical nature, the inconvenient nature of a blended learning system, and the requirement for additional technical assistance abilities; the difficulty of integrated instruction. Blended learning systems also have their drawbacks when it comes to integrated instruction. As a consequence of this, there is a problem on both the university's end and the students' end about the issue of ensuring the high quality of the technological capabilities of blended learning platforms and systems (Berzia, 2019). Because of this, it is vital to produce video instructions for the many tools that are used in blended learning. Students also emphasize the benefits of blended learning, including its potential, its usability, the success with which its numerous functions and connection with the English Department are merged, as well as the quickness with which it allows them to acquire new information. The grades fall within a range from 3.172 to 3.690, which suggests that the blended learning system and the technologies used within it are usually effective in supporting student learning. Uncertain goals for the utilization of a blended learning system; Disorganization of the blended learning process; Difficulty with or absence of examples and illustrative material; Time limits; Inadequate study materials insufficient opportunities to acquire professional and interpersonal skills

Students indicate that they have an average level of autonomy and enjoyment when it comes to learning a new language, which is 3.379. As a result, the working arrangement for the pupils is not properly dispersed. Chi-square tests of independence are a useful tool for analyzing the correlation between the demographic characteristics of students and the degree of independence displayed by the English Department. This helps teachers gain a deeper understanding of the factors that contribute to the typical level of self-direction that students demonstrate in the classroom (Table 5). First, let's imagine. Students who are taking three or more classes at the same time might benefit from increased independence and self-motivation through blended language learning.

Table 2. Results of Pearson's Chi-Square Test of Independence: Course of Study and Level of Self-Organization and Autonomy of Students' Work (I Need the Support of A Technician To Use Blended Learning Technologies)

	Value	Sig. (2-tailed)
Chi-Square	19.880 ^a	0.19
Likelihood ratio	17.777	0.38
Linear connection	4.276	0.39

Source: calculated by the authors.

It is possible to draw the conclusion that there is a statistically significant difference between the levels of autonomy of students depending on the course of study; these variables are significantly interdependent. The value of Chi-Square is 19.880, and the significance level is 0.019, so it is possible to draw this conclusion. The significance level is 0.019. A Chi-Square Test of Independence was carried out for the variable "Blended learning technologies can be learned quickly" in order to determine the degree to which students' levels of autonomy vary according to socioeconomic factors (Holiachuk et al., 2022). This was done so that researchers could determine the results of their investigation (Table 6). It is clear from the high test values for the variable course of study that developing abilities in the use of blended learning technologies takes some time. The p-value for this variable is 0.133, which is less than 0.05, therefore this result is significant. At the same time, factors such as age and gender influence how quickly one may master the capabilities that blended learning technologies provide.

Table 3. Results of Pearson’s Chi-Square Test of Independence: Course, Age and Gender and the Level of Self-Organization and Autonomy of Students (Blended Learning Technologies Can Be Learned Quickly)

I believe that most students can learn to use a blended learning system quickly	Value	Sig. (2-tailed)
Course of Study		
Chi-Square	13.706	0.133
Likelihood ratio	17.101	0.047
Linear connection	4.186	0.041
Age		
Chi-Square	7.065	0.070
Likelihood ratio	7.466	0.058
Linear connection	6.387	0.011
Sex		
Chi-Square	6.906	0.075
Likelihood ratio	8.826	0.032
Linear connection	4.793	0.029

Source: calculated by the authors.

Hypothesis 2. There is a difference in the level of self-organization and autonomy of male and female students in blended learning of foreign languages. Table 7 makes it possible to conclude that the average need for technical support and a specialist to use a blended learning system is 2.308 for males and 1.688 for females. The standard deviation for males is slightly higher compared to females.

Table 4. Group Statistics: Gender and Level of Self-Organization and Autonomy of Students

	Sex	N	Mean	Standard deviation	Std. Error Mean
I need the support of a technician to use blended learning technologies	1.00	13	2.308	1.3156	.3649
	2.00	16	1.688	.7042	.1760

Source: calculated by the authors.

Table 5. Independent Sample T-Test

Levene-s test for Equality of variances	t-test for Equality of Means
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		F	Sig.	t	df	Sig. (2- tailed)	Mean difference	Std. Error Difference	95% Confidence Interval of the difference	
									Lower	Upper
I need the support of a technician to use blended learning technologies	Equal variances assumed	10.94	.003	1.63	27	.116	.62	.382	-1.163	1.403
	Equal variances not assumed			1.531	17.479	.144	.620	.405	-.233	1.473

Source: calculated by the author.

Because Levene's p-value of 0.003 is lower than the significance level of = 0.05, we may come to the conclusion that the null hypothesis of equal variance between male and female students is not accurate (Table 8). The information provided by Line 2 enables us to reach the following conclusions about the equality of variance hypothesis: We have reached the conclusion that there are no differences in the level of self-organization and autonomy of work between male and female students despite the fact that student deviations in self-organization and autonomy are not equal. The t-statistic and its p-value are 1.531 and 0.144, respectively; therefore, with a probability of error of 5%, we have reached this conclusion. It is acceptable to state that students' individual efforts in blended foreign language learning at ENGLISH DEPARTMENT are around average. This is due to the requirement for technical help, the time spent adjusting to platforms and technologies, and the teaching strategies that are utilized. This results in a wide range of problems when it comes to independent learning.

Conclusion

The research that was conducted enables one to make a number of major assumptions about its findings. There is a link between the socio-demographic characteristics of students and the English Department's capacity to self-organize work in the English Department while simultaneously utilizing technology to study a foreign language. In order to accomplish this goal, it is necessary to provide video instructions for blended learning technologies. When developing programs for blended learning, it is necessary to take into consideration the fact that the level of autonomy that is expected of students varies according to factors such as their age, gender, and area of concentration in the English Department. Second, the most fundamental challenges that students in the English Department face in their individual work when participating in blended learning of foreign languages in the English Department are as follows: difficulties with technology and the requirement for support from a technical specialist; the inconvenient nature of a blended learning system; the requirement for additional technical skills; the complexity of blended learning. Blended learning has several advantages for students, including its potential, its usability, its capacity to successfully combine a variety of functions and engagement with the English Department, and its capacity to speed up the learning process. The third step involves determining the degree to which blended learning is effective overall as a method and collection of technology for making education more accessible. In order to fully fulfill the potential of the blended learning system, the following are some of the most critical concerns that need to be addressed: a lack of clarity regarding the desired outcomes of the program; a lack of clarity regarding the blended learning process; a lack of examples and illustrative materials; a lack of time to study materials; and an inability to adequately address the need for increased professional and communication skills. a lack of clarity regarding the desired outcomes of the program; a lack of clarity regarding the blended learning process; a lack of examples and illustrative materials; a lack of time to study materials.

In higher education, the key areas of growth for blended courses are boosting students' autonomy in learning and increasing the efficiency of individual work completed in a foreign language by members of

the English Department. Interaction, research, the development of tasks and tools, the creation of materials, integration, assessment, context, and the education of both teachers and students are vitally essential thrusts.

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