Students' Perception on Blended Learning in English Language Learning During and Post COVID-19 Pandemic at the Eighth Semester Students of English Education Department at STKIP YPUP Makassar

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Abstract

Blended learning became essential during the COVID-19 pandemic and was implemented in higher education, including at STKIP YPUP Makassar. This study examines students' perceptions of blended learning in English language learning during and post-pandemic. Using a descriptive quantitative approach with a survey design, data were collected through a questionnaire with 20 close-ended questions. The study involved 20 eighth-semester students from the English Education Department. Findings indicate that most students had a positive perception of blended learning. However, post-pandemic, positive perceptions declined to 57% compared to 71% during the pandemic, suggesting growing concerns about its effectiveness.

Keywords*: Perception, Blended Learning, English Language Learning, during and post COVID-19 Pandemic*

Introduction

Technology has greatly changed English language teaching. As Shyamlee & Phil, (2012) state, the rapid growth of information technology has introduced new teaching methods (Khoiroh, 2022). Technology helps teachers apply more effective strategies (Nur et al., 2022), which became even more essential during the COVID-19 pandemic when schools had to switch to online learning. The pandemic forced schools to change their teaching methods. In Indonesia, it affected not only education but also health and the economy (Akbar et al., 2020). To reduce infections, the government limited in-person learning, leading to online education. This shift showed both the benefits and

challenges of online learning and highlighted the need for a balanced approach like Blended Learning.

Blended Learning combines face-to-face and online instruction, offering flexibility for students. Research shows that it improves English skills (Al Bataineh et al., 2019; (Menggo & Darong, 2022), encourages collaboration, and increases access to education (Abdalla & Mohamed, 2022). Students also appreciate its flexibility and deeper learning opportunities (Naz et al., 2024; Istiqomah, 2021).

Nevertheless, success depends on factors such as teacher preparation and digital tools. Some students still prefer traditional classrooms because they provide better understanding, direct teacher interaction, and a structured environment (Dalimunte et al., 2023). Other challenges include limited tech skills, unstable internet, and keeping students motivated. Solutions include strong teacher training, engaging content, and quality online materials.

At STKIP YPUP Makassar, online learning began in March 2020 via Zoom, Google Classroom, and WhatsApp. Blended Learning started in 2022 after vaccinations, helping maintain learning continuity. However, students faced challenges such as poor internet, home distractions, and difficulty understanding materials. Scheduling issues and reduced teacher interaction also affected motivation and collaboration.

Understanding students' views on Blended Learning is crucial. While many studies highlight its benefits, few focus on student experiences before and after the pandemic. This study aims to fill that gap by exploring students' perceptions, challenges, and the effectiveness of Blended Learning in English education at STKIP YPUP Makassar.

Method

This study employs a descriptive quantitative approach using a survey design. A questionnaire, based on the Community of Inquiry (CoI) Framework (Garrison et al., 2000), Technology Acceptance Model (TAM) (Davis, 1989), and Blended Learning Readiness Model (BLRM) (Hung et al., 2010), assesses interaction, ease of use, motivation, and readiness for blended learning. It consists of 20 close-ended questions in English and Bahasa Indonesia, distributed via Google Forms.

The sample includes 20 eighth-semester students from the English Education Department. Data analysis follows a theoretical framework, with results presented in

percentages. The process involves identifying perceptions, calculating percentages, and drawing conclusions on students' experiences with Blended Learning during and post-COVID-19.

Result and Discussion

The researchers distributed a structured questionnaire to assess students' perceptions of blended learning during and post-COVID-19. The questionnaire covered flexibility, comfort, interaction, motivation, comprehension, collaboration, and accessibility. Data were analyzed systematically, presented in tables, and expressed in percentages. Findings were categorized into positive and negative perceptions, following Irwanto's theory on learner perceptions (2002).

Table 1. Responses of Questionnaire (During COVID-19 Pandemic)

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Blended Learning gives me better flexibility in managing learning time.	95%	5%	-	-
2	I feel more comfortable with Blended Learning than face-to-face learning.	40%	60%	-	-
3	The interaction between teachers and students in Blended Learning is adequate.	40%	60%	-	-
4	I feel motivated to learn through the Blended Learning approach.	30%	65%	5%	-
5	I can understand the learning material better in the Blended Learning format.	25%	55%	20%	-
6	Blended Learning helps me to collaborate with fellow students.	25%	50%	25%	-
7	I feel that Blended Learning provides more learning experiences.	15%	45%	40%	-
8	Evaluation in Blended Learning is considered effective.	20%	60%	20%	-
9	Blended Learning provides ample opportunity for discussion and sharing of thoughts.	20%	55%	25%	-
10	I feel more motivated to develop technology skills through Blended Learning.	30%	35%	35%	-
11	I feel that Blended Learning helps me understand concepts better.	35%	40%	25%	-
12	Blended Learning provides good accessibility to the necessary technology.	20%	40%	35%	-
13	I feel more comfortable giving feedback to fellow students in Blended Learning.	15%	45%	40%	-
14	Blended Learning provides good quality learning content.	20%	30%	50%	-

15	I feel that Blended Learning accommodates individual learning styles well.	5%	50%	45%	-
16	Blended Learning allows me to organize learning time better.	25%	20%	55%	-
17	I feel that Blended Learning provides sufficient opportunities to participate in discussions	30%	45%	25%	-
18	Blended Learning allows me to get enough help from fellow students.	10%	45%	45%	-
19	I feel that Blended Learning helps me develop relevant skills for the future.	-	55%	45%	-
20	Blended Learning provides good accessibility to learning resources.	10%	45%	45%	-

The data reveal that most students have a positive perception of blended learning, especially in flexibility and interaction. About 95% agree it allows better time management, 60% find teacher-student interaction adequate, and 65% feel motivated to learn. Additionally, 55% believe it encourages discussion and thought-sharing. Nevertheless, while 55% say it improves comprehension, 20% disagree. Half of the students find the content quality insufficient, and 55% struggle with time management. Accessibility remains a concern, with 40% and 45% reporting issues with technology and learning resources. Overall, blended learning offers flexibility and motivation but faces challenges in content quality, comprehension, and accessibility.

Table 2. The Classification of Students' Perception During Pandemic

No	Classification	Score	Percentage	Category Perception	Total
1	Strongly Agree	104	26%	Positive Perception	71%
2	Agree	180	45%	Positive Perception	
3	Disagree	116	29%	Negative Perception	29%
4	Strongly Disagree	0	0	Negative Perception	
		400	100%		100%

To sum up, the data in Table 2 show that 71% of students have a positive perception of blended learning, while 29% express a negative view, with no strong disagreement. This suggests that most students favor blended learning, though some remain concerned.

Then, for students' post-pandemic perceptions, it was detailed in the following table.

Table 3. Responses of Questionnaire (Post COVID-19 Pandemic)

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Blended Learning gives me better flexibility in managing learning time.	50%	20%	30%	-
2	I feel more comfortable with Blended Learning than face-to-face learning.	35%	30%	35%	-

3	The interaction between teachers and students in Blended Learning is adequate.	30%	35%	35%	-
4	I feel motivated to learn through the Blended Learning approach.	20%	65%	15%	-
5	I can understand the learning material better in the Blended Learning format.	15%	35%	50%	-
6	Blended Learning helps me to collaborate with fellow students.	15%	40%	45%	-
7	I feel that Blended Learning provides more learning experiences.	15%	50%	35%	-
8	Evaluation in Blended Learning is considered effective.	10%	40%	505	-
9	Blended Learning provides ample opportunity for discussion and sharing of thoughts.	5%	60%	35%	-
10	I feel more motivated to develop technology skills through Blended Learning.	15%	45%	40%	-
11	I feel that Blended Learning helps me understand concepts better.	15%	25%	60%	-
12	Blended Learning provides good accessibility to the necessary technology.	25%	40%	35%	-
13	I feel more comfortable giving feedback to fellow students in Blended Learning.	10%	45%	45%	-
14	Blended Learning provides good quality learning content.	15%	45%	40%	-
15	I feel that Blended Learning accommodates individual learning styles well.	10%	40%	50%	-
16	Blended Learning allows me to organize learning time better.	10%	40%	50%	-
17	I feel that Blended Learning provides sufficient opportunities to participate in discussions	20%	25%	55%	-
18	Blended Learning allows me to get enough help from fellow students.	10%	40%	50%	-
19	I feel that Blended Learning helps me develop relevant skills for the future.	10%	40%	50%	-
20	Blended Learning provides good accessibility to learning resources.	-	45%	55%	-

Table 3 summarizes students' perceptions of blended learning based on questionnaire responses. Most students view it positively, with 50% appreciating its flexibility, 65% feeling motivated, and 60% valuing discussion opportunities. However, challenges persist. Half of the students find comprehension difficult, 60% believe it does not aid concept understanding, and 55% feel discussion opportunities are lacking. While blended learning offers benefits in flexibility and motivation, issues remain in comprehension, interaction, and accessibility.

Table 4. The Classification of Students' Perception Post Pandemic

No	Classification	Score	Percentage	Category Perception	Total
1	Strongly Agree	67	16.75%	Positive Perception	57
2	Agree	161	40.25%	Positive Perception	
3	Disagree	172	43%	Negative Perception	43
4	Strongly Disagree	0	0	Negative Perception	
		400	100%		100%

To summarize, table 4 reveals that 57% of students hold a positive perception of blended learning, with 16.75% strongly agreeing and 40.25% agreeing with the statements. However, 43% of students express a negative perception, as they disagree with the statements, while no students strongly disagree (0%).

Compared to students' perceptions during the pandemic (Table 2), there is a noticeable decrease in positive perception (from 71% to 57%) and an increase in negative perception (from 29% to 43%). This suggests that while many students still recognize the benefits of blended learning, a growing number have developed concerns or challenges with its implementation post-pandemic.

Graham, C., (2006) emphasizes that blended learning is most effective when it successfully integrates the strengths of both online and face-to-face instruction, ensuring that students receive structured guidance while maintaining flexibility. The decline in positive perception post-pandemic suggests that while students initially adapted to digital learning out of necessity, they now seek more structured and interactive learning experiences. Similarly, Moore (1993) highlights that the level of transactional distance in an educational setting, determined by dialogue, structure, and learner autonomy, affects student engagement and motivation. A reduction in real-time interaction, as seen in blended learning environments, can create psychological barriers between students and instructors, which may explain why students post-pandemic are leaning toward in-person instruction. In addition, Sweller, (1994) argues that learning effectiveness depends on cognitive load, where excessive self-regulation and independent learning demands in online settings can overwhelm students, making face-to-face interaction more beneficial for deeper understanding.

Supporting this perspective, a study involving senior high school students in North Sumatra, Indonesia, found that many preferred traditional classroom learning over online methods. These students reported that face-to-face interactions provided a better learning experience, citing improved understanding, direct communication with teachers, and a more structured learning environment as key reasons for their preference (Dalimunte et al., 2023).

While blended learning offers significant advantages, including flexibility, personalized learning, and improved learning outcomes, it also presents challenges. Factors such as a lack of technological competence and poor internet access can hinder its effectiveness. To ensure successful implementation, sustained student motivation and engagement, adequate teacher training and support, and high-quality online learning materials must be prioritized (Ejuchegahi, 2024).

Previous research, including studies by Pratama, (2023) and Dewi & Daulay, (2024), supports the idea that students continue to acknowledge the advantages of blended learning but also value the structure and social interaction of traditional classrooms. The post-pandemic decline in strong positive perception suggests that while blended learning remains relevant, its implementation should emphasize interactive learning strategies, improved assessment models, and enhanced instructor-student engagement to maximize its effectiveness in modern education.

Conclusion

The transition to blended learning during the COVID-19 pandemic was met with generally positive perceptions among English language students, primarily due to its flexibility and the continuity it provided during a crisis. Then students continue to have positive perception of blended learning in English learning post-pandemic. However, post-pandemic, there appears to be a shift, with some students expressing a preference for traditional face-to-face learning. This change highlights the importance of addressing challenges such as technological barriers and the need for structured interaction in blended learning environments. Future implementations of blended learning should consider these factors to enhance effectiveness and student satisfaction.

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