Students' Preferences Toward Virtual, Classroom, and Blended Learning

I Gusti Ngurah Wira Wiguna, Ganesha University of Education, Indonesia
ngurahwirawiguna@gmail.com

Abstract

This research aims to find out the learning system that students want after the COVID-19 pandemic, and the reason they chose the learning system. This study uses various survey methods. The subject of this study was all 11th grade students at SMA Negeri 2 Negara. This study uses google form questionnaires as research instruments. The research instrument consists of 11 indicators divided into 48 statements. The data obtained from the questionnaire are the student's response, which then the number of responses is summed and divided to find the average score of the student's response for each learning system. Scores from each learning system (virtual/online, classroom/face-to-face, and blended) are compared. The results of the study showed that students in SMA Negeri 2 Negara prefer to learn with a face-to-face learning system compared to blended learning systems and online / virtual learning systems. The reason students in SMA Negeri 2 Negara prefer face to face learning is because they can understand the material better through direct interaction with teachers and students.

Keywords: Student, Preferences, Learning Systems.

Introduction

Technological developments have a broad impact in various aspects of the life sector, especially in teaching and learning process (Vai & Sosulski, 2015). Normally, conventional English learning is usually done in schools, where teachers can teach students in real time in class. During face-to-face learning activities, teachers can provide learning materials, tasks and carry out other learning activities with students directly in a classroom. Teachers can also know the character of students through direct interaction in face-to-face learning. For students, face to face learning can help them to have direct discussions with the teacher and their friends in class(Graham, 2006). In face to face learning, the teacher needs to master classroom management skills in order to create and maintain a good classroom atmosphere and can support students during the learning process (Marzano et al., 2011). Classroom management skills include preparing the class well, preparing learning materials and classroom activities, and preparing learning variations to keep the optimal learning conditions in the classroom (Lyons et al., 2011). Meanwhile, in the current pandemic conditions, conventional learning is less effective and difficult to do, it can potentially increase the risk of virus transmission to students (Paramahita, 2021). In order to maintain teaching and learning activities, and avoid the risk of COVID-19 transmission, conventional learning system, was modify into virtual learning (Mukhtar et al., 2020). During the COVID-19 pandemic, virtual

learning was the most implemented learning system to decrease the risk of virus transmission, because this learning system can be done anywhere and anytime with an internet connection (Aboagye et al., 2020). The advantages of virtual learning can be used by teachers to carry out learning activities during a pandemic (Shahzad et al., 2020).

Classroom Learning or face-to-face learning is a type of learning system that focuses on direct interaction between students and teachers. In face-to-face learning activities, teachers can provide learning materials, tasks and carry out other learning activities with students directly in a classroom. Teachers can also know the character of students through direct interaction in face-to-face learning. For students, face to face learning can help them to have direct discussions with the teacher and their friends in class (Graham, 2006). In face-to-face learning, teachers can directly meet and interact with students. A teacher can monitor student activities in the classroom. Face to face learning has several weaknesses, such as limited space and a limit to the number of students that can be managed by the teacher in learning activities. Space is an important element in face-to-face learning. Teachers have limits in handling a number of students, which limits the number of students who can participate in learning activities conducted by a teacher.

With the decline in COVID-19 cases, many school are beginning a transition to conventional learning through blended learning. Blended learning is a combination of virtual learning and conventional learning. In blended learning, interactions between teachers and students in learning activities can occur virtually and face-to-face (VanderStoep & Johnston, 2009). Blended learning is a type of learning that can be done face-to-face and virtually (Littlejohn & Pegler, 2007). These advantages make blended learning very suitable for use in countries that are in the transition from virtual learning to post-pandemic conventional learning, such as in Indonesia, where the implementation of blended learning is used to divide the student's study schedule into face-to-face sessions and online / virtual sessions. However, there were several problems encountered by teachers when using the blended learning system. Observation conducted by researcher found that there were a few students that have problems adapting to blended learning. In addition, it was also found that students were very active and focused in participating in virtual learning, but became passive when participating in face-to-face learning. Therefore, survey-based research is needed to determine the learning system desired by students in this post-pandemic period, for the effectiveness of teachers as educators in conducting teaching and learning activities. The survey is a type of research by utilizing the responses from respondents to a phenomenon that has occurred (Kerlinger, n.d.). This survey uses questionnaires as instruments for data retrieval, where questionnaire are research instruments that consist of a series of questions that aim to obtain information from respondents about certain phenomenon (Stockemer, 2019).

This research begins with collecting data from student responses, then continues by comparing each learning system (virtual learning, classroom learning and blended learning) based on student preferences, ending with a conclusion to determine the learning system needed by students in this post-pandemic period. Research on student preferences has been carried out by (Muthuprasad et al., 2021)., (Al Salman et al., 2021)., (Gherheș et al., 2021)., (At Thaariq et al., 2020)., and (Chamorrow, 2018). Each of them has investigated student preferences, towards virtual and conventional learning during the pandemic. Based on these facts and result from related

studies, the researcher interested in investigating the types of learning systems that student prefer during post pandemic of COVID-19, and the reasons that underlie students' choice in learning system.

Method

The design research is survey research. Survey is a type of research that uses a questionnaire as the main data collection tool (Chaudhuri & Stenger, 2005). Based on (Louis Cohen, 2001), survey consists of identifying research variables, determining research subjects, observing, analyzing data, and making conclusions. The subject of this study was all of 11th grade students at SMA Negeri 2 Negara, which totals 339 students. This study uses google form questionnaires as research instruments. The questionnaire was adapted from (Muthuprasad et al., 2021), and (Shahzad et al., 2020) with modification. The data obtained from the questionnaire is the student's response, which then the number of responses is summed and divided to find the average score of the student's response.

Findings and Discussions

1. **Type of Learning Systems that Student at SMA Negeri 2 Negara Prefer During Post Pandemic of COVID-19**

From the survey conducted, 161 student responses were obtained. The results of the student's response are then summed and divided to determine the average score of each learning system which could be seen on Figure 1 bellow.

Figure 1. The Final Average Comparison Chart between Face-to-face Learning, Virtual learning, and Blended learning
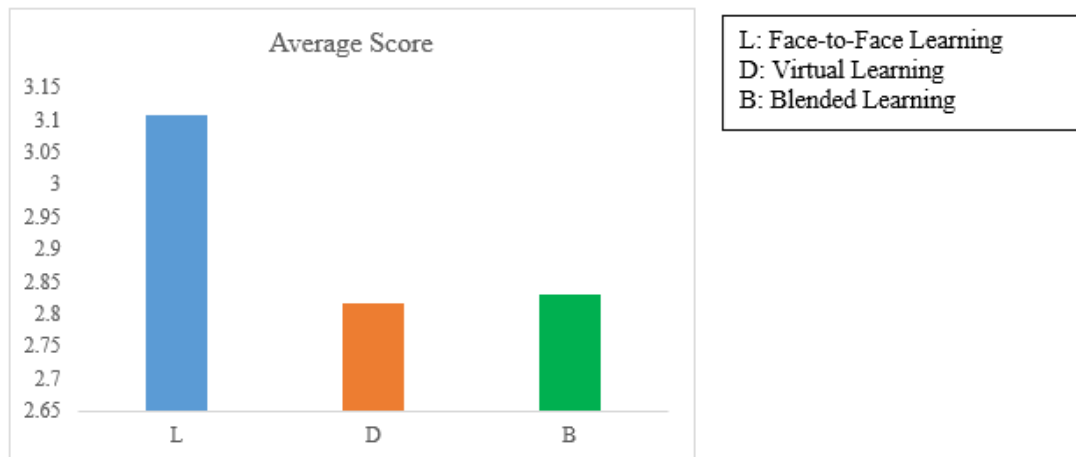
Based on Figure 1, shows score average of the overall indicator consisted face to face learning with 3.11, blended learning with a score 2.83 and virtual learning with a score 2.81.Based these result, face-to-face learning (L) becomes the most desirable learning system for students when compared to virtual / online learning system (D), and blended learning system (B). From

these results prove that face-to-face learning is learning systems that students prefer during post pandemic of COVID-19.

2. The Reason Students at SMA Negeri 2 Negara Choose Face-to-face Learning System

Based on the survey results, students stated 3 reasons why they prefer the face-to-face learning system than the other learning systems. Firstly, students at SMA Negeri 2 Negara prefer a learning system that focuses on direct interaction. They argue that interacting directly in learning activities can help them more focused more and quicker to understand the learning material. When compared to blended and virtual learning systems, students at SMA Negeri 2 Negara prefer the face-to-face learning system, because they can interact directly such as discussing and talking with other students and their teachers. In addition, they also feel more comfortable by meeting face to face with two-way interaction. Second, students at SMA Negeri 2 Negara believes it is easier to understand the material given during learning activities with a face-to-face learning system. They argue that during the learning activities with the virtual learning system, they have difficulty understanding the learning material provided by the teacher in the online classes. Meanwhile, regarding participating in blended learning activities, students have difficulty understanding the material, because the time for face-to-face sessions is limited, and still require to do independent learning activities in online classes. Based on these statements, students at SMA Negeri 2 Negara prefers face to face learning system because they can understand the learning material better by interacting directly with friends and receive guidance from the teacher in the classroom.

Third, Students at SMA Negeri 2 Negara still have limited supporting gadgets and poor internet connection, which causes them to prefer face to face learning systems than virtual learning and blended learning systems. Not all students at SMA Negeri 2 Negara have gadgets that can support learning activities that focus on the use of technology and the internet, especially students who are in areas with little to no internet connection. This makes it difficult for them to participate in learning activities during virtual learning and virtual sessions in blended learning. The face-to-face learning system, which focuses on direct interaction in the classroom, makes students at SMA Negeri 2 Negara choose this learning system, because this learning system does not depend on internet access in the implementation of its activities. The result of interview could be seen on Table 1.

Table 1. The Result of Student Interview

Respondent	Preferred Learning System	Reason
Student 1	Face-to-face	Face-to-face learning is easier to understand than online-based learning."
Student 2	Face-to-face	I'm more excited because I can meet friends and there is fun in itself than being alone at home which makes me bored quickly
Student 3	Face-to-face	It will be easier to discuss with the teacher directly and the material will also be easier for students to understand
Student 4	Face-to-face	when I study online, I have many problems, such as signals and internet quota that are not supportive when I am taking lessons)

Student 5	Face-to-face	Face-to-face learning makes it easier for students and not difficult for students who are constrained by devices and signals
Student 6	Face-to-face	Face-to-face learning (offline) makes me understand (focus) more on the materials that my teacher provides than I have to learn online (online)
Student 7	Face-to-face	it's easier for me to understand if I learn face-to-face
Student 8	Face-to-face	I think the face-to-face learning system makes me more focused on learning and easy to understand than online-based learning
Student 9	Face-to-face	With face-to-face we can at least get an experience of how fun it is to learn with friends at school.
Student 10	Face-to-face	I feel I can understand the material better during face-to-face learning. Compared to online learning, offline learning is more effective in my opinion. Meanwhile, blended learning, in my opinion, blended learning is quite draining.

The results of the research that has been carried out are in line with the research conducted by Gherheş et al., (2021). In this study, a survey was conducted on students at the Politehnica University of Timisoara in Romania, showing that students like the face-to-face learning system. The study also shows that students are not interested in the online learning system because of the lack of direct interaction between students and friends and teachers. Meanwhile, according to research conducted by Muthuprasad et al., (2021) showed that students showed positive responses in online learning activities. They like effective online learning activities with smartphones, video recordings, and quizzes at the end of the learning activity. Then, research conducted by Al Salman et al., (2021) showed that students like distance learning, especially during the COVID-19 period. From the study, students revealed that distance learning / virtual learning is the best solution for the learning system in the post-pandemic of COVID-19.

Differences in the results of research conducted with some results from studies that have been conducted by previous researchers are caused by several factors, namely: (1) School facilities and gadgets owned by students at SMA Negeri 2 Negara still unable to support learning systems that utilize technology such as virtual learning and blended learning effectively; (2) Most students of SMA Negeri 2 Negara where still live in areas with poor internet connection. This situation make students of SMA Negeri 2 Negara are more comfortable studying with a face-to-face learning system than learning systems that use technology and the internet such as virtual learning and blended learning; (3) Students at SMA Negeri 2 Negara prefer to interact with friends and teachers directly in the classroom. Virtual learning systems that are carried out online, and blended learning systems that divide learning activities into virtual and face-to-face sessions sometimes make it difficult for students to be able to socialize and interact with their friends and teachers.

Conclusions and Suggestions

Students at SMA Negeri 2 Negara prefer the face-to-face learning system as the best learning system in the post pandemic of COVID-19. The results of the survey showed that of the

3 learning systems consisting of face-to-face learning systems, virtual learning systems, and blended learning systems, the highest average score of student response was in the face-to-face learning system. There are 3 reasons that cause face to face learning system as a learning system that is preferred by SMA Negeri 2 Negara students in the post pandemic COVID-19. First, SMA Negeri 2 Negara students like a learning system that focuses on direct interaction and socialization activities between fellow students and teachers. Second, students at SMA Negeri 2 Negara felt more comfortable and can understand learning materials better when participating in face-to-face learning activities in the classroom. Third, poor school facilities, poor internet connections, and gadgets owned by students are not able to support learning systems that use technology and internet connection effectively.

The suggestions this study can offer, first to internet service providers are advised to further expand and maximize internet capabilities, especially in places that have not received a good internet connection. This needs to be done to support learning systems that use technology and the internet such as virtual learning and blended learning. Second, English teachers are advised to be able to make learning activities more interesting, especially in online learning activities. With the provision of easy-to-understand materials, and special guidance to students who have not really mastered technology, it is expected that students can have the motivation to follow online-based and blended learning activities. Third, students are advised to continue practicing and keeping abreast of technological developments. It is expected that with good mastery of technology, students have no difficulty following technology-based learning activities, especially during the post pandemic of COVID-19. For researchers who want to do similar research it is advisable to pay attention to things that consist of environmental conditions, school conditions, and student conditions. By paying attention to this, it is expected that the research conducted is able to get satisfactory results as planned.

References

Aboagye, E., Yawson, J. A., & Appiah, K. N. (2020). COVID-19 and E-Learning: the Challenges of Students in Tertiary Institutions. *Social Education Research*, *2*(1), 1–8. https://doi.org/10.37256/ser.212021422

Al Salman, S., Alkathiri, M., & Khaled Bawaneh, A. (2021). School off, learning on: identification of preference and challenges among school students towards distance learning during COVID19 outbreak. *International Journal of Lifelong Education*, *40*(1), 53–71. https://doi.org/10.1080/02601370.2021.1874554

Anderson, T. (2008). *The Theory and Practice of Online Learning*. AU Press.

At Thaariq, Z. Z., Surahman, E., Nurhikma, Murti, S. A., Faqiroh, B. Z., & Kusworo, N. R. (2020). *Analysis of Learners Characteristics and Learning Process Preferences during Online Learning*. *508*, 49–54. https://doi.org/10.2991/assehr.k.201214.211

Chamorrow, M. L. M. (2018). Comparing Online English Language Learning and Face-to-Face English Language Learning at El Bosque University in Colombia. *Virginia Commonwealth University, ProQuest Dissertations Publishing*, 1–122. https://scholarcompass.vcu.edu/etd/5343

Chaudhuri, A., & Stenger, H. (2005). Survey Sampling Theory and Methods Second Edition. In

Statistical Methods in Psychiatry Research and SPSS.

Gherheş, V., Stoian, C. E., Fărcaşiu, M. A., & Stanici, M. (2021). E-learning vs. Face-to-face learning: Analyzing Students' Preferences and Behaviors. *Sustainability (Switzerland)*, *13*(8), 1–15. https://doi.org/10.3390/su13084381

Graham, C. R. (2006). Blended learning systems: Definition, current trends, and future directions. *Handbook of Blended Learning: Global Perspectives, Local Designs*, *May*, 3–21.

Kerlinger. (n.d.). *Kerlinger 1973.pdf*.

Littlejohn, A., & Pegler, C. (2007). Preparing for blended e-Learning. In *Preparing for Blended e-Learning*. https://doi.org/10.4324/9780203961322

Louis Cohen, L. M. & K. M. (2001). 1 Research Methods in. In *The American Biology Teacher* (Vol. 63, Issue 1).

Lyons, G., Arthur-Kelly, M., & Ford, M. (2011). Classroom management theory. In *Classroom Management: Creative positive learning environments* (3rd ed.). Cengage Learning Australia Level.

Marzano, R. J., Gaddy, B. B., Foseid, M. C., Foseid, M. P., & Marzano, J. S. (2011). *A Handbook for Classroom Management that Works*. Association for Supervision and Curriculum Development.

Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, limitations and recommendations for online learning during covid-19 pandemic era. *Pakistan Journal of Medical Sciences*, *36*(COVID19-S4), S27–S31. https://doi.org/10.12669/pjms.36.COVID19-S4.2785

Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID -19 pandemic. *Social Sciences & Humanities Open*, *3*(1), 1–10. https://doi.org/10.1016/j.ssaho.2020.100101

Paramahita, K. B. C. (2021). Students' Perception of Google Classroom Implementation as Online Learning Media. *Journal of Educational Study*, *1*(2), 62–72. https://doi.org/10.36663/joes.v1i2.189

Shahzad, S. K., Hussain, J., Sadaf, N., Sarwat, S., Ghani, U., & Saleem, R. (2020). Impact of Virtual Teaching on ESL Learners' Attitudes under Covid-19 Circumstances at Post Graduate Level in Pakistan. *English Language Teaching*, *13*(9), 1. https://doi.org/10.5539/elt.v13n9p1

Simonson, M., Smaldino, S., Albright, M., & Zvacek, S. (2015). *Teaching and Learning at a Distance (Sixth Edition)*. Information Age Publishing, Inc. http://learning.fon.edu.mk/knigi/teachinganlearningatadistance-4.pdf

Stockemer, D. (2019). *Quantitative Methods for the Social Sciences*. Springer International Publishing. https://doi.org/10.1007/978-3-319-99118-4

Vai, M., & Sosulski, K. (2015). Essentials of Online Course Design. In *Essentials of Online Course Design*. Routledge. https://doi.org/10.4324/9781315770901

VanderStoep, S. W., & Johnston, D. D. (2009). *Research methods for everyday life: blending qualitative and quantitative approaches* (Vol. 24).