

# Student Perceptions of Blended Learning Lectures at the Department of Educational Administration Faculty of Education State University of Padang

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## ABSTRACT

This research is motivated by the development of digital technology has revolutionized the world of education by presenting blended learning methods, namely a combination of offline and online learning, the purpose of this study is to explore further how students' perceptions Department of Educational Administration, Faculty of Education, State University of Padang, Padang about this blended lecture. Blended learning is a learning method that combines face-to-face learning and online learning, and has been applied to several courses in this department. This research uses a quantitative approach with descriptive methods. The instrument used was a questionnaire distributed to 178 respondents of 2021 and 2022 batch students. The results showed that in general students have a positive perception of all blended learning indicators, namely live events, self-paced learning, collaboration, assessment, and performance support materials. However, there are technical constraints such as poor internet signal and limited online learning facilities. This research is expected to be an input for the development of a better blended learning system in the future.

## 1. INTRODUCTION

The development of information and communication technology has penetrated into various sectors, including education. Blended learning, which combines online and offline learning, emerges as an adaptive learning method. This model is considered effective to support students' learning flexibility in the digital era (Chaeruman, 2019). Blended learning gives students the opportunity to access materials independently and allows direct interaction through face-to-face sessions. However, the effectiveness of this model is highly dependent on the perception of students who are the subject of learning. A positive perception reflects the acceptance of this method and supports its success (Sudarman, 2015).

According to Bokolo (2021), students' perceptions of blended learning are determined by the quality of learning interactions, technological support, and the availability of teaching materials. Research by Anthony Jnr (2022) also shows that students who benefit from the flexibility of blended learning will be more actively involved. However, blended learning also presents challenges, such as limited facilities, internet connectivity constraints, and the readiness of lecturers and students in mastering technology (Nikolopoulou & Zacharis, 2023). These conditions also affect students' perceptions and learning experiences. At Universitas Negeri Padang, blended learning has been implemented in several courses of the Department of Educational Administration, such as Computer Educational Administration, Pedagogy, and Labor Management. Constraints such as limited classrooms and internet signals are the reasons for implementing this method.

Blended learning also has a contribution in shaping learning that is more active, collaborative, and in accordance with the needs of the times. Evaluation of student perceptions is important to understand the implementation of this method more comprehensively (Riinawati, 2021). Blended learning not only offers advantages in terms of flexibility, but also challenges, especially related to technological readiness, infrastructure, and the ability of lecturers and students to manage online learning. Students' perception of blended learning is very important to study, as it can affect the effectiveness of the implementation of this method. Some studies show that students' perception of blended learning is highly influenced by the quality of technology, infrastructure readiness, and lecturer support. Students who have positive experience with online learning tend to have better perception and higher participation.

In the Department of Educational Administration at Universitas Negeri Padang, blended learning has been implemented in various courses. However, there are still limitations, such as internet connectivity problems and limited campus facilities, which become obstacles in the learning process. This research is important to explore more deeply how students perceive blended learning, as well as the obstacles and benefits they experience during the course. The results of this research are expected to be the basis for improving the learning system in the future. The main objective of this research is to find out students' perceptions related to five main indicators in blended learning, namely live event, self-paced learning, collaboration, assessment, and performance support materials.

## **2. METHOD, DATA, ANALYSIS**

This study uses a descriptive method with a quantitative approach. The research population was all students of the Department of Educational Administration class of 2021 and 2022, totaling 321 people. The sample was taken using proportional random sampling technique and based on the Slovin formula with an error rate of 5%. so that a sample of 178 students was obtained. The research instrument is a questionnaire with a Likert scale which includes five indicators of blended learning. The questionnaire was tested for validity and reliability first. The data were analyzed descriptively using the calculation of the average score and classified into five categories (strongly disagree to strongly agree) according to the scale interpretation used by Sarwono & Handayani (2021).

## **3. RESULTS AND DISCUSSION**

- A. Live Event Students give a positive perception of face-to-face learning. The average score is 4.42 (agree category), with the highest score on the statement "I attend face-to-face learning as scheduled" (4.68). This shows that direct interaction remains an important component in learning. This finding is in line with Wahyuni & Etfita's (2019) opinion that direct interaction in the classroom facilitates an active and participatory learning process.
- B. Self-Paced Learning Online lectures are also positively assessed by students with an average score of 4.22. However, the main obstacle is internet connectivity, which causes access difficulties in some areas. Despite this, most students feel comfortable learning independently. According to Shadika Abidin & Bahtiar (2024), ideal blended learning requires adequate technological infrastructure to support self-paced learning.
- C. Collaboration Collaboration both online and offline is considered effective with an average score of 4.35. Students feel that cooperation in groups is easier to do through digital platforms, and they can access documentation of discussion results at any time. As stated by Chairiyani et al. (2023) that online discussions and teamwork enrich the learning experience.
- D. Assessment The combined online and offline assessment received an average score of 4.35. Students rated offline exams as more honest and controlled, but recognized that online exams have a higher risk of cheating. According to Carman (2005), the combination of online and offline evaluation should be designed to remain fair and valid.
- E. Performance Support Materials The average score for teaching materials was 4.26. Students rated the digital teaching materials provided by lecturers as quite helpful for the learning process, although some still expected more complete and structured materials. Hendarita (2018) stated that quality teaching materials are one of the keys to blended learning.

*Table 1. Average Student Perceptions of Blended Learning Indicators*

Indicator	Average Score	Category
Live Event	4,42	Agree
Self-paced Learning	4,22	Agree
Collaboration	4,35	Agree
Assessment	4,35	Agree
Performance Support Materials	4,26	Agree

#### 4. CONCLUSION

Based on the results of the study, it can be concluded that students have a positive perception of the application of blended learning in the Department of Educational Administration FIP UNP. All indicators of blended learning obtained an average score in the agree category, indicating students' acceptance of this method is quite good. Nevertheless, some challenges still need to be considered, such as limited internet connection and the availability of complete digital teaching materials. Therefore, the campus is expected to improve infrastructure and lecturer training to optimize blended learning.

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