

# Blended Learning in Counseling Laboratory Techniques (CLT) Courses: Student Perceptions About the Effectiveness of Learning

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## Abstract

The learning system regularly undergoes changes that require instructors and learners to utilize electronic media and online networks to carry out the learning process, with the hope that learning can be more productive. This study aims to analyze students' perceptions of learning that combine conventional methods and online methods, as well as see their effectiveness in laboratory-based courses. This study used 165 students as a sample and 15 students as participants for semi-structured interviews. Data were collected using a closed questionnaire that has been tested for validity and reliability and interviews. The research findings show that students' perceptions of blended learning in the effective category and active blended learning contribute to students in learning. The findings of this study can be input in improving the quality of learning in higher education and improving graduate achievement.

**Keyword:** Blended Learning, Counseling Laboratory Techniques, Perceptions.

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## INTRODUCTION

The development of education in Indonesia is continuously changing, especially in higher education curricula, which must adjust to technological developments (Asri, 2017). The current university curriculum is called the Indonesian National Qualification Framework Curriculum (KKNI) through Presidential Regulation No. 8 of 2012 requiring each study program to clarify the profile of its graduates so that it can adjust to the needs in the community (Nugrahadi et al., 2018; Siagian & Siregar, 2018). One of the achievements of the graduates of Islamic guidance counseling is to be able to do counseling both individually and in groups (Bustamam, 2016). One of the courses that support the improvement of counseling practice competency is the Counseling Laboratory Technique (CLT).

CLT courses are practical learning based on the theory of counseling approaches by experts and learn about skills in counseling practice such as *attending, observing, appropriate questioning, paraphrasing and reflecting, and summarising* (Jean, 2004), *communication skills, listening, responding* (Seden, 2005). So, to do these practices need to do face-to-face learning in the classroom. According to Owston, Garrison, and Cook's research, face-to-face meetings need to be held for the first year so students can receive more direction (Alebaikan & Troudi, 2010). Currently developing a learning model that integrates face-to-face learning and online-based learning is a necessity. Merging face-to-face learning and online-based

learning systems are included in the Blended Learning category. Blended Learning Learning is a logical evolution in learning that integrates advances in technological innovation based on online learning compared to traditional learning (Thorne, 2003).

The term blended learning was initially used to combine learning using an electronic system (*e-learning*) (Fearon et al., 2011; Lothridge et al., 2013; Wilson & Smilanich, 2005; Wong et al., 2014). In the 1990s, Blended learning or hybrid learning was used to convey distance learning to students using a technological approach to improve student learning and encourage teachers to update their teaching methods continually (Taylor, S. & Todd, 1995). The technology used in blended learning in the form of multimedia technology, Video Streaming CD-ROM, virtual classes, e-mails, voicemails, confirmation calls, online animated texts, and online videos (Thorne, 2003; Wang et al., 2019). So, to answer the challenges of the industrial revolution 4.0, blended learning is thought to be a solution in learning.

Blended learning is described for this analysis as combining useful aspects of online and face-to-face learning environments, where students and teachers communicate with and without the use of technology (Tselios et al., 2011; Vaughan & Garrison, 2005). Blended learning is a methodology that incorporates electronic and face-to-face delivery methods and fits different learning styles (Wu et al., 2010). There are several advantages to using blended learning, including being able to illustrate the transformative potential, providing space and opportunities for universities to use technology more comprehensively, encouraging inquiry communities, and supporting active and meaningful learning (Garrison & Kanuka, 2004). This opinion is very relevant to CTL courses that require comprehensive learning and active learners to develop counseling skills.

Some research related to the implementation of learning using blended learning from various countries and various research samples (Alebaikan & Troudi, 2010; Bervell & Umar, 2018; Wang et al., 2019). Ninth grade students are given work on the usefulness of blended learning (Alsalhi et al., 2019). A survey in the United States in 2002-2003 showed that at the undergraduate, postgraduate, and doctoral level institutions offered to use blended learning or hybrid classes (Garrison & Vaughan, 2008). Furthermore, research on school institutions in the United Kingdom (UK) that uses learning that uses a blended learning approach (Wilson & Smilanich, 2005). Meanwhile, (Koúar, 2016) researches blended learning in language classes at students in Turkey. However, there is still very little research on the use of blended learning in learning in tertiary institutions, specifically related to lectures in CLT.

Regarding the effectiveness of learning by using blended learning in laboratory-based lectures. Thus, this study was conducted to examine students' perceptions of blended learning and the effectiveness of blended learning in counseling laboratory engineering lectures. By conducting this research, the research findings can later be used as input in improving the quality of learning in tertiary institutions and improving graduate performance.

## METHODS

In this research design, a descriptive approach was chosen because it was considered to be able to decipher the data (Creswell, 2012). This research was conducted at one of the State Islamic University in Indonesia. The sample in this study was chosen using a random sampling of 165 students and 15 participants who will be interviewed in a semi-structured manner. The instrument used to collect research data was developed by Garrison and Vaughan (2012) which consists of several parts: 1) in the form of a choice of statements that can be selected by more than one answer; 2) scale in the form of 5 Answer choices (1 = Decrease and 5 = increase, 1 = strongly disagree and 5 = strongly agree, and 1 = very heavy and 5 = very light), and 3) in the form of multiple-choice with choice of questions statement ("Online and classroom work improve each other"). The instruments developed by Garrison and Vaughan were basically in English. However, because the research sample was not proficient in English, the original instruments were presented in English and accompanied by

an Indonesian translation. Later, the questionnaire was distributed using Microsoft Form, an online-based survey tool that could facilitate the distribution of the questionnaire to the sample. Data collected in this study were analyzed with two approaches; perceptions about blended learning are analyzed using quantitative and qualitative data relating to the perceptions of students about the effectiveness of blended learning. Quantitative data analysis uses descriptive statistics to analyze the average value compared to the number of respondents. Meanwhile, the interview data that has been recorded will be transcribed and given a code to find the same findings (Poon, 2014). To ensure the trustworthiness and credibility of the study, researchers conducted peer debriefing (Creswell, 2012; Janesick, 2015).

## RESULTS AND DISCUSSION

Data that has been collected and tabulated will then obtain respondents' demographics, which can be seen in tables 1 to 4.

**Table 1. Student Status**

Status	Number of Respondents	Percentage
Full Time	90	54,55 %
Part Time	75	45,45 %

**Table 2. Student Residence**

Residence	Number of Respondents	Percentage
On-campus residency	3	1,82 %
Commuting from off-campus	162	98,18 %

**Table 3. Student age**

Age	Number of Respondents	Percentage
19	12	7,27 %
20	109	66,06 %
21	32	19,39 %
22	9	5,46 %
23	3	1,82 %

**Table 4. Student Gender**

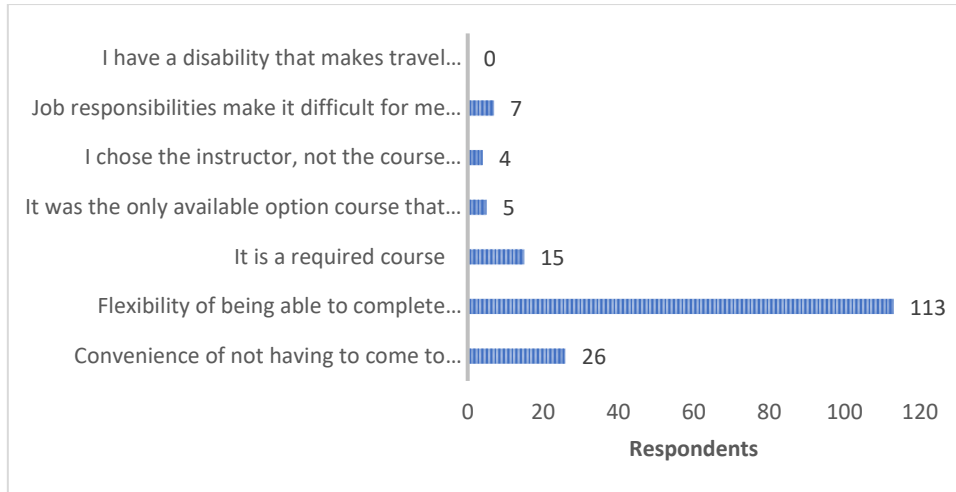
Gender	Number of Respondents	Percentage
Male	61	36,97 %
Female	104	63,03 %

Based on data collected through surveys, some respondents came from students who study full time without side jobs, live outside the campus environment, are 20 years old, and are female. Furthermore, the questionnaire data can be processed descriptively. The calculation results are as follows:

**Table 5. Mean, Standard Deviation**

Variable (N=165)	Mean	Standard Deviation
Blended Learning Perspective	33,14	4,157

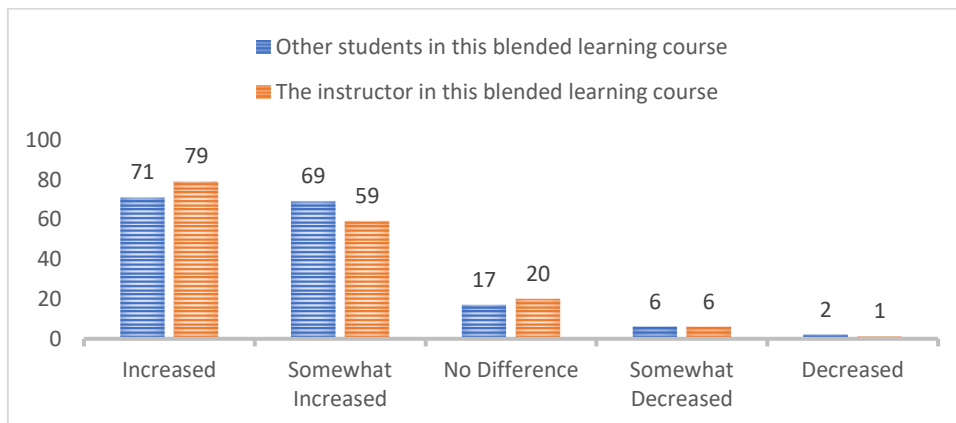
Based on Table 5, the authors have categorized students' perspectives on the blended learning of CTL courses. Student perceptions of blended learning in CTL courses are in the effective category. The results of this descriptive test illustrate that the implementation of blended learning in the CTL course runs effectively. To strengthen this data, the authors describe the results of the questionnaire answers.



**Figure 1. Main Reasons for Choosing Blended Learning in TLK Course.**

In Figure 1, it can be understood that as many as 68.48% of students choose blended learning as a system because they can complete the material and assignments anywhere and anytime. Furthermore, it was followed by the reason that 15.76% of students felt comfortable not having to always come to campus to conduct lectures. Moreover, the lowest reason chosen by students is 0% due to physical disabilities that prevent students from coming to campus. The results of the interview reinforce this finding. Some respondents stated that the blended learning teaching system could facilitate students in completing assignments effectively and efficiently.

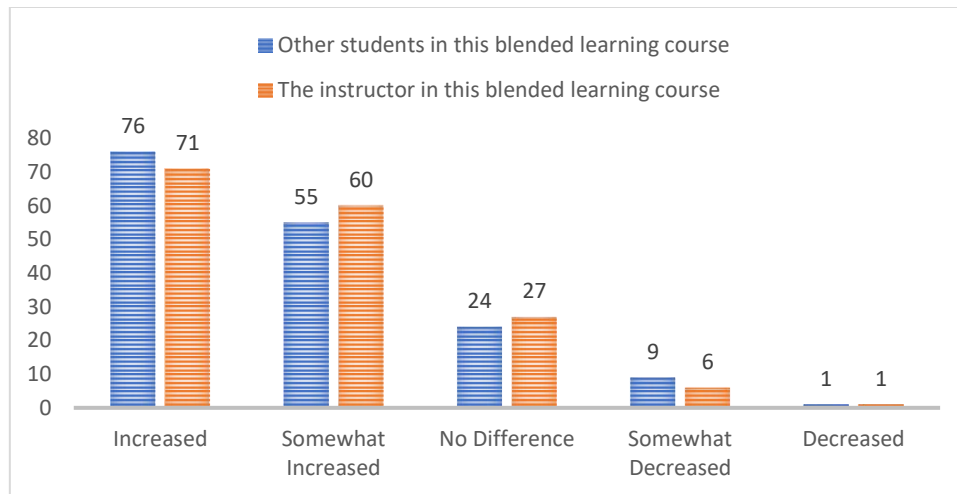
Furthermore, the research findings are useful blended learning, and this can be seen in the distribution of answers to items with indicators of interaction and learning quality. Based on the data, students stated an increase in learning interactions and the quality of learning while using blended learning. This data can be seen in Figures 1 and 2.



**Figure 2. Student Perceptions of Blended Learning in CTL Course Based on Number of Interactions**

The findings of this research data are related to the results of previous studies. Blended learning can be implemented at the tertiary level effectively, taking into account various aspects such as infrastructure, teaching staff, and students (Dos, 2014; Mitchell & Honore, 2007). All universities, in general, strive to achieve the level of satisfaction and involvement of students in learning, but the development of challenging technology to change their views and strategies in achieving it (Carbonell et al., 2013). Meanwhile one university in Europe has discovered the advantages of mixed learning and students are seen as more involved, productive, creative, competitive and contextual (Dolmans et al., 2005). Blended learning aims

at combining valuable facets of electronic and face-to-face learning contexts, in which students and teachers communicate with and without technologies (Tselios et al., 2011; Vaughan & Garrison, 2005).



**Figure 3. Student Perceptions of Blended Learning in CTL Course Based on Quality of Interaction**

The research data findings in Figure 1, the most widely chosen alternative answer is "flexibility to be able to complete the task anywhere / anytime" with several 68.48% of the total number of respondents. This result is in accordance with the belief that students will typically access on their laptops or computers lectures on interactive learning platforms such as; videos or audio slides, and playback. The advantages over traditional methods of teaching are many. Of illustration, there's more mobility than conventional pedagogy, but also students can efficiently access learning material at the learning venue, regardless of location, time or physical presence. Many students may equalize their responsibilities to work and study, so this is an excellent way to receive and disseminate simple teaching or lecture content. In order to respond, lectures, presentations, evaluation sessions and training courses for revision purposes can also be accessed "on request." They can be played back at any time to receive additional details, improve the overall plan for revision and achieve learning outcomes (Fearon et al., 2011).

In addition to benefits, there are challenges in using blended learning as a teaching method. In this study, students agreed (as much as 56.97% of the total respondents) that useful resources support the use of this learning system (Figure 4). The results of the interview also corroborated this finding. Some respondents stated that the university where they studied had facilitated resources such as educators and the internet that was sufficient to implement blended learning as a learning method.

Apart from the research findings, this study has limitations. The limitation is in the form of a variable that is blended learning, and in the research, the area is still in one university in one study program. Thus, future research must consider the scope of the data and other variables to broaden the research results.

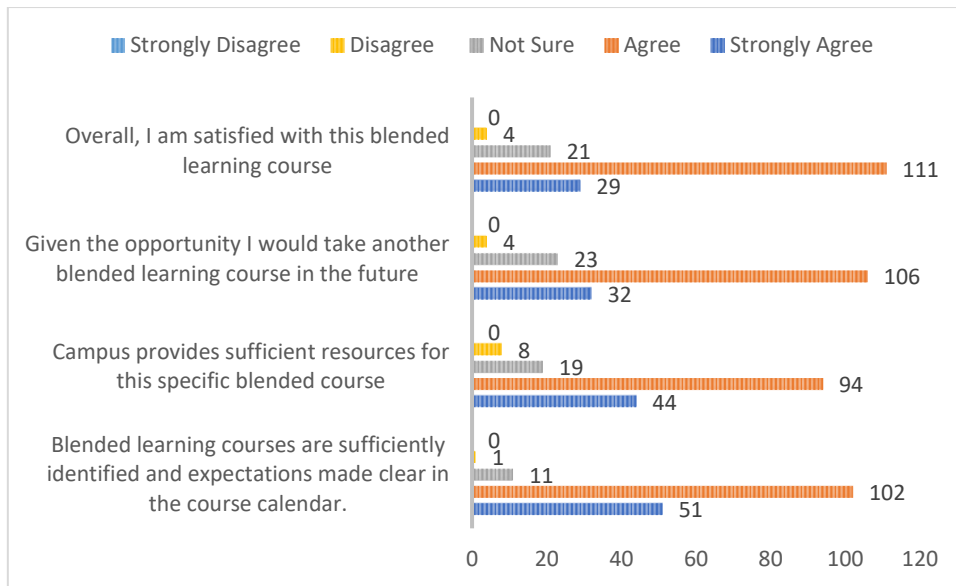


Figure 4. Student Perceptions about the Effectiveness of Blended Learning in CTL Course

## CONCLUSION

Using blended learning in learning to follow technological developments. Based on the findings of this study, it can be concluded that blended learning counseling laboratory courses in the useful category. The findings of this study can be used to optimize further learning with a blended learning system in laboratory-based courses and to improve the achievements of graduates of study programs.

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