
BLENDING LEARNING MEDIATED INSTRUCTION IN ENGLISH CLASS: STUDENT ENGAGEMENT

Oleh

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Abstract: *There have been many discussions on the concepts of student engagement in learning during Blended learning mediated instruction. Student engagement tended to be discussed in academic activities during Pandemic learning. This study explored the students' engagement in a project-based blended learning classroom. It investigated how the project-based blended learning model motivates student engagement. A case study approach was adopted that involved ten English department students. Questionnaires and interviews were used to collect the data. Deci and Ryan's theory (1985) opted to analyze the data. The results contribute to higher education pedagogy by providing insights into the use of project-based blended learning models in engaging students.*

INTRODUCTION

The COVID-19 pandemic has created fully online teaching and learning where teachers and students make use of digital or networked technologies to make learning and teaching possible. Not only human lives but also education fields have been impacted by the Coronavirus pandemic. Considering the social distancing principles, all face-to-face classes were suspended because of the ongoing COVID 19 pandemic instead of online meetings. The online teaching sessions were conducted every day by using the free version zoom (Agarwal, & Kaushik, 2020). In addition, many U.S. schools also have implemented remote learning (Morgan, 2020). The Covid-19 pandemic has forced the community to be adaptive to the various forms of social change such as health protocol standards that must be applied in all aspects of people's lives including education.

In response to the structural changes in education fields because of the Covid-19 pandemic, some challenges are faced by the stakeholders. Many problems emerged dealing with the quality of online courses that require experienced instructional designers and greater assistance with video and multimedia components (Austin, 2010). Following the above problems, the Ministry of Education and Culture of Indonesia has issued Decree No. 3 / M / 2021 on the Key Performance Assessment Index (IKU) of State Universities and Higher Education Institutions. There are eight key performance indicators in the decision, one of which is an undergraduate and D4 / D3 / D2 course using classroom learning, a problem-based learning method (case method), or project-based group learning.

The prior problems provided valuable insights on the issues students and teachers experienced during project-based online learning. During online learning, various kinds of pedagogical practices and technology use are implemented during remote learning. The qualities of students' involvement in teaching-learning activities are closely associated with high quality of learning. Student engagement serves as a means to examine the relationship between students' learning outcomes and the quality and degree of their involvement with academic peers, teachers, and wider communities, and with institutional processes and disciplinary learning (Krause, & Armitage, 2014). This study explored the students' engagement in a project-based blended learning classroom

LITERATURE REVIEW

Due to the Covid-19 pandemic having forced all schools and universities to shift into online learning, various kinds of pedagogical practices and technology use are implemented as a consequence of online learning applications. The qualities of students' engagements in teaching-learning activities become parts of important matters that need to be considered. Some engagement experts highly value the importance of engagement in both school and organized out-of-school contexts (Fredricks: 2011, Zepke: 2015). Engagement here can provide a richer picture of learning by incorporating aspects of behavior, emotion, and cognition into one multidimensional construct. Engagement is seen as a glue linking the classroom, personal background, and the wider community since it becomes an essential aspect in contributing to learning. In higher education (HE), as seen from a structural perspective, student engagement reduces the role of student agency (Adi Badiozaman., Leong., & Jikus, 2020). It plays a role as a key facilitator of retention, persistence, and success (Green 2018; Kahu and Nelson 2018).

Student engagement, which is energized by motivation as explained by self-determination theory (SDT), is a prerequisite for the success of virtual learning (Chiu, 2021). Self-Determination Theory (SDT) (Deci and Ryan 1985) provides an apt framework as it posits that there are three fundamental human needs: the need for autonomy, competence, and relatedness as the source of students' inherent and proactive motivation. The three needs of SDT, that is autonomy support, structure, and involvement can nurture students' interests and encourage them to engage in learning out of volition instead of externally imposed pressure (Hornstra et al. 2018). Self-determination theory (SDT) is a theory of motivation that uses traditional empirical methods to build its theory and to inform its classroom applications.

RESEARCH METHOD

An exploratory case study design was deployed to explore how the lecturers motivate the students to engage in project-based online learning. Involving ten students of the English department, Questionnaires and interviews were used to collect the data. These students came from diverse social-economic backgrounds and they were asked to fill out the consent form first. In-depth virtual interviews were conducted with the participants to elicit their perceptions and experiences about the students to engage in team-based online learning with the Self-determination theory (SDT) framework. Self-determination theory (SDT) is a theory of motivation that uses traditional empirical methods to build its theory and to inform its

classroom applications. Thematic analysis patterns were used for analyzing the data. The patterns consist of identifying, analyzing, and reporting repeated patterns (Braun and Clarke 2006).

RESULTS AND DISCUSSION

Following Deci and Ryan of Self-determination theory (1985), the source of students' inherent and proactive motivation to actively engage comes from three fundamental human needs. They need competence, a sense of belonging, and autonomy. Below are the results of students' questionnaires and the excerpts of students' interviews.

Table 1. The Questionnaire Data on Students' Engagement in Online Teaching-Learning Process based on SDT (30 respondents).

No	Indicator	Sub	Strongly Agree	agree	disagree	Strongly disagree
1	Need of Competence	Knowing how to achieve my goals	50%	50%	0	0
		Knowing how to apply what I learn	33.3%	33.3%	33.4%	0
		Knowing where to get help	40%	60%		0
		Knowing how the systems here work	20%	60%	20%	0
		Knowing how to access learning support service	60%	40%	0	0
		Knowing how to use the library to support my learning	20%	60%	20%	0
		Knowing how to help other students with their learning	20%	60%	20%	0
		Knowing how to draw attention to what needs changing	40%	30%	30%	0
2	Sense of	Feeling	23.33%	70,03%	6.64%	0

	Belonging	accepted by teachers				
		Feeling comfortable with other students	26.67%	40%	33.33%	0
		The feeling I belong here	66.67%	33.33%	0	0
		The feeling I am valued as a person	13.34%	53.33%	33.33%	0
		Feeling accepted by other students	20%	60%	20%	0
		Wanting to meet teachers' expectations	40%	30%	30%	0
		Wanting to learn alongside other students	40%	30%	30%	0
		Joining in social occasions	60%	40%	0	0
3	Autonomy	Taking responsibility for my learning	33.3%	33.3%	26.67%	6.73
		Having clear goals	33.3%	33.3%	33.4%	0
		Finding my resources to help me learn	60%	40%	0	0
		Making social contacts with other students	50%	50%	0	0
		Setting a high standard for myself	40%	30%	30%	0
		Talking to	40%	30%	30%	0

		students with views different from my own				
		Questioning teachers about their teaching	50%	50%	0	0
		Taking a leadership role in student affairs	20%	80%	0	0

The table above shows that almost all of 30 respondents believe that project-based blended learning engages the students in the teaching-learning process in terms of in need of competence, a sense of belonging, and autonomy. The needs for competence are indicated by some indicators. Sense of belonging and autonomy also have some indicators.

In other words, most of them agreed that through project-based blended learning, they were motivated to engage in the teaching-learning process because the online learning platform such as Elita (Electronic Learning Universitas Tidar, Zoom, Google meet, google classroom, and so on allow the interaction between students and lecturer. In addition, students can effectively access learning resources through virtual learning media.

In addition to that, the questionnaire data are also supported by the excerpts of student interview results. Below are some examples.

Student 1

Self-study and looking for lots of references Often read scientific articles and journals that support lectures, look for references in the library.

Student 2

Pay more attention to the material/subject matter of learning delivered by the supervisor and other students in the delivery of presentations. Pay attention to the assignments given by the lecturer and try to do them on time.

Student 3

Manage time well, learn and do what you love. Learn and manage your time well so you don't mess up Join community organizations outside campus, participate in helping junior high school students, create public speaking content.

From the above excerpts, we can infer that the students are motivated to actively engage in the online teaching-learning activities in a project-based blended learning classroom. It can be seen from the students' utterances. Their activeness is in *looking for lots of references, paying more attention to the material/subject matter of learning, paying attention to the assignments, and also learning and managing your time well*. In conclusion, it can be affirmed the use of project-based blended learning models can motivate the students to actively engage in the teaching-learning activities.

CONCLUSION

Referring to the results of the study, it can be asserted that the use of project-based blended learning models can motivate the students to actively engage in the teaching-learning activities. This denotes the questionnaire and interview results. In addition, it needs to create various activities in project-based blended learning models that inspire the students to actively engage in the teaching-learning activities.

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