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NON-ENGLISH DEPARTMENT STUDENTS' READINESS IN FLIPPED-CLASSROOM OF BLENDED LEARNING

Oleh

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Abstract

Blended-learning is able to provide students with an independent learning atmosphere and also a learning environment that facilitates their respective learning styles so that later they can achieve their learning goals more easily. The non-English department students are required to take the English course. After almost two years of experiencing full online learning, currently learning English is given in a blended-learning manner. Following the initial assumptions, maybe this will be a win-win solution in this transition period. To provide the best, an approach namely Flipped-Classroom was applied to English classes for non-English Department Students. The research aimed to answer the following question: How is the non-English Department students' readiness in Flipped-Classroom of Blended Learning? The research was mixed-method research. The results of the study revealed that the students' readiness analyzed from seven categories obtaining 65,99%. This percentage showed medium qualification. Furthermore, non-English Department students' readiness in Flipped-Classroom of Blended Learning was in medium level.

Keywords: Students' Readiness; Flipped-Classroom; Blended-Learning

PENDAHULUAN

The education sector has begun to open face-to-face classes starting at the Kindergarten, Elementary, Middle and High School levels. The face-to-face classes continue to comply with the Covid 19 protocol and go through an official permit process from the parents of students. In some schools, the opening of face-to-face classes is still 50% of the total students in one class. However, there are many schools that have dared to open face-to-face classes up to 100% with a shorter duration, which is only 3 to 4 hours a day.

The opening of face-to-face classes and the promotion of the 3rd vaccine have brought new optimism for schools and universities to start face-to-face classes, which during the COVID-19 period seemed difficult to do. Especially for subjects that require practice in the laboratory or learning activities that require direct supervision from the teacher, for example in science subjects, which more or

less can post a risk to student safety if done without supervision. English during the pandemic has also experienced challenges, especially because there are several skills courses that require hands-on practice with students or teachers. The limitations in face-to-face more or less pose new challenges in teaching English.

Currently, the education system is now more familiar and steadily blending in with technology. The pandemic, which required the learning process to be carried out online, turned out to have a good impact on the synergy between education and technology. Not only asynchronous learning, but now even synchronous learning can be the first choice. To adapt both, educational institutions implement blended learning.

As stated by Brew (2008: 98), blended-learning aims to achieve more effective results by combining online and face-to-face learning. Blended-learning is considered capable of



providing a learning experience in which through this learning model, students are able to complete assignments in a more efficient time (McCarthy & Murphy, 2010:67). In addition, this learning model is able to provide students with an independent learning atmosphere and also a learning environment that facilitates their respective learning styles so that later they can achieve their learning goals more easily (Marsh, 2012: 4). This kind of discourse is very encouraging to students/students and educators that at least one phase has been passed and will enter another phase which is expected to better support the process of learning adaptation to the new normal era. But now some questions arise: Are students ready for blended-learning?; May they still be trapped in the full online situation?; Or do they still adore the full face-to-face class? At least the three questions above will greatly disturb education actors in welcoming learning models in the new normal era.

In the world of higher education, especially in non-English departments, there are several general courses that must be given to their students as capital of basic and applied skills and knowledge. One of them is the English course. The non-English department students are required to take the English course. After almost two years of experiencing full online learning, currently learning English is given in a Blended-learning model. Following the initial assumptions, maybe this will be a win-win solution in this transition period. To provide the best, an approach that is Flipped-Classroom is also applied to English classes for non-English Department Students so students are ready. Furthermore, the research aims to answer the following question: How is the non-English Department students' readiness in Flipped-Classroom of Blended Learning?

METHODS

Research design

This study aimed to reveal the Non-English Department Students' Readiness in Flipped-Classroom of Blended Learning. The research implements phenomenological qualitative research. Phenomenological research is an examination that tries to comprehend people's perceptual experiences, perspectives, and comprehension of a certain phenomenon. Moreover, phenomenological research is originated in an inflection of individual insight and subjectivity and delivers more importance to individual experience and representation (Pathak, 2017). This study attempts to answer a research question: How is the non-English Department students' readiness in Flipped-Classroom of Blended Learning?

Research site and participants

This subject of the research was the non-English department students in one of private universities. There were 81 participants involved in this study. This research was conducted in even semester of Academic Year 2022/2023.

FINDINGS AND DISCUSSION

This study aimed to find out reveal the Non-English Department Students' Readiness in Flipped-Classroom of Blended Learning. According to Wut et al., 2022, there were seven categories to measure and find out students' readiness in Flipped-Classroom in online learning. This study adopted the seven categories and its items to reveal the students' readiness in Flipped-Classroom in both online and face-to-face namely Blended-learning. The seven categories were (1) Technology Readiness, (2) Learner Control, (3) Online Communication Self Efficacy, (4) Self-directed Learning, (5) Motivation for Learning, (6) Perceived Control, and (7) Intention.

**Table 1. Technology Readiness**

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
SDL1	4,9%	16%	54,3%	24,7%
SDL2	3,7%	33,3%	48,1%	14,8%
SDL3	6,2%	33,3%	49,4%	11,1%
SDL4	3,7%	9,9%	64,2%	22,2%
SDL5	3,7%	9,9%	64,2%	22,2%
SDL6	4,9%	6,2%	60,5%	28,4%
SDL7	4,9%	18,5%	50,6%	25,9%
SDL8	6,2%	4,9%	60,5%	28,4%

After analyzing the questionnaire results by applying formula by Sugiyono (2009, p. 144), the percentage of Technology Readiness was 61,1%. The percentage showed students' readiness in Technology obtained medium qualification.

Table 2. Learner Control

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
LC1	2,5%	13,6%	63%	21%
LC2	4,9%	6,2%	56,8%	32,1%
LC3	2,5%	8,6%	65,4%	23,5%
LC4	2,5%	8,6%	61,7%	27,2%
LC5	3,7%	16%	51,9%	28,4%
LC6	3,7%	11,1%	56,8%	28,4%
LC7	2,5%	11,1%	59,3%	27,2%

After analyzing the questionnaire results by applying formula by Sugiyono (2009, p. 144), the percentage of Learner Control was 71,4%. The percentage showed students' readiness in the category of Learner Control obtained medium qualification.

Table 3. Self-directed Learning

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
SDL1	4,9%	16%	54,3%	24,7%
SDL2	3,7%	33,3%	48,1%	14,8%
SDL3	6,2%	33,3%	49,4%	11,1%
SDL4	3,7%	9,9%	64,2%	22,2%
SDL5	3,7%	9,9%	64,2%	22,2%
SDL6	4,9%	6,2%	60,5%	28,4%
SDL7	4,9%	18,5%	50,6%	25,9%
SDL8	6,2%	4,9%	60,5%	28,4%

After analyzing the questionnaire results by applying formula by Sugiyono (2009, p. 144), the percentage of Self-Directed Learning was 63,8%. The percentage showed students' readiness in Self-Directed Learning obtained medium qualification.

Table 4. Motivation for Learning

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
MfL1	3,7%	7,4%	66,7%	22,2%
MfL2	7,4%	0%	51,9%	40,7%
MfL3	3,7%	8,6%	67,9%	19,8%
MfL4	4,9%	9,9%	65,4%	19,8%
MfL5	2,5%	11,1%	70,4%	16%
MfL6	3,7%	27,2%	51,9%	17,3%
MfL7	4,9%	22,2%	55,6%	17,3%
MfL8	3,7%	14,8%	64,2%	17,3%

After analyzing the questionnaire results by applying formula by Sugiyono (2009, p. 144), the percentage of Motivation for Learning was 67,6%. The percentage showed students' readiness in Motivation for Learning obtained medium qualification.

Table 5. Perceived Control

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
PC1	3,7%	23,5%	60,5%	12,3%
PC2	2,5%	16%	70,4%	11,1%
PC3	2,5%	9,9%	76,5%	11,1%
PC4	3,7%	24,7%	60,5%	11,1%

After analyzing the questionnaire results by applying formula by Sugiyono (2009, p. 144), the percentage of Perceived Control was 61,6%. The percentage showed students' readiness in Perceived Control obtained medium qualification.

Table 6. Intention

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
I1	1,2%	14,8%	70,4%	13,6%
I2	1,2%	9,9%	74,1%	14,8%
I3	3,7%	4,9%	74,1%	17,3%

After analyzing the questionnaire results by applying formula by Sugiyono (2009, p. 144), the percentage of Intention was 70,06%. The percentage showed students' readiness in Intention obtained medium qualification.



Table 7. Online Communication Self Efficacy

Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
OCSE1	3,7%	9,9%	69,1%	17,3%
OCSE2	3,7%	9,9%	66,7%	19,8%
OCSE3	2,5%	11,1%	66,7%	19,8%
OCSE4	2,5%	16%	63%	18,5%
OCSE5	4,9%	23,5%	58%	13,6%

After analyzing the questionnaire results by applying formula by Sugiyono (2009, p. 144), the percentage of Online Communication Self Efficacy was 66,4%. The percentage showed students' readiness in Online Communication Self Efficacy obtained medium qualification.

CONCLUSIONS AND SUGGESTION

Blended-learning is able to provide students with an independent learning atmosphere and also a learning environment that facilitates their respective learning styles so that later they can achieve their learning goals more easily. The non-English department students are required to take the English course. To provide the best, an approach namely Flipped-Classroom was applied to English classes for non-English Department Students. The research aimed to find out the non-English Department students' readiness in Flipped-Classroom of Blended Learning. The results of the study revealed that the students' readiness analyzed from seven categories obtaining 65,99%. This percentage showed medium qualification. Furthermore, non-English Department students' readiness in Flipped-Classroom of Blended Learning was in medium level.

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HALAMAN INI SENGAJA DIKOSONGKAN