

Language Curriculum Innovation: Exploring the RPL Students' Respond of Factors of BL Adoption in Higher Education

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A B S T R A C T

Blended learning (BL) is a demand for curriculum innovation. The need of BL for working students is avoidable. This research investigates the respond of the Recognition of Past Learning (RPL) program students of factor that influence students toward blended learning adoption in higher education. This research employed quantitative method with survey design. The subjects of the research were 25 of RPL students. To collect the data, the researcher used questionnaires with Likert scale. The data analysis was descriptive statistics. Results showed that 84% RPL students preferred BL setting. The students also manifested a positive respond of each factors of the blended learning adoption in their campus. Thus, positive support factors, students' attitude, students' perspective, and learning effectiveness regarding blended learning adoption has positive contribution to innovate curriculum development especially for RPL class.

Keywords: blended learning, curriculum, innovation, respond

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INTRODUCTION

The COVID-19 pandemic has brought extensive changes in educational sector, starting from the curriculum, learning media, and the social behavior of teachers and students (Sarnoto, 2022). The implementation of the education system is undergoing transformation in various lines of activity, including learning activities which are all forced to take place online. As the new normal period has entered, online learning is still ongoing by combining it with face-to-face learning. Then, it is called as blended learning. In fact, the best universities that implement blended learning have emerged. These campuses even have special systems and applications to support the effectiveness of online learning, such as the E-learning System for Academy Community for UGM, Airlangga University with E-learning Application (AULA) (Asmara, 2016). Likewise, campuses in various provinces also have an e-learning learning system. Blended learning on various campuses is assisted by advanced technology such as through computerized systems or online collaborative learning spaces.

The mixture of full face to face (F2F) and online learning is also implemented by one of the language institute units in Pekanbaru in carrying out its lecture process. The lecture process has started since Covid-19 with full online classes, then continuing with blended lectures for the last 2 years. The method used in this activity is blended learning (mixed learning) where the technical implementation of activities is divided into two systems, namely synchronous and asynchronous. In the process of activities in the classroom or virtual classroom, the activities carried out are discussion activities, while outside the

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classroom activities, the guidance activities are in the form of instructions from the supervisor for studying independently and in groups regarding the topics discussed or namely flipped activity.

Currently, studies regarding to blended learning (BL) are very diverse. A research conducted by (Cao, 2023) showed that blended learning blended learning can improve performance, attitude, and achievement in most countries. Moreover, a study by (Mesh, 2016) concluded that BL has been demonstrated to be equally as effective as a language learning methodology as traditional classroom teaching. In addition, (Johler, 2022) revealed that blended learning environments have opened new avenues for collaboration and communication. This paper offers an investigation on the recognition of past learning (RPL) program students' respond of blended learning adoption at Language Learning Centre in Pekanbaru.

The Needs of Blended Learning for Curriculum Innovation

Basically, the blended learning method is a mixture (Dzuiban et al., 2016) of face-to-face and online learning experience (Cahapay, 2020); in order to implement flexible, efficient and effective teaching and learning process. (Stein, J and Graham, 2014) at all levels and scales from local to regional to global (Leininger-frézal et al., 2023). Briefly, the combination of the two methods is regarded as a suitable implementation of educational system nowadays.

Furthermore, the question that often arises is why blend. The purposes of blended learning are increasing access, decreasing costs, improving learning (Stein, J and Graham, 2014), workload, students' attitude, effectiveness (Dzuiban et al., 2016). In short, it cannot be denied that blended learning benefits the learning process.

Currently, blended learning (BL) becomes a strategic issue to support students' success in learning. As (Mirriahi et al., 2015) states that BL is considered to provide flexible learning as a solution for higher education students. It is also helpful for part-time and working students who are in trouble to attend language courses in their classroom intensively (Darajat, 2016). Moreover, blended learning is a useful approach to develop new curriculum structures and content to educate students about global change (Leininger-frézal et al., 2023). In conclusion, the issue of blended learning encompasses the area of curriculum, teaching method, etc.

Since the higher education is increasingly adopting BL, a curriculum innovation is required. As it is stated by (Mirriahi et al., 2015) that the encouragement of BL due to the need of flexibility and the utility of technology. Moreover, the urgency of the new learning innovations needed to overcome complex global challenges (Faraniza, 2021). In other words, the advantages of digital devices and students' learning environment should be considered to improve the quality of learning.

METHOD

This research employed a quantitative method with survey design. The study aimed to test hypotheses or to describe the RPL students' respond of blended learning applied in their learning system at campus (Creswell, 2009).

The population of the study was the first semester students of Recognition of Past Learning (RPL) Program of Nursing Faculty of Language Centre Service in Pekanbaru. In this case, 25 of the students were chosen as samples through total sampling technique.

The instrument used to collect the data was a questionnaire that consisted of thirteen survey items. The statements represented four components, namely supportive factors, students' attitude, students' perspective, and learning effectiveness. The questionnaire was made in the form of Google Forms and distributed into WhatsApp group. The questionnaire was adapted from (Anthony et al., 2022) with some modifications. The answer options were based on the Likert scale that consisted of five options (e.g., Strongly agree with the score of 5, agree with the score of 4, neutral with the score of 3, disagree with

the score of (2), and strongly disagree with the score of 1. The validity of this questionnaire was in terms of construct validity. The construct validity was tested by using Pearson Product Moment and all items reached an r-count above the r-table (0.2706). It means that all items were valid. The reliability of the questionnaire was tested by using Cronbach Alpha with a score of 0.975 (Reliable).

FINDINGS AND DISCUSSION

Results of Questionnaires

Question 1: Do you prefer full face-to-face learning in class or blended learning?

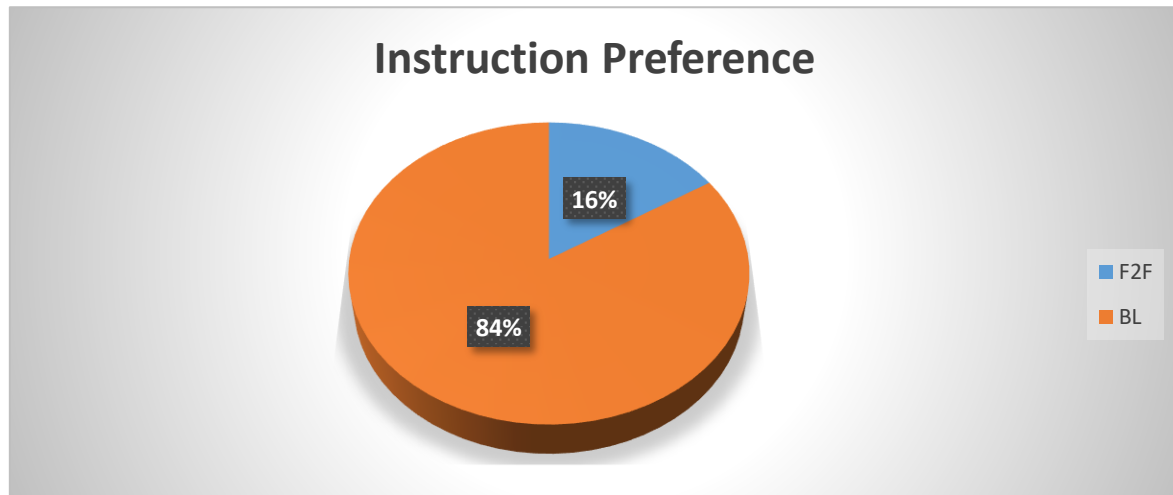


Figure 1. Result 1

From the first question, 21 students preferred to blended learning system. It convinced us a big demand of blended learning for the Recognition of Past Learning (RPL) Program Students. Furthermore, the researcher also provided close-ended questionnaires in order to identify the students' responds on BL adoption.

Students' responds of blended learning adoption

Table 1. The Students' Respond Toward Blended Learning

Number of Students	Percentage (%)	Category
3	12	Very Positive
20	80	Positive
2	8	Neutral
0	0	Negative
0	0	Very Negative

Based on the questionnaire about the factors that influence blended learning adoption above, majority of the students' respond was in 80% positive category. It reached 20 of 25 students. Moreover, 12% of them had very positive category of BL adoption. Although 8% of the students seemed neutral, but none of them had negative and very negative respond toward BL adoption. From the results of the data, it can be considered that BL is beneficial

for the students. The results obtained from this study were in parallel with those obtained from similar studies. For example, after distributing twenty survey items, it was revealed that the experiences and opinions of the students about the blending learning were generally positive (Yılmaz & Malone, 2020).

Table 2. Supportive Factors

Statement	Total Score	Average Score	Average Score of the Category	Category
I have sufficient experience in using IT so that I can adapt to the blended learning system.	97	3.88		
I provide maximum time and effort to be involved in the blended learning system.	104	4.16	4.05	Positive
I feel interested and can concentrate while following the blended learning system.	100	4.00		
I feel blended learning is more flexible.	104	4.16		

Table 2 indicates that the students' respond of supportive factors of BL adoption is positive. It means that they have sufficient experience in using IT so BL adoption does not become problem for them. Heilphon, et.al reveals that the enormous of digital devices were promoted the undergraduate students to engage their behavior, emotional, and learning construction (Heilporn et al., 2021). Further, the students might provide time and effort to be involved in BL setting. Moreover, the students are appealing to follow the BL system and can concentrate very well. At last, the students feel that BL is more flexible. It is obvious that time, place, pace could be controlled by the students due to the flexibility of BL. A review of literature research conducted by Ossiannilsson shows that blended learning does not only save time but also provides convenience and flexibility of learning (Ossiannilsson, 2018).

Table 3. Students' Attitude

Statement	Total Score	Average Score	Average Score of the Category	Category
I feel positive and enthusiastic about the blended learning system.	101	4.04		
I am able to learn with technology effectively.	97	3.88	3.94	Positive
I have the ability to manage my time to complete assignments in online learning as I do assignments in offline classes.	98	3.92		

From table 3, it is noticed that the factor of students' attitude toward BL adoption is positive. The first statement shows that the students feel positive and enthusiastic about BL system. After full online learning in Covid-19, the students seem easy to engage with technology. Further, they are also able to manage their time to complete all assignment as they have done in the classroom. The study by Radia reveals that the students had a positive attitude towards blended learning due to the learning setting that encouraged them to be more responsible to themselves (Radia, 2019). It emphasizes that the students'

attitude is very affecting in their adaptability to blended learning. This significant finding is also in line with those who reported that the more positive attitude students have to the learning aspects, the much better adaptability they have to the implementation of blended learning (Tang, 2013); (Yulia, 2017).

Table 4. Students' Perspective

Statement	Total Score	Average Score	Average Score of the Category	Category
I have easy access to blended learning (online and offline) due to the availability of an internet connection.	102	4.08		
Teachers are able to respond quickly to suggestions and problems faced by students.	101	4.04	4.00	Positive
I can easily interact with my friends in blended learning.	97	3.88		

As depicted in table 4, the average score of the overall items above is 4.00. The findings of the questionnaires' results showed the factors dealing with students' perspective of BL adoption is positive. This insight confirmed the study of (Mesh, 2016) about learning achievement of BL; (Radia, 2019) on BL environment; (Johler, 2022); (Armellini et al., 2021); (Attard, 2022). Those researches possess a diverse study focus, namely blended learning contributions to higher learning achievements than face-to-face settings; blended learning contribution in enhancing students' reading skills; collaboration and communication happening in digital learning arenas; and making learning accessible. Even though the studies above have various focuses, they all lead to one conclusion regarding a positive view of the implementation of blended learning settings.

Table 5. Learning Effectiveness

Statement	Total Score	Average Score	Average Score of the Category	Category
I feel satisfied with the blended learning system.	100	4		
I feel I have the ability to run a blended learning system.	97	3.88	3.96	Positive
I had a pleasant experience while following the blended learning system.	100	4		

Result from the first item of table 5 show that they students feel satisfied with the BL system. It is as stated in a research that students are satisfy with online learning due to flexibility, convenience, clarity of design, and ease-of-use (Krasnova & Vanushin, 2016). They also have ability to run a BL system. Moreover, they had an excited experience to follow the BL adoption. It means that the overall items show the learning process of BL adoption is effective. This finding is in agreement with the findings of Muller, et.al who state that the offering of BL with reduced classroom time was effective as long as the educational design quality is maintained (Müller et al., 2023). In addition, in a survey research, it was found

three indicators of BL effectiveness in higher education; the learners 'characteristic, design features, and learning outcomes (Kintu et al., 2017).

Table 7. The overall of Students' Respond of Factors that Influence LB Adoption

Statement	VA(%)	A (%)	N (%)	D (%)	VD (%)
I have sufficient experience in using IT so that I can adapt to the blended learning system.	20	48	32	0	0
I provide maximum time and effort to be involved in the blended learning system.	28	60	12	0	0
I feel interested and can concentrate while following the blended learning system.	16	68	16	0	0
I feel blended learning is more flexible.	28	60	12	0	0
I feel positive and enthusiastic about the blended learning system.	20	64	16	0	0
I am able to learn with technology effectively.	16	56	28	0	0
I have the ability to manage my time to complete assignments in online learning as I do assignments in offline classes.	12	68	20	0	0
I have easy access to blended learning (online and offline) due to the availability of an internet connection.	20	68	12	0	0
Teachers are able to respond quickly to suggestions and problems faced by students.	16	72	12	0	0
I can easily interact with my friends in blended learning.	8	72	20	0	0
I feel satisfied with the blended learning system.	12	76	12	0	0
I feel I have the ability to run a blended learning system.	8	72	20	0	0
I had a pleasant experience while following the blended learning system.	12	76	12	0	0

Related to table 7, some results have been found. Item 1 shows that more than half of the students (68%) regard that they usually have experience to use IT and it gives them benefits to adapt blended learning. Item 2 shows that 88% of the students have been involved in blended learning setting. This result can be interpreted that the students has awareness to be involved in this kind of instruction. Item 3 indicates that 84 % of the total students enjoy learning and concentrate with combination of face to face and online instruction. Since 28 % of the respondents strongly agree to the fourth statement, 60 % agree, this proves that flexibility of item 4 in blended learning system is valid. The result of item 5 proves that 84% of the respondents are excited and optimistic of the implementation of blended learning setting. The result of item 6 demonstrates that more than half of the respondents (72%) are competence to use e-learning platform as part of learning system. The result of item 7 displays that 80% of the students are able to manage their time to accomplish instructions in e-learning as they do in F2F class. The result of item 8 clarifies that 88% of the respondents do not face obstacle to access e-learning due to attainability of internet connection. Since 16 % of the respondents strongly agree to the statement, 72 % agree, in item 9, this reveals that most of the students do not face interruption to discuss learning materials

with their teachers during online class. Item 10 explains that approximately 80% of the students are easy to make contact with their colleagues online. Item 11 responds the students' satisfaction of blended learning. It reaches 88% of the respondents. Item 12 shows that 80% of the students can attain enhanced learning. At the last item, it seems that adopting BL is entertaining of students' learning process which gains 88% of the total respondents.

Based on the analysis the collected data above, this study has investigated some findings. First, majority of the recognition of past learning (RPL) program students or 84% of 24 students prefer blended learning (BL) setting to full face-to-face (F2F) instruction. Second, the students' respond of factors that influence BL adoption is positive. Third, students' tendency to BL adoption is showed in some factors. In supportive factors, the highest items are providing time and flexibility which reached 88% for each item. In term of students' attitude, the highest item is being positive and enthusiastic in BL adoption which reached 84%. Dealing with students' perspective, the highest items refer to availability and quickly respond from teachers which reached 88% for each item. At last, in term of learning effectiveness, the highest items belong to satisfaction and pleasant experience which reached 88% for each item. None of the students was in disagree and very disagree categories.

In short, all students of recognition of past learning(RPL) program had positive respond to the factors that influence blended learning (BL) adoption in their campus. They felt many conveniences and flexibility with the BL setting. This proves that BL setting is one of the innovations in the curriculum. In addition, this study has limitations in terms of the sample and instrument. Therefore, the further researchers have to involve more respondents and use interview to get more comprehensive findings.

CONCLUSIONS

Based on the result and the discussion above, it can be concluded that the students of Recognition of Past Learning (RPL) Program has positive respond of the factors that influence Blended Learning (BL) adoption. As working students, the blended learning system is very helpful so that they can access education without fully attending traditional face-to-face learning. Therefore, the need for online learning is inevitable, especially for university students who work either part-time or full-time. Limited time to access full face-to-face lectures should be a consideration for universities to innovate in curriculum development. Positive support factors, students' attitude, students' perspective, and learning effectiveness regarding blended learning adoption in the previous studies can trigger an institution to continually improve the blended learning system.

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