

## HOW EFFECTIVE IS BLENDED LEARNING FOR SHORT COURSES IN LANGUAGE AND ART FOR INTERNATIONAL STUDENTS?

*Seberapa Efektifkah Blended Learning Bagi Kursus Pendek Pelajaran Bahasa dan Seni Bagi Siswa Internasional*

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### Abstrak

Tujuan dari penelitian ini adalah untuk menyelidiki kemajuan dan kemampuan bahasa Inggris bagi siswa internasional yang kurang lancar ketika mereka belajar bahasa Inggris agar lebih mudah memahami materi pembelajaran seni yang sesuai dengan pemahaman media selama pembelajaran tatap muka atau online.. Penelitian ini dilakukan pada mahasiswa internasional Institut Seni Indonesia Padangpanjang di masa pandemi. Pengumpulan data dilakukan dengan menggunakan metode distribusi dengan menggunakan teknik menyimak dan analisis hasil dengan perhitungan rata-rata. Temuan penelitian ini menunjukkan bahwa siswa internasional dengan tingkat kecakapan bahasa Inggris yang lebih rendah yang menerima pengajaran melalui platform pembelajaran online menunjukkan hasil belajar yang lebih baik dibandingkan rekan mereka yang menerima pengajaran melalui cara offline. Kesimpulan ini dicapai melalui pengujian hipotesis. Penggunaan media pembelajaran online untuk pengajaran kelompok siswa yang memiliki komunikasi interpersonal terbuka, menghasilkan hasil belajar bahasa Inggris yang lebih baik untuk kelompok siswa tersebut daripada penggunaan media pembelajaran offline untuk kelompok siswa yang sama.

**Kata-kata kunci:** media belajar, belajar bahasa, mahasiswa internasional, hasil belajar

### Abstract

The objective of this study is to investigate the progress and ability of English for international students who are less fluent when they learn English to make it easier to understand art learning materials that are compatible with media understanding during face-to-face or online learning. This research was conducted on international students of the Indonesian Institute of Arts Padangpanjang during the pandemic. Data collection is carried out using distribution methods using listening techniques and analysis of results with average calculations. The findings of this study show that international students with lower levels of English proficiency who receive instruction through online learning platforms show better learning outcomes than their peers who receive instruction through offline means. This conclusion is reached through hypothesis testing. The use of online learning media for teaching groups of students who have open interpersonal communication, results in better English learning outcomes for that group of students than the use of offline learning media for the same group of students.

**Keywords:** learning media, language learning, International Students, learning outcomes

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## INTRODUCTION

It is a challenge for language teachers to be more interactive with students who are not native English speakers during language lessons (El-Omari & Bataineh, 2018; Tiawati, 2018; Onishchuk et al., 2020) because English must be actively mastered both orally and in writing to serve as a means of global communication (Yendra et al., 2018; Cesaria et al., 2022; Putri et al., 2023). At present, a subset of international students exhibit limited proficiency in the English language upon embarking on their academic pursuit in the field of art (Sarkar et al., 2021; Bai & Wang, 2022; Porto & Houghton, 2023). This issue pertains to international students who lack proficiency in the English language. So, with this problem, international students who do not have English language skills, require them to be able to use English media more fluently so that it is easier to understand art learning materials that are in accordance with the use of media taught by their language teachers.

In language learning, some learning media, can use two forms of learning, namely face-to-face when they are in class, or online, either virtually video or virtual live (Varis & Hou, 2019; Lavis & Winter, 2020; Yang et al., 2021). Currently, it is not completely out of the question that the rapid growth of technology will require a more proactive approach to responding to global information flows as an asset in satisfying market requirements, including students and language teachers (Harisanty et al., 2021; Ribeiro-Navarrete et al., 2021; Tay, 2021). In English media, which serves as the world's lingua franca, it is not merely an academic necessity since its mastery is restricted to parts of linguistic knowledge; rather, it serves as a means of communication all over the world (Fatimah, 2019; Onishchuk et al., 2020; Fitriati & Rata, 2020), like international students do not have English skills that are not fluent when they are going to study art. So, the usage of lesson plans incorporating computer information technology, most notably the internet, for education on international student must be continuing to expand in tandem with the development of learning media (Yusri et al., 2019; Aljawarneh, 2020; Andronie et al., 2021; Faisol & Rahmat, 2021).

E-learning is a system of delivering education through internet technology that encompasses a broad spectrum of learning opportunities, categorized according to three distinct criteria, namely: (1) E-learning refers to a network that possesses the capacity to refresh, archive, distribute, and interchange pedagogical resources or data; (2) dissemination of these resources to the end user is facilitated through computer-based standard internet technology; and (3) the emphasis is placed on the most comprehensive interpretation of education. As per Fatimah (2019), it is imperative to enhance the quality standards of education through the advancement of e-learning. As per (Deo et al., 2020; Hadwin et al., 2022; Maqbool et al., 2023) statement, the success of teachers in achieving elevated levels of student achievement is contingent upon their ability to develop and execute superior learning methodologies. The primary duty of a teacher is to aid students in their academic endeavors. The function of the educator in the process of acquiring knowledge can be categorized into three discrete classifications, namely: (1) the designer of learning; (2) the manager of learning; and (3) the evaluator of learning. In the capacity of a designer or lesson planner, it is anticipated that a teacher possesses the ability to create educational experiences that can be executed with efficacy and expediency. Hence, it is imperative that educators possess sufficient understanding of learning principles to design effective learning tasks. This involves the careful selection of appropriate learning media, the establishment of clear learning objectives, the judicious choice of resources, the adoption of a suitable methodological approach, and the rigorous evaluation of learning activities. Furthermore, it is imperative that the instructor possesses ample understanding of the fundamental principles of learning. The responsibility of a teacher encompasses the effective management of the entire learning process through the establishment of dynamic and favorable conditions for learning. Hence, it is imperative for educators to consistently monitor the educational achievements of their pupils and strive towards enhancing them. In order for an individual to assume the role of a learning manager, it is imperative that they possess the ability to effectively oversee the entirety of the learning process, including all associated activities.

The implementation of E-Learning Moodle, a Learning Management System (LMS), is anticipated to enhance the effectiveness of the pedagogical process, foster motivation, facilitate active and experimental learning, align with student-centered learning, provide more effective

guidance for learning, and enable students to learn at a self-paced and self-adjusted rate, ultimately resulting in improved comprehension. As per the tenets of cybernetic theory, the process of education can be understood as a mechanism for the processing of information. As per this perspective, students will acquire knowledge of the most crucial information system. The implementation of this information system is poised to have a substantial impact on shaping the structure and progression of the educational process. The theory posits that there is no universally superior educational approach, given the circumstances. The theory has been formulated in a manner that is more relevant to practical scenarios, taking into account the influence of the information system on the instructional approach. This has resulted in the development of an algorithmic and heuristic methodology. Algorithmic thinking is a cognitive process characterized by a systematic, sequential, linear, and convergent approach that leads to a predetermined endpoint. On the contrary, the heuristics pursue alternative objectives. According to Pytlik et al., (2020), comprehending an idea that can be subject to diverse interpretations usually necessitates heuristic thinking on the part of an individual.

The acquisition of knowledge, skills, and attitudes through interactions with the environment is a multifaceted process that encompasses behavioral, cognitive, and affective domains. The process of learning is facilitated through these interactions. Hence, it can be posited that an individual has undergone a process of learning when they engage in a learning endeavor. Following the engagement, the individuals have undergone a transformation within themselves as a result of a novel encounter. This alteration can be considered as a manifestation of acquired knowledge. The phrase "learning outcomes" is commonly employed to denote these modifications. The term "learning consequences" typically denotes alterations in behavior that stem directly from the process of learning. As per (Haque, 2020; Rahmat et al., 2019; Bashori et al., 2020) assertion, the learning outcomes of an individual can influence their knowledge, abilities, or attitudes. Upon acquiring novel knowledge, individuals experience a transformation within themselves that is reflected in the acquisition of fresh information, competencies, and perspectives. Mulyaningsih et al., (2022) corroborates Bloom's evaluation regarding the constituents of the cognitive domain, specifically knowledge, application, analysis, synthesis, and evaluation. The emotional domain encompasses a range of abilities, including acceptance, participation/response, appreciation/determination, attitude/assessment, structuring values, and acting. Subsequently, proficiencies within the psychomotor realm, encompassing the comprehension of motion, have been linked to the term "medium," denoting an intermediary or introductory entity, thereby serving as the etymological root of the word "media." Several experts in the realm of educational media delineate certain limitations imposed on the notion of media. The term "media" pertains to any medium utilized for the purpose of distributing information (Seargeant & Tagg, 2019). According to this definition, media refers to any instrument that can be utilized as a conduit for messages to achieve educational goals. My perspective is inclined towards considering media as a broader and overarching concept.

According to Borup et al., (2019) definition, online learning refers to a decentralised and accessible learning system that employs pedagogical tools (i.e., educational tools). The system in question is enabled by internet and network-based technologies, with the aim of promoting the development of learning processes and knowledge acquisition through purposeful action and interaction. The phrase "online learning media" can be defined as any form of media that is equipped with a user-operated controller, enabling the user to access and manage the necessary resources for their educational needs, such as downloading materials for English grammar lessons. The utilisation of online learning media offers numerous advantages, such as facilitating self-directed and interactive learning, enhancing memory retention, providing supplementary learning opportunities, and utilising various multimedia formats, including text, audio, video, and animation, to convey information. Additionally, online learning media enables the seamless dissemination and updating of information.

In addition, students have the ability to engage in direct communication with their peers through various means such as sending electronic mails, leaving comments on virtual discussion forums, utilising chat platforms, and participating in video conferencing sessions. This study will

examine the utilisation of the Moodle E-Learning application as an online educational platform for English-related content, and will define it as a form of online learning media. Each student will have the opportunity to engage actively in their academic pursuits through the provision of options to inquire, access, and download resources from diverse online platforms. Students are able to engage with previously posed questions and access responses to previously addressed inquiries. The questions are presented to each student in a randomised sequence. The phrase "offline learning media" can be interpreted as pertaining to any educational material that lacks a user-operated controller or navigation mechanism. The media is played in a consecutive manner, following a specific order. Media presentations generally lack features that enable the user to exercise control over their actions. Linear media refer to presentations that follow a sequential and unidirectional path. These presentations are commonly utilised in situations where the audience comprises multiple individuals.

## METHOD OF RESEARCH

The present study has employed a mix-method approach as its research methodology. The integration of qualitative and quantitative methodologies in a mixed-methods design enables scholars to investigate research inquiries from diverse perspectives, amass an extensive array of data, and offer a more intricate analysis of the research outcomes (Shi et al., 2020). The integration of qualitative and quantitative data can provide researchers with the advantages of both methodologies while also mitigating their individual drawbacks. The utilisation of a mixed-method approach enables researchers to investigate intricate research inquiries that necessitate the acquisition of both qualitative and quantitative insights (Huré et al., 2017). Triangulation is facilitated by this approach, wherein the results obtained from one method can be validated or augmented by the results obtained from another method. The utilisation of this methodology can yield a more exhaustive comprehension of the subject matter under investigation, augment the credibility and dependability of the results, and engender profound insights that may be unattainable through the implementation of a solitary approach (Mikalef et al., 2019). The rationale for selecting this approach stems from the fact that the treatment group comprised pre-existing classes that utilized both online and offline learning media for instructional purposes. Additionally, the student population was characterized by interpersonal communication skills (cited some source). The study employed a 2x2 factorial design of investigation. The present investigation has identified two key factors that impact the final scores in English language study. These factors include the utilization of both online and offline learning resources, as well as the role of interpersonal communication.

learning Media (A)		
Interpersonal Communication ( B )	Online (A <sub>1</sub> )	Offline (A <sub>2</sub> )
Open (B <sub>1</sub> )	A <sub>1</sub> B <sub>1</sub>	A <sub>2</sub> B <sub>1</sub>
Close (B <sub>2</sub> )	A <sub>1</sub> B <sub>2</sub>	A <sub>2</sub> B <sub>2</sub>

### Information:

- A<sub>1</sub>B<sub>1</sub>: The results of learning English using online learning media for students who have open interpersonal communication
- A<sub>2</sub>B<sub>1</sub>: The results of learning English using offline learning media for students who have open interpersonal communication
- A<sub>1</sub>B<sub>2</sub>: The results of learning English using online learning media for students who have closed interpersonal communication
- A<sub>2</sub>B<sub>2</sub>: The results of learning English using offline learning media for students who have closed interpersonal communication



The research was conducted on a class of international students who were registered at the Indonesian Institute of Arts Padangpanjang during the period of the pandemic. The collection of data was conducted through the implementation of distribution methodologies that involved the utilization of auditory techniques (Alibekova & Urinboyeva, 2020). The statistical technique employed to test the hypothesis is a two-way analysis of variance. The technique is designed to ensure that the final test results produced by the research subjects are attributable to the influence of the therapy administered during the research procedure, with a significance level of 0.05 (Dörnyei, 2009). In the event that the test outcomes demonstrate the existence of an interaction, supplementary examinations will be required. In order to utilize a two-way, certain prerequisites must be met. In order to ensure the validity of the data, it is imperative to conduct a normality test utilizing the Lillifors test to confirm that the data adheres to a normal distribution. In order to ensure the validity of the statistical analysis, it is necessary for the data to exhibit a homogeneous population variance. To assess this assumption, a homogeneity test of variance is conducted utilizing both Fisher's and Bartlett's tests. The data can be regarded as having a normal distribution if and only if both conditions are satisfied.

## **FINDING AND DISCUSSION**

To comprehend the concept of conventional education, it is imperative to acknowledge that education is characterised as the act of instructors conveying and bestowing knowledge to students through instructional materials (Bakker & Gill, 2003). In this context, the instructor assumes the role of the principal purveyor of knowledge, while auxiliary media serve as a conduit for transmitting concepts, notions, and pedagogical resources. Moreover, the educational experience is conducted in a physical setting, with direct interaction between the educator and learners. The traditional perception of educators as primary sources of information has undergone a gradual transformation, largely attributed to the emergence of technology, specifically information technology, such as the internet. The reason for this is that the internet provides access to an extensive and boundless array of information (Syahrizal et al., 2023). The teaching and learning process is subject to gradual development and change, resulting in a dynamic scenario. Subsequently, the notion of utilising technology as a means of facilitating learning through the internet, specifically through internet-based E-Learning, was introduced.

The study's results indicate a correlation between virtual and physical learning settings, interpersonal communication, and the achievements in acquiring the English language. The study found that students who engage in open interpersonal communication with their teachers and receive instruction through online learning media demonstrate superior English language learning outcomes compared to their counterparts who engage in open interpersonal communication with their teachers and receive instruction through offline learning media. Similarly, the findings of this study indicate that students who receive instruction through online learning media exhibit comparatively lower levels of English language proficiency than their counterparts who are taught through offline learning media. However, it is noteworthy that no statistically significant difference was observed between the two groups.

This implies a correlation between the digital and physical educational resources and the learners' capacity to interact with each other in relation to their English language acquisition achievements. The utilisation of online-offline learning media can prove advantageous for students who possess strong interpersonal communication skills. This is due to the fact that such learning media necessitate direct interaction with information sources,

thereby fostering heightened levels of curiosity, interest, creativity, and learning motivation among students. The phrase "online learning media" pertains to a decentralised and accessible learning framework that employs pedagogical instruments to foster the development of learning procedures and comprehension via purposeful engagement and communication. The feasibility of this has been facilitated by the utilisation of internet and network-centric technologies (Borup et al., 2019). The results obtained from the comparison of six distinct combinations of English teaching in the cells did not exhibit any statistically significant disparities. This was due to the absence of noteworthy discrepancies among the mean outcomes of English instruction in the respective cells. The Scheffe test results lead to the inference of the following conclusion:

1. Students taught English with offline learning media based on closed interpersonal communication have lower average English learning outcomes than those taught with online learning media based on open interpersonal communication. Conversely, the average learning outcomes of students taught English with online learning media based on open interpersonal communication are higher.
2. The standard deviation of English learning outcomes for students who are instructed with online learning media based on open interpersonal communication is lower than the standard deviation of English learning outcomes for students who are instructed with online learning media based on closed interpersonal communication.
3. Students taught English with offline learning media based on closed interpersonal communication have lower average English learning outcomes than those taught with online learning media based on open interpersonal communication. The average English learning outcomes of students who are taught English with online learning media based on open interpersonal communication are higher than the average English learning outcomes of students who are taught English with offline learning media based.
4. The average English learning outcomes of students who are taught with online learning media based on the average learning outcomes of students who are taught with online learning media based on closed interpersonal communication are lower than the average English learning outcomes of students who are taught with offline learning media based on open interpersonal communication. Based on these averages, the average English learning outcomes of students who are taught with online learning media based on open interpersonal communication are lower than the average English learning outcomes of students who are taught with online learning media.
5. When compared, the average English learning outcomes of students who are taught with offline learning media based on open interpersonal communication are significantly higher than those of students who are taught with offline learning media based on closed interpersonal communication.
6. The average English learning outcomes of students using online learning media based on closed interpersonal contact are higher than those using offline learning media based on the same type of communication.
7. According to the findings of the more advanced tests described above, there is a correlation between English language learning outcomes, students' use of interactive learning media, and their ability to communicate.

The analysis of research data indicates that there are discrepancies in the outcomes of English language acquisition between students who receive instruction through online media and those who receive instruction through offline learning media. To be more precise, the mean English language acquisition achievements of pupils instructed through online learning platforms surpass those of pupils instructed through traditional offline learning platforms. The disparity in the mean English scores of students instructed through online learning media,

which was 36.3, and those instructed through offline learning media, which was 31.67, is indicative of the effectiveness of the former. The results indicate that the employment of online learning media in teaching yielded a statistically significant increase in the level of English proficiency among students.

The present study's results suggest that the utilisation of online learning media is a more efficacious approach than offline learning media in enhancing students' comprehension of the English language. The comprehensibility of the situation can be attributed to the utilisation of pedagogical tools within an open and distributed learning system, which is commonly referred to as online learning media. The availability of these tools is facilitated by the utilisation of the internet and other technologies that operate on a network-based infrastructure. According to Borup et al., (2019), the primary objective of these tools is to enable the development of educational processes and the acquisition of knowledge through purposeful engagement and collaboration. The utilisation of online learning media for English language acquisition facilitates direct interaction and enables students to exercise autonomy over information sources, thereby affording them the ability to regulate and access pertinent information. Utilising online media as a learning tool enables educators to engage in unencumbered communication with their pupils, thereby fostering a learning environment that is centred on the subject matter at hand.

Compared to traditional offline learning media, where students lack direct interaction with information sources and teachers primarily control the learning process by presenting information in a linear or unidirectional manner, the latter scenario offers distinct advantages. The reason for this is that students who rely solely on offline learning media are limited to the information provided by their teacher, and are unable to access or download any materials available exclusively on the Moodle E-Learning platform via the internet. This results in the aforementioned scenario. Furthermore, students are restricted to inquiring solely about material that has been previously introduced. To conclude, it can be asserted that the sources obtained merely comprised pre-existing information, as opposed to the utilisation of online learning resources.

The utilisation of offline media for learning purposes situates the instructor in a proactive position of authority in managing the learning process. The students exhibit a passive attitude, characterised by their tendency to accept and comply with the instructions provided by the instructor without active engagement or critical evaluation. The educator delivers the subject matter in a methodical and structured manner, with the assumption that the covered material can be proficiently comprehended by highlighting the academic abilities of the learners. Conversely, the mean English language acquisition results of pupils instructed through online learning platforms that rely on restricted interpersonal communication are inferior to those of students taught through offline learning platforms that rely on unrestricted interpersonal communication. This phenomenon could potentially be attributed to various additional factors, including suboptimal learning environments, instructors who may not possess a comprehensive grasp of the instructional approach, and circumstances surrounding the distribution of academic tasks to students.

The study revealed that English learning outcomes of students were comparatively higher when instructed through online learning media in contrast to offline learning media. However, the overall difference was not statistically significant. Notwithstanding this fact, both learning modalities have exhibited potential in enhancing students' understanding of the English language and their academic achievements. Thus, it can be inferred that the academic achievements of pupils who receive English instruction via online learning platforms surpass those of pupils who receive English instruction through offline learning methods. The study's results indicate that it also provides evidence for. The implication is that students who

maintain open channels of communication with their peers are more capable of comprehending English instruction compared to those who maintain more rigidly restricted interpersonal communication. The aforementioned assumption is considered valid as students who demonstrate open interpersonal communication tend to display characteristics such as openness, empathy, supportiveness, positivity, and equality. Conversely, students who exhibit closed interpersonal communication tend to exhibit the opposite traits (Alibekova & Urinboyeva, 2020).

The study's results indicate a correlation between virtual and physical learning settings, interpersonal communication, and the English language acquisition outcomes. The study suggests that students who engage in open interpersonal communication with their teachers and are instructed through online learning media exhibit superior English language learning outcomes compared to their counterparts who engage in open interpersonal communication with their teachers and are instructed through offline learning media. Similarly, the findings of this study suggest that students who receive instruction through online learning materials exhibit comparatively lower levels of English language proficiency as compared to those who receive instruction through offline learning materials, despite the absence of any statistically significant difference between the two groups.

The aforementioned implies a correlation between digital and traditional educational resources and the capacity of learners to interact with each other with regards to their English language acquisition achievements. The utilisation of online-offline learning media can be advantageous for students who possess strong interpersonal communication skills. This is due to the fact that such learning media need direct interaction with information sources, thereby augmenting students' levels of curiosity, interest, creativity, and motivation to learn. The phrase "online learning media" pertains to a decentralised and accessible learning framework that employs pedagogical instruments to foster the development of learning procedures and comprehension via purposeful engagement and communication. The feasibility of this is facilitated by the utilisation of internet and network-oriented technologies (Borup et al., 2019). The ability of students to engage in open communication with their peers is positively correlated with their level of self-discipline and academic diligence. This is due to their belief that the utilisation of English language skills in their daily lives will ultimately prove to be valuable. Children who face obstacles in communication may encounter feelings of apprehension and concern when they are unable to engage in classroom activities. Students with limited interpersonal communication skills tend to prefer and better retain information that is presented in a practical format that is directly relevant to their daily lives. The acquisition of fundamental competencies, such as the utilisation of traditional media, is crucial for students to effectively link concepts and generate information.

## **CONCLUSION**

Based on the findings and comparing learning media presented on course, it can be inferred that online learning media have a greater influence on the English language acquisition of international students when compared to traditional offline learning methods. According to research, international students who engage in open and honest communication with their peers tend to exhibit superior English language learning outcomes compared to those who communicate less candidly. The ultimate aspect pertains to the reciprocal influence between the utilization of media for educational intentions by international students and their interpersonal connections while acquiring proficiency in the English language. The findings of the subsequent test suggest that the utilization of online learning media for instructing groups of students who possess open interpersonal communication skills leads to superior English learning outcomes compared to the use of offline learning media for the same groups



of students. These results hold significant implications and recommendations for the field of education. By way of comparison, cohorts of pupils who exhibit relatively lower levels of interactivity among themselves tend to attain significantly greater levels of achievement when they are directed to employ offline educational materials.

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