

Blended Learning vs Traditional Learning: Which one is more effective?

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Abstract

As a new arrival to information and communication technologies, computers and mobile phones have developed new ways to assist students in the process of learning a foreign language. This study examines whether blended learning or traditional learning is more effective and investigates the students' perception of the differences between the two courses. The subjects for this research were twenty-nine Senior High School students of North Sumatera. In conducting this research, the researcher used the qualitative method to analyze the data. The data were collected through a closed questionnaire that consisted of fifteen questions, which means that the questions were multiple choices. Respondents can only answer questions using the available options in this manner. Then, the researcher analyzed the data based on the questions one by one to get the point. The result shows that it was found that most of the students prefer to study by using Blended learning over traditional learning and they also said that blended learning is more effective because it is a new way to learn, fun, easier to understand, and many other reasons.

Keywords: blended learning, traditional learning, technology.

I. INTRODUCTION

Because of the ubiquity of computers and mobile devices, a range of ways for the creation and use of technology in language acquisition have been used. Computer-assisted learning materials have advanced from basic textual huge disparity tasks and simple programming exercises to interactive multimedia presentations including visuals, film, radio, television, and the Internet over the last four decades (Liu & Chen, 2014). With the rapid advancement of mobile technologies, mobile learning is becoming more important than ever (Chu, Hwang, Tsai, & Tseng, 2010).

Organizations have been attempting to use technology in the learning and training process since the invention of computers. Training can gain from technological advancements in terms of scale, speed, and efficiency. According to Bersin (2016), today's technology-assisted training is known as e-learning, which refers to the usage of the internet as the central component of the process. Blended learning, on the other hand, combines the use of the internet with a wide range of different methodologies and technology to produce a comprehensive learning experience. Excellent blended learning programs necessitate a thorough understanding of corporate objectives, technology, and people's learning styles. Although blended learning is not a new concept, its applicability in today's world is.

Technology is allowing us to have more immediate access to people and information, which is changing our daily life. We actively integrate physical and online tasks using connected mobile technologies such as smartphones, tablets, and computers to offer an enhanced experience. This is what blended learning is all about: placing learning sessions online or on-site based on each mode's advantages and disadvantages. According to Stein & Graham (2014), blended learning allows teachers to combine the best of both on-site and online learning to create a unique learning environment for the students. Blended learning has the potential to improve efficiency, accessibility, and learning results.

Tucker, Wycoff, and Green (2016) also included Blended learning as a formal education initiative in which students acquire: (1) at least in part online, with some component of student control over time, place, path, and/or speed; (2) at least in part in a monitored brick-and-mortar location away from home; and (3) the methods along each student's learning route within a course or subject are linked to having an incorporated learning opportunity. Aspen & Helm stated that the effectiveness of the blend is dependent on active participation from all parties involved, and the environment will only be effective if all parties involved participate in the process. When touch and connection are severed, it has consequences that go beyond the scope of a single action. However, due to the nature of the blend, some of these broken links can be repaired. In the online environment, a student who feels left behind in a classroom can recognize her learning and share ideas with a larger peer group: where she might only have been revealed to her peers she feels more comfortable within the physical environment, the online environment allows her to connect the entire class.

Tucker, et.al. (2016) added when successfully implemented, blended learning enables these hallmarks of best teaching and learning practices, such as Personalization: providing unique learning pathways for individual students, Agency: giving learners opportunities to participate in key decisions in their learning experience, Authentic Audience: giving learners the opportunity to create for a real audience both locally and globally, Connectivity: giving learners opportunities to experience learning in collaboration with peers and experts locally and globally, and Creativity: providing learners individual and collaborative opportunities to make things that matter while building skills for their future.

Dealing with the students who were already familiar with Blended learning and know the differences between blended learning and traditional learning, this study aimed to provide knowledge that would help in:

- a. Understanding the better course between Blended Learning and Traditional Learning;
- b. Investigating differences between blended and traditional learning in students' overall perceptions.

2. METHODS

This research was conducted using the qualitative research method which is a situated activity that situates the observer in the world (Creswell and Poth 2016), especially a case study research. . The researcher chose qualitative research to contribute both theoretically and practically to language learning research. This study examines students' understanding for the better course between blended learning and traditional learning and investigating the students' perception of the differences between the two courses. Twenty nine Senior High Students in Indonesia were invited to take part in this research. These students were chosen as research participants because they have studied using blended learning, which makes it easier for them to express their ideas.

In order to collect data in line with the research aims, two tools were used: questionnaires and interviews. The questions in this study were multiple-choice or checklist-based because the questionnaire was closed. This is the only way that respondents can use the given options to respond to inquiries. The results of the closed questionnaire are easy to understand and take little time to complete. There were fifteen questions in all, and they were all related to the subject of the study.

These are all multiple-choice questions with just one right answer based on the respondent's own experience.

According to Daniel (2010:138), qualitative data analysis consists of three steps that occur simultaneously: data reduction, data display, and conclusion drawing and verification. A data display is a well-organized, condensed collection of data that allows for conclusion drawing and action. The researcher was able to easily grasp and assess what transpired with the data supplied by displaying it. Because it was the most typical data display in qualitative research, the researcher used the interview to exhibit the data in this study.

3. RESULTS AND DISCUSSION

This research was gathered to know the better course between blended learning and traditional learning and to investigate the students' perception of the differences between the two courses. The data were collected by using a questionnaire that was distributed to 29 students of Senior High School. There are two research questions that can be answered by the questionnaire. The questionnaire is a closed – questionnaire which was a multiple-choice type and consisted of fifteen questions that were needed to answer the questions above. A table will be displayed below that reflects the outcomes of the students' responses to the questions presented, as well as the display of the answers.

Table 1. *Students' responds on Blended and Traditional Learning*

No	Questions	Blended Learning		Traditional Learning	
		<i>n</i>	%	<i>n</i>	%
1	This is an excellent course	24	82.8%	5	17.2%
2	The instructor was an excellent teacher.	21	72.4%	8	27.6%
3	I learn a great lesson in this course	23	79.3%	6	20.7%
4	I learned a lot about the concepts and principles throughout this field.	18	62.1%	11	37.9%
5	The clarity of instruction was good	24	82.8%	5	17.2%
6	This course's subject matter deepened my interest even more.	21	72.4%	8	27.6%
7	I enjoyed this class	21	72.4%	8	27.6%
8	This course is interesting	22	75.9%	7	24.1%
9	This course is easy to use	16	55.2%	13	44.8%
10	I can understand materials easily in this course	16	55.2%	13	44.8%
11	This course is so much fun and enjoyable	27	93.1%	2	6.9%
12	The task can be easily collected by using this course	24	82.8%	5	17.2%
13	My skill and mark can increase by using this course	25	86.2%	4	13.8%
14	I find this course is more effective than the other one	22	75.9%	7	24.1%
15	I prefer to study in this course	23	79.3%	6	20.7%
Total		327	75.2%	108	24.8%

The questionnaire's questions are all positive. In every way, it can be observed from the table above that more students choose blended learning over traditional learning. Overall, 75.2 % prefer blended learning, whereas 24.8 percent favor traditional learning. In the discussion part, all of these aspects and ideas will be explored in greater depth. Students appear to be more interested in blended learning than traditional learning, based on the data collected. The students must respond to fifteen questions, and 29 students will be participants in this study. That means 435 people have responded to the fifteen questions. Each question has a positive meaning, and the only choices are blended or traditional learning.

The first question is whether blended and traditional learning is as excellent courses. Students are only allowed to respond to one of the answer options. In this part, 24 students (or approximately 82.8 percent of the data) chose blended learning as an excellent course, whereas 5 students (17.2%) prefer traditional learning as an excellent course. In the next section, which is about the teacher, each course has an exceptional teacher. There are 21 students (72.4%) who believe that the instructor is an excellent teacher in delivering information in blended learning. And there are 8 students (or 27.6% of the data) who agree that the instructor is an excellent teacher in traditional learning.

Then, 23 students (79.3% of the data) believe that blended learning can deliver a great lesson, while 6 students (20.7%) believe that traditional learning can provide a great lesson. Following that, 18 students (62.1%) choose blended learning as a course for learning a lot about the concepts and principles of learning, while the remaining 11 students (37.9%) prefer traditional learning in this sense.

Furthermore, 24 students (82.8%) believe that Blended Learning provides a clear explanation of the content, whereas 5 students (17.2%) believe that traditional learning provides a clear explanation of the material. The next section addresses student interest in learning materials supplied using blended and traditional learning methods. There are 21 students (72.4%) who believe they have a stronger interest in learning through blended learning, while 8 students (27.6%) prefer to use traditional learning to study learning materials further.

In addition, 21 students (72.4 %) prefer blended learning, whereas 8 students (27.3 %) prefer traditional learning. Then 22 students (75.9%) agreed that blended learning made learning more fascinating, whereas 7 students (24.1%) thought traditional learning was more interesting. The following question examines whether blended learning or traditional learning is more convenient to use. Blended learning is simpler to use in the learning process, according to 16 students (55.2%), whereas traditional learning is easier to apply in the learning process, according to 13 students (44.8%).

In addition, 16 students (55.2 %) prefer blended learning as a course to better grasp simpler learning, whereas 13 students (44.8 %) prefer traditional learning as a course to better understand the subject. In the next question, 27 students (93.1%) agree that learning through blended learning is more fun and enjoyable, while 2 students (6.9%) believe that learning through traditional learning is more fun and enjoyable.

Blended learning or traditional learning might be used to gather assignments or tests. There are 24 students (82.8%) who believe that using blended learning makes collecting assignments easier. Then there are 5 students (17.2%) who believe that traditional learning makes it easier to collect assignments. Furthermore, 25 students (86.2%) claimed that using blended learning helped them improve their skills and grades, while 4 students (13.8%) said that using traditional learning helped them improve their skills and grades.

The findings of this study indicate that the majority of students prefer blended learning over traditional learning. Specifically, 75.9% of students perceived blended learning as more effective, while only 24.1% favored traditional learning. Similarly, 79.3% of students expressed a preference for blended learning, compared to 20.7% who preferred traditional methods. Overall, the final calculation shows that approximately 75.2% of students favor blended learning, whereas 24.8% still prefer traditional learning. These results suggest that blended learning is not only perceived as more

effective but also more desirable among students. One possible reason is that blended learning combines the strengths of both face-to-face and online instruction, allowing students to benefit from flexibility, accessibility, and direct interaction simultaneously.

These findings are consistent with previous studies on blended learning in higher education. According to Bernard R. Means et al. (2010), students in blended learning environments tend to achieve better learning outcomes compared to those in traditional classrooms. In addition, D. Randy Garrison and Heather Kanuka (2004) emphasize that blended learning enhances the quality of learning experiences and promotes deeper engagement. Furthermore, Charles R. Graham (2006) explains that the integration of online and face-to-face learning creates a more effective and flexible learning environment. More recent research by Charles Dziuban et al. (2018) and Norman Vaughan et al. (2020) also highlights that blended learning increases student satisfaction and engagement in modern educational settings. Therefore, the results of this study support the growing body of research indicating that blended learning is a more effective and preferred approach in contemporary education.

4. CONCLUSION

Along with the times, the use of blended learning is increasingly widespread in the world of education. In this era, teachers often use blended learning as a course to support learning, although there are also teachers who do not abandon traditional learning. The majority of students/participants in this survey preferred blended learning to traditional learning, according to the findings of this study. This is because blended learning is more enjoyable, easier to comprehend, and successful. Although some students prefer traditional learning to blended learning, the ratio of students who prefer blended learning to traditional learning suggests that blended learning is more prevalent.

There aren't many differences between blended learning and traditional learning in terms of selection. From the standpoint of the students, blended learning was more effective than traditional learning, according to the findings of this study.

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