Blended learning environment and learners' attitude in cooperative learning

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Abstract

The researchers aimed to determine the relationship between a blended learning environment and learners' attitude in cooperative learning among 1st year BSED-English students of UM Panabo College. The independent variable of the study was a blended learning environment. Its indicators were online platform, face to face session, assessment and learners' view on blended learning in general. On the other hand, the dependent variable of this study was learners' attitude in cooperative learning. The researchers used a quantitative non-experimental correlation method, and statistical tools used were, Mean and Pearson Product Moment Correlation Coefficient (p). The result of the computation is p- value 0.000** less than 0.05. Moreover, the null hypothesis is rejected. In other words, there is a significant relationship between a blended learning environment and the students' attitude in cooperative learning. The findings of the study imply that a blended learning environment has an evident impact on students' attitude in cooperative learning among 1st year BSED -English students of UM Panabo College.

Keywords: blended learning environment, cooperative learning, educational research, educational technology, student learning

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1. Introduction

A learner's level of goal setting, problem-solving ability, and ideas about learning, as well as their internal and external motivations in the learning process and all their academic achievement, are all influenced by their attitudes toward learning. The implementation of cooperative learning activities enhances the growth of intellectual capacity of students however, some students may become dependent to others for learning or accomplishing activities. This attitude may result a negative effect of students' outcome of learning. On the other side, some significant challenges to blended learning environment include expense of technology, inadequate training, technological issues, the need to adapt content for blended learning, decreased motivation, and weakened relationships between students and teachers.

In Jakarta, learners at a school for disadvantaged children and teenagers learned that learning English was not a priority. Students did not demonstrate a high level of enthusiasm in learning English due to a variety of circumstances. When one of the team members was sluggish and could not comprehend the contents, the students were enraged. When they needed to contribute to the team, they struggled due to a lack of vocabulary. A negative attitude obstructs effective learning, lowering learning outcomes and performance (Joseph, 2013).

The attitude of students at the Lyceum of the Philippines University-Batangas had become a concern. Low-performing students are those who rely on their colleagues for group task because they are terrified of making a mistake if they work alone. Students attitude towards their peers, class schedules, how courses are run, facilities and audio-visual aids are all aspects to consider, as they all have an impact on students' meaningful learning (Javier, 2013). In a particular school of Panabo City, some students had experienced problems and issues in students' attitudes towards the use of cooperative learning. It is where students' learning of and performance is affected by a number of factors, including students' attitude in the subject, teachers' instructional practices, and school environment. This leads them to perform poorly due to factors such as blended learning.

2. Method

Research Design - The researchers used a quantitative, non-experimental, correlational, research design. A strategy for investigating the relationship between variables in order to test objective theories is known as quantitative design. In a very brief statement, these variables may be measured on devices and then analyzed using statistical procedures. Researchers can collect data using a standardized collection method in a non-experimental research approach as stated by Peter (2015). The correlational research design can collect data on two or more variables, test dependability, and determine how large a sample size is required.

Research Subject - The respondents of this study were the 1st year BSED-English students during 1st semester 1st term of school year 2020-2021. There are 26 selected students in the section. All students were 18 years old and older.

Research Instrument - The researchers adapted the questionnaire of Balci (2017) and McLeish (2009). The first questionnaire was used for blended learning environment. The questionnaire consisted 10 items for each indicator: online platform, face-to-face session, assessment, and learners' view on blended learning in general. The second questionnaire was used for the students' attitude in cooperative learning. The questionnaire consisted 10 items. The test was administered by the researchers to the BSED major in English first year students of UM Panabo College. The researcher used Google Docs, an online application in disseminating questionnaires.

3. Results or finding

3.1 Level of Blended Learning Environment among Students

Presented in Table 1 is the level of blended learning environment among the first-year education students. The indicators in this variable are online platform, face-to-face session, assessment, and learners' view on blended learning in general. It has a grand mean of 3.89, which interprets as high. The indicator face to face sessions got the highest overall mean of 4.21 with a descriptive equivalent of very high, which indicates that students prefer face to face classes. In the online platform it has an overall mean of 3.82 interpreted as high. Next is the assessment with an overall standard of 3.78 interpreted as high. Lastly is the lowest overall standard of 3.73 which is the Learners' view on blended learning environment in general with a descriptive equivalent as high.

Table 1

Level of blended learning environment among students

Factors / Items	Mean	Descriptive
Online Platform		
1.The instructions in the online platform are quite enough for me.	3.96	High
2.Online practice is not as effective as face-to-face sessions.	4.15	High
3.Modules in the online platform are quite comprehensive including all the objectives of the course.	3.92	High
4.Modules in the online platform meet my needs.	3.81	High
5.Online studies complete face-to-face sessions and satisfy my needs considerably in terms of extra practice.	3.65	High
6.I can study and practice language items in the online platform parallel to the face-to-face schedule.	3.81	High
7.Online platform provides plenty of opportunities to practice my listening and reading skills.	3.69	High
8.I can easily do writing assignments and submit them to my teacher through an online platform.	3.73	High
9.Grammar practice in the online platform helps me satisfy my need in learning English.	3.77	High
10.Grammar practice on the online platform helps me develop my competence.	3.69	High
Overall Mean	3.82	High
Face to Face Session		
1.Worksheets given in the classroom help me to understand what I have learned.	4.15	High
2.When the students missed some contents (or classes), the teacher completes missing contents during the face-to-face sessions.	3.92	High
3.Generally, I can find the answers to my questions during the face-to-face sessions.	4.04	High
4.Face to face sessions help me to learn about the contents of a unit in detail.	4.27	Very High
5.Sharing and discussion environment in face-to-face sessions are quite good.	4.54	Very High
6.It is better to have interactional studies during the face-to-face sessions are quite good.	4.23	Very High
7.Face to face interaction is quite useful for understanding the subject much better.	4.27	Very High
8.Face to face environment with gestures and mime is quite effective.	4.38	Very High
9.Face to face interaction helps me to learn better and assists in the retention of information about the subject.	4.31	Very High
10.If something went wrong in the online platform, we would need face to face interaction to make things clear.	4.00	High
Overall Mean	4.21	Very High
Assessment		
1.Evaluation criteria in the online platform guide us in how and what to do in our tasks/exercises.	3.92	High
2.Mentoring about the tasks in face-to-face sessions helps us a lot.	4.12	High
3.Evaluation criteria for the exercises in the online platform are clear and understandable.	3.85	High
4.Quizzes and exams during face-to-face sessions help me understand what I have learned and reflect my progress.	4.15	High
5.I had difficulty studying on an online platform.	3.69	High
6.Online learning is a very effective system.	3.46	High
7.It is easier for me to learn the subject through online activities.	3.65	High
8.Using online practice makes me more competitive in my own learning.	3.65	High
9.Using online workbook really helps me to study on my own.	3.58	High
10.Using online platform frustrates me to do tasks.	3.77	High
Overall Mean	3.78	High

Learners' View on Blended Learning in General		
1.Learning through website makes me responsible for the course	3.69	High
2.Learning the contents through the online platforms is much more interesting than the materials used in class	3.58	High
3.While studying in the online platform my motivation became low	3.65	High
4.The online platform is very new and different for me	3.96	High
5.In a quiet and comfortable environment, I can study by myself in the online platform.	3.73	High
6.Through online platforms I can study at my own pace.	3.81	High
7.Using online platforms when studying English I got bored.	3.46	High
8.Using online platforms, I can study again and again.	3.88	High
9.Online practice makes me spend more time on my learning.	3.77	High
10.By practicing through PC or mobile devices provides huge practicality for me.	3.73	High
Overall Mean	3.73	High
Grand Mean	3.89	High

Legend: 4.21- 5.00: Very High, 3.41- 4.20: High, 2.61- 3.40: Neutral, 1.81- 2.60: Low, 1.00- 1.80: Very Low.

As reported by Gierdowski (2019), majority of the students (70%) in 118 US institutions choose mostly or completely face-to-face learning environments. However, some of them also say that online platforms are also useful in navigating information. Using online platforms have also benefits as outlined in various researchers. Such as the likes of Tacadena et al., (2021) which revealed better management in learning through a learning management system like quipper. Other studies also revealed that YouTube can be used to enhance student competencies as well as enhancing the grammatical competence (Muico, 2019; Muico, 2021). Furthermore, it was noted that blended approach in learning English has been gaining much traction (Yuvienco, 2020; Tope, 2021; Fathali & Okada, 2017; Lin, Wen, Ching, & Huang, 2021).

As indicated in the item number 2 in Online Platform got the highest mean of 4.15 and that is the Online Practice is not as effective as face-to-face session. That has the highest mean which is 4.15. The lowest mean is item number 5, "in a quiet and comfortable environment. Can study by myself on the online platform", which has a mean of 3.65 it implies that blended learning is manifested. The following items 1, 3, 4, 6, 7, 8, 9, and 10 got a mean of 3.69 to 3.96. The second indicator is the face-to-face session, the highest mean is 4.54, it is item number 5, sharing, and discussion environments in face-to-face session is quite good. On the other hand, the lowest point is item number 2, when the students missed some contents (or classes), the teacher completes missing content during face-to-face sessions it has a mean of 3.92. The following items 1, 3, 4, 6, 7, 8, 9, and 10 got a mean of 4.00 to 4.38. Moreover, in the assessment, the highest mean is item number 4, quizzes and exams during face-to-face session's help students understand what have learned and reflect on progress, it has a mean of 4.15. The lowest mean is 3.46 in item number 6, online learning is a very effective system. The following items 1, 2, 3, 5, 7, 8, 9, and 10 got a mean of 3.46 to 4. 12. Lastly, in the learners' view on blended learning in general the highest mean is 3.96, item number 4, the online platform is very new and very different. Item number 7, using an online platform, when studying English students got bored has the lowest mean of 3.46. The remaining items 1, 2, 3, 5, 6, 8, 9 and, 10 have a standard of 3.58 to 3.88. It supports So and Bonk's (2010) assertion on the importance of mixed learning environments and students' attitudes in cooperative learning. Blended learning environments provide a lot of flexibility and a possibility for students to develop a sense of community in the classroom.

Brown, (2003); Singh and Reed (2003) stated that blended learning environment allows for time to time and location flexibility that is not feasible in a classroom setting, however face-to-face education allows more social engagement. Blended learning, which combines the best features of both environments, has a lot of benefits for students, instructors, and educational institutions.

3.2 Level of Students' Attitude in Cooperative Learning

As shown in Table 2 is the level of students' attitude in cooperative learning. The grand mean in this variable is 4.22 with a descriptive equivalent of very high. The highest item is number 1, working together will achieve more than working alone with a mean of 4.38. The lowest item is number 9, rate the extent to which lecturers

used group activities. It has a standard of 4.04. The following items 2, 3, 4, 5, 6, 7, 8, and 10 have a standard mean 4.08 to 4.35.

Table 2

Level of students' attitude in cooperative learning

Students Attitude in Cooperative Learning	Mean	Descriptive
1.Working together, will achieve more than when working alone	4.38	Very High
2.Willingly participate in cooperative learning activities	4.23	Very High
3.Cooperative learning can improve my attitude towards work	4.23	Very High
4.Cooperative learning helps me to socialize more	4.31	Very High
5.Cooperative learning enhances good working relationships among students	4.35	Very High
6.Cooperative learning enhances class participation	4.19	High
7.Creativity is facilitated in the group setting	4.15	High
8.Group activities make the learning experience easier	4.19	High
9.Rate the extent to which lecturers use group activities	4.04	High
10.For me to succeed in using cooperative learning depends on receiving support from my colleagues.	4.08	High
Grand Mean	4.22	Very High

Legend: 4.21- 5.00 - Very High, 3.41- 4.20 – High, 2.61- 3.40 – Neutral, 1.81- 2.60 – Low, 1.00- 1.80 - Very Low.

It is noted that students prefer to work in groups and help one other learn since it stimulates them more and helps them enhance their social skills, according to Hancock (2004). Collaboration improves their academic performance as well as their social relationships. Moreover, according to Hines (2008), students who learn from their classmates acquire more knowledge when working as a team. Keikhaee (2014, as cited in Carcueva, 2018) adds students can also have a greater performance when working with co-students because these activities are often more detailed than teachers' feedback. Ekinci (2011) added that increasing an individual's enthusiasm to learn aids in the formation of a favorable attitude toward their course and school. This also aligns with Tacadena (2021) who mentioned that students who are willing in the learning process learn profoundly. In the study of So and Bonk (2010), assertion on the importance of mixed learning environments and students' attitudes in cooperative learning. Blended learning environments provide a lot of flexibility and a possibility for students to develop a sense of community in the classroom.

3.3 Significant relationship between blended learning environment and students' attitude in cooperative learning

Data shows that the correlation value is 0.751, and the P-value is 0.000 which shows a significant relationship between a blended learning environment and students' attitude in cooperative learning. It means that blended learning is undoubtedly one of the most well-known ways of learning methods, according to Moskal et al. (2013); So and Bonk (2010). Formal and casual learning are projects merge in the future. According to the research of Yapici (2016), the blended learning environment has a significant impact on students' attitudes toward cooperative learning and their sense of community.

Table 3

Significant relationship between blended learning environment and students' attitude in cooperative learning

Correlation Coefficient	
	Students' Attitude in Cooperative Learning
Blended Learning Environment	0.751
P-value (0.000)<0.05	Significant

In Blended Cooperative Learning Environment and Cooperative Learning, the current study adds to the existing literature. According to the research, these two terms have a significant association. Researchers discovered that a mixed learning environment has an impact on students' attitudes toward cooperative learning in this study. Students' attitude toward collaborative learning is cited as grounds for their satisfaction in the blended learning environment. Also, it is believed that students participating in group activities attain knowledge

effectively while they are in a blended learning classroom.

4. Conclusion

The level of a blended learning environment is high. It is believed that the students should make more efforts to effectively use online platform as a mode of learning and to maximize their willingness to participate in group activities. Moreover, the level of students' attitude towards cooperative learning is very high, thus parents should function as a mentor in bringing their children into the fold of a collaborative learning environment. Also, they must help their children establish a schedule to simply balance their time. To the teachers, to continue their way of teaching in any kind of blended learning environment they had and encourage students to be more collaborative. To the future researchers who will conduct the same study, they need to utilize other variables or indicators to set on other factors that correlate to the students' attitude in cooperative learning.

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