Utilization of Hybrid Learning in Accomplishing Learning Satisfaction as Perceived by University Student

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Abstract—In contrast with traditional classroom method, hybrid learning is the combination concept of online learning and face to face learning. The purpose of this study is to determine a utilization of hybrid learning in accomplishing students learning satisfaction. This study shows the importance of achieving student satisfaction within hybrid learning method. The information generated from this study could guide university administrators and educators, as well as the policy makers in government education system on how to satisfied learning and training environment for the learning activities in universities. The population of this study represented by the bachelor students of Instructional Communication and Training Programme, from the Faculty of Communication and Media Studies, University Technology MARA, Shah Alam. Researcher used Qualitative method as a research design and online survey as its instrument in data findings. The results revealed from this study shows that hybrid learning is the adoption by information technology infrastructure and it should be implemented by the university in this globalization era. With the combination of traditional face to face method and online learning activities lead to the critical factors in accomplishing student's learning satisfaction.

Index Terms—Hybrid learning, e-learning, online learning, classroom learning, teaching methods, learning materials, and learning satisfaction.

I. INTRODUCTION

In a world that thrives, education system also requires a change to participate along with the modernization of technologies. The traditional environment of education system begins to transform by the use of technology for the purpose of an interactive communication. The popular concept in education system nowadays throughout the world, is the hybrid learning or as well known as blended learning.

The birth of hybrid learning which combines traditional and multimedia concepts is now working as an important means and had bring such a new learning experiences to the students. Sher in [1] stated that technology works as important tool in supplying instructional through multimedia concepts and the students is now experiencing themselves with the new approach of learning methods that were not previously possible. Sher [1] also agrees that by applying a hybrid learning, it allows students to receive instruction,

compose and submit assignments, and ask questions from their instructors and fellow students at any time, and any place, 24 hours a day, 7 days a week with the help of internet connection.

Hybrid learning is not only give the freedom of time to communicate, but also eliminates constrain of geographical barriers. In addition, hybrid learning provides the chance for the students to uniquely practice interactive communication as Yuen said in [2]. That is why there has been an increasing need of multimedia instructional material in learning environment due to the technology evolution.

Thus the rapid development of computer and internet technology has made hybrid learning become an important learning method to attract learners' attention and interest both in class and online learning methods [3].

Even seeing all the positive aspects from hybrid learning, this kind of method also suffers some problems. Although hybrid learning combines multiple learning delivery methods, the issue of learning satisfaction among the students should not be abandoned. Wu, Tennyson, Hsia, and Liao in [4] mentioned that hybrid learning suffers such a lack of peer contact in social interaction and high initial cost for preparing multimedia content materials including system maintenance and updating.

Therefore, this paper try to explore the utilization of hybrid learning that might leads to desirable performance and satisfaction among the students. The research questions driving this study are as follow:

1) What are the teaching approaches involved in hybrid learning?
2) What justifies students' learning satisfaction in hybrid learning?
3) What are the critical success factors of hybrid learning in accomplishing student learning disabilities?

Information generated from this research should be able to help in casting some light on the extent of benefits of hybrid learning, especially in Malaysia. The findings of this research also are expected to benefit the curriculum designers, instructional designers, educational supervisors, and policy makers who closely work with Malaysia education bodies. Moreover, this studies also applicable in representing basic information on how the university lecturers practice their teaching method.

The paper has six parts. First it acknowledges the problem statement, second it stated the theoretical framework, and third it reviews the extent literature relevant to hybrid learning and learning satisfaction. Then the research methodology is presented and the data analysis techniques are discussed. Next the findings are presented and few topics are discussed and summarized. Lastly, the paper concludes with a recommendations and direction for

further research.

II. PROBLEM STATEMENT

In contrast to traditional learning, e-learning serves multimedia contents and learning through online offer the possibilities for communication. This learning method becomes popular and with the emerging of internet globalization it enhances traditional learning environment. E-learning however suffers from some problems such as lack of peer contact in social interaction and high initial costs for preparing multimedia content materials including system maintenance and updating. Moreover, in Malaysia context, the learning environment had been comfortably practiced with a face to face interaction that suits with its nature and social practiced. It also raised questions about student satisfaction and effectiveness.

III. THEORETICAL FRAMEWORK

This research will discover about the utilization of hybrid learning in accomplishing learning satisfaction as perceived by university student. There are three angles decided to be covered in exploring this study. First perspective is a concept of approaches. By doing this research it explains the right approaches in conducting hybrid learning especially in university level as the study will be perceived by university students. Next perspective is a learning satisfaction concept. This concept will explain about the roots which are lead to the students' learning satisfaction while practicing hybrid learning in their learning environment. Finally, concept of CSF or known as critical success factor will be discover as these factors lead to the goals of conducting hybrid learning in education system.

IV. LITERATURE REVIEW

A. Hybrid Learning Approaches

Hybrid learning concept according to [5] is a learning concept that practice traditional face to face and online learning concept. Thus the concept of hybrid learning often used interchangeably with blended concept and it offers the students with two different setting which are online and offline.

According to Kear, Williams, Seaton and Einon in [6] there are three uses of information and communication technology (ICT) in hybrid method. The main function of ICT is to support hybrid learning approach through the choices of learning materials, to give space and setting for the learners and instructors to interact, and to get them participate in virtual life after the stage of traditional classroom has end.

Hybrid learning not only erased the time and geography barriers, but also benefits learners who are shy, introvert, reticent or having language difficulties can overcome this shortcomings by participating in asynchronous online learning [7]. As cited by [7] a study conducted by Powers and Mitchell in 1997 found that asynchronous online discussions improve the relationship between learners. However in a study done by Kiesler, Siegel and McGuire [8]

reported an opposite result where learners tended to be less introverted but more aggressive in online discussion and start to give negative comment because there is no control and guidelines from instructor.

Thus, Fook, Kong, Lan, Atan and Idrus [3] in their study in 2005 agreed that hybrid learning can be further improved in teaching field, as one of the productive learning concepts as it involves the varieties of technology and face to face interaction.

B. Critical Success Factors (CSF) of Hybrid Learning

Hybrid learning stands on two combining factors which it indeed firm success ingredients in order to ensure the combination are well mixed. Moore in [9] suggested that social, cognitive and teaching presences are three critical success of hybrid learning.

In different perspective, Papp [10] stated that hybrid learning CSFs included the course content, course maintenance and learning environment. In another view, Selim in [11] saying that to identify the success factors, we should first evaluate the learning and students performance outcome.

Not to be forgotten as hybrid learning use electronic devices, computer self efficiency and performance expectations also should be considered as one of hybrid learning CSF.

Moreover, technological environment also is one of the important elements in achieving the effectiveness of hybrid learning. As cited by [12], and [13], they suggested that technological environment play an important role in achieving the objective of hybrid learning system due to expected to influence the learner to use and practice the concept of hybrid learning.

C. Learning Satisfaction Issue

The satisfaction concepts originally introduced in marketing field where it is referring to the customer satisfaction when the customer reached their expectation towards the services or product given by particular agency or company [14].

Haytko [15] emphasize that in the learning process, satisfaction is referring to the perceptions of service quality given by the instructors as they considered as the focal points of the students to provide the information about the course itself [14].

[15] also added that in his finding, "hybrid course evaluations were significantly lower than traditional course evaluations for both the instructor and the course." Dissatisfaction issues reported by the students explain about their interaction activity with the instructors in virtual class where it was found to be lower effective than traditional classroom activity [14].

In seeing this as an issue of learning satisfaction, Marks, Sibley, and Arbaugh in [16] explain that the most important things in hybrid learning is the interaction between the instructor and the learners and the level of would be reached its point when it is applied to simulated learning environment [14].

Moreover, the value that lead to learning satisfaction as per discussed by Viadero in [17] is the motivational techniques. Motivation in general related with cost and rewards techniques where these lead to a desired action or behavior [14].

There is a research model approached by Wu, Tennyson, Hsia in [12] based on social cognitive theory which explains about the combination of "computer self-efficacy, performance expectations, system functionality, content features, interaction, and learning climate" are the main simulation in reaching learning satisfaction [2].

In other past research, Wang and Lit Woo in [7] emphasized on four key areas in learning satisfaction where it covers of:
1) Access,
2) Timing,
3) Mode of Expression
4) Visual Cues

V. METHODOLOGY

A. Research Design and Instrument

In this study, the researcher decided to use a quantitative method, where online survey will be used as its primary data collection strategy. There are three abstracts involved in operationalization of variable, consists of teaching approaches, satisfaction, and factors Questionnaires with close ended questions were distributed online; through emails, social networking application likes Facebook and any other instant messaging. The rationale of using online is to have a direct connection with the research topic which focusing on the emerging of technology. The respondents should at least have experience in using ICT and technology. By distributing questionnaire through online survey it helps in reaching the right target population and sample, where it shows that the sample do engaged in ICT application.

B. Participants and Sampling Technique

In representing the population, the respondents (*n*=50) selected are the students from Instructional Communication and Training Programme, Faculty of Communication and Media Studies, Universiti Teknologi MARA, as they know the basic tools and principle of media. Moreover, they are practiced communication as their main course of studies especially in teaching and learning process. By applying an opportunity sampling technique, the researcher selects the sample from people who are available at the time the study is carried out and fit the criteria the researcher is are looking for.

VI. RESULTS

The result shows that majority of the university students (*n*=50) experienced in hybrid learning method. All except four of the respondents possessed at least a computer. That is why; mostly of them agree that computer act as a very important tool in their learning. Not only just merely possessing, but they engaged extensively with their computers. Moreover, 48% of their sited courses in the university offered them a hybrid learning setting. Not only that, the university also provided computer laboratory and intranet connection for ICT convenience for the students in the campus. Through the internet connection they received, they have made used online discussion and instant messaging among their classmates for their learning purpose. Other online tool such as email really benefits them in working on their assignments. Above statements give a high

vote for the need of ICT in the students' hybrid learning environment. Besides that, the practices of using CD-ROM / DVD-ROM in classroom courses also can be assumed as a fun approach in hybrid learning activities. Thus, as expected, result also indicated that most of the respondents agreed that the main function of ICT is to support the teaching approaches in hybrid learning that brings the possibilities in communication, interaction, and multimedia material classroom and online learning. By using those hybrid learning approaches, students agree that they are able to remain motivated to continuously study after class ends.

In the aspect of learning satisfaction, the respondents highly ballot for a learning method that covers both on real and virtual learning concept. Learning satisfaction also can be achieved when the method is an easy practiced based, in order for them to easy in gaining knowledge, and enhance their learning practice. Furthermore, the students also put their support that by using computer may help to put some excitement in their learning activities.

In order to ensure that learning satisfaction might be accomplished, the finding shows that social presence, cognitive presence and teaching presence as what stated by Yuen (2011) should be put into consideration. Most of the respondents agree that the interaction between students and lecturers is very important in hybrid learning. Besides, characteristic of students and their expectation do give impact towards the effectiveness of hybrid learning. In concomitant, training materials also contributes in accomplishing students learning satisfaction. For instance, CD-ROM, audio and video techniques may bring successful outcome in learning understanding and activities. The result also discovers that learning performance and satisfaction also has to do with students' expectation. This expectation soon might contribute to cognitive and teaching presence. Thus, hybrid learning should always be a method that provides active social activities between students and lectures interaction process and learning medium.

VII. DISCUSSION

As more of the technology advancement with many of advantages of online activities, hybrid learning could become a standard practice by both students and lecturers in education institutions. The implementation of hybrid learning formally in university could be a process of both innovative and complex method, where it may involves the way of using ICT, curriculum content, instructor and learner practices and as well as the university or institution condition.

In this context, with the rapid emerging of technology, obviously something needs to be done to improve the techniques and materials used in learning process. From this study it shows that the students do absorb the inputs and enjoy their learning by using this hybrid approach. By using variety of medium, it is capable in motivating students to continuously put theories they learned in class into practice, at any place and any time depending on their motivation level. Using only traditional method in learning serves less satisfaction compared to hybrid learning. Moreover, the results of this research support previous research and similar study which found that level of learning satisfaction is increased through hybrid learning practices.

VIII. Conclusion

Findings indicate that the hybrid learning method which covers both traditional classroom approach and online approach may improve learning activities and provide a variety of communication method. We can see that information technology and the practice of new generation in using technology had reshaping higher education system worldwide.

This study, in line with the literature had measured few critical factors that need to be followed in order to achieve students' learning satisfaction through hybrid learning method. Majority of the respondents agreed that hybrid learning is very sufficient because technology help in foster learning activities and face to face classroom method contribute in social interaction and motivation among students and lecturers.

In order to generate a clearer, concrete result at the end of the research, it is recommended that researchers undertake several additional methods. The scope of respondent should broaden to be able to gain diverse responds to the questions asked in the research.

Thus, a transformation in the academic atmosphere and curriculum activities should be considered important as the use of technology has begun to change learning and education environment. The rapid innovation of technology directly provides the student with the new learning experiences that were not previously possible. Let us make learning experience in education system more fun and interactive.

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