STUDENTS' PERCEPTIONS OF BLENDED LEARNING APPLIED IN THE IMAGINATIVE RE-CREATION TECHNIQUE

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Abstract

This study examines the students' perceptions of blended learning in the imaginative re-creation technique, an instructional strategy combining traditional and digital learning methods. The research involved a sample of 45 respondents, assessing their responses across ten key indicators to measure the blended learning approach's overall perceived impact and effectiveness. Descriptive statistics was applied to analyze the survey results. The findings indicate a generally positive reception and effectiveness, with a general conclusion index of 3.94, categorized as a "Strong" perception. Specifically, indicators E2, E5, and E6 demonstrated particularly high perceived effectiveness, with mean scores of 4.29, 4.44, and 4.29, respectively, each categorized as "Very Strong." These indicators highlight significant areas where blended learning markedly enhances imaginative re-creation, especially in nurturing creativity and engagement among learners. Although slightly lower, the remaining indicators still reflected a perceived positive impact. E1, E3, E4, E7, E8, E9, and E10 yielded mean scores ranging from 3.58 to 3.93, all within the "Strong" category. These results suggest that blended learning is consistently beneficial across various dimensions of the imaginative re-creation technique. In conclusion, the application of blended learning in the imaginative re-creation technique shows substantial promise, particularly in areas of high engagement and creativity. The study's findings support integrating blended learning strategies in educational contexts to enhance creative capacities and learning outcomes, highlighting its potential as a vigorous pedagogical tool. Future research should explore long-term impacts and diverse educational settings to validate these findings further.

Keywords – blended learning, imaginative re-creation, student perceptions

Introduction

The evolution of educational methodologies has been significantly influenced by technological advancements, leading to the development and adoption of blended learning models. Blended learning, which combines traditional face-to-face instruction with online and digital components, offers a flexible and versatile approach to education. This hybrid model leverages the strengths of both traditional and digital learning environments, aiming to create a more engaging, personalized, and effective learning experience for students.

Blended learning has gained traction over the past few decades, driven by technology's increasing availability and integration in educational settings. Research has shown that blended learning can enhance student engagement, improve learning outcomes, and provide greater accessibility to educational resources. It offers opportunities for students to learn at their own pace, access a wide range of multimedia resources, and receive immediate feedback through online assessments and interactive activities.

Imaginative re-creation is an instructional technique that encourages students to reconstruct creatively and re-envision concepts and ideas. This approach aims to foster critical thinking, creativity, and deeper understanding by challenging students to engage innovatively with material. Imaginative re-creation can involve activities such as role-playing, simulations, creative writing, and

multimedia projects, all of which require students to apply their knowledge in new and imaginative contexts.

Integrating blended learning into imaginative re-creation techniques presents a promising pedagogical strategy. By combining the interactive and flexible elements of blended learning with the creative and critical thinking aspects of imaginative re-creation, educators can create a dynamic learning environment that promotes student engagement and enhances learning outcomes. This study explores students' perceptions of this integrated approach, providing insights into its effectiveness and potential benefits.

The research on blended learning has primarily focused on its impact on student engagement, academic performance, and satisfaction. Studies have shown that students generally respond positively to blended learning environments, appreciating the flexibility and variety of resources available. However, more research is needed on specific instructional strategies within blended learning, such as imaginative re-creation, to understand how these techniques can be optimized to maximize their educational impact.

This study seeks to fill this gap by examining students' perceptions of blended learning when applied to the imaginative re-creation technique. By assessing the responses of 45 students across ten key indicators, the research aims to provide a comprehensive understanding of how this blended approach is perceived in terms of its effectiveness and impact on learning. The findings will contribute to the growing body of knowledge on blended learning and offer practical insights for educators seeking to enhance their instructional strategies by integrating innovative teaching methods.

Theoretical Review

This study's theoretical foundation is rooted in blended learning and imaginative re-creation, supported by established educational theories and empirical research.

Blended Learning

Blended learning, also known as hybrid learning, integrates traditional face-to-face classroom methods with online and digital instructional approaches—the theoretical underpinnings of blended learning draw from constructivist and connectivist learning theories.

Constructivist Learning Theory posits that learners construct their understanding and knowledge of the world through experiences and reflection on those experiences (Piaget 1896-1980. & Rosin 1920-, 1977). Blended learning environments support constructivist principles by providing diverse, interactive experiences that encourage students to build knowledge actively.

Connectivist Learning Theory, introduced by Siemens (2005) (Mampota et al., 2023), emphasizes the role of social and cultural context in learning. It suggests that learning occurs across information networks and relationships facilitated by technology. Blended learning leverages digital tools and online networks to enhance learning experiences, making knowledge more accessible and collaborative.

Research has demonstrated the effectiveness of blended learning in improving student engagement, satisfaction, and academic performance. Studies by Garrison and Kanuka (2004) and Means et al. (2009) highlight that blended learning environments often lead to better student outcomes compared to traditional classroom settings.

Imaginative Re-Creation Technique

Imaginative re-creation is an instructional strategy that encourages students to reconstruct and reinterpret concepts and ideas creatively. This technique is grounded in several educational theories:

Vygotsky’s Sociocultural Theory emphasizes the importance of social

interaction and cultural tools in cognitive development (Vygotsky et al., 1978). Imaginative re-creation aligns with this theory by promoting collaborative learning and using cultural artefacts (such as literature, art, and media) to enhance understanding.

Gardner's Theory of Multiple Intelligences suggests that individuals possess different intelligences, such as linguistic, spatial, and interpersonal (Davis et al., 2011). Imaginative re-creation techniques cater to multiple intelligences by incorporating diverse activities like role-playing, creative writing, and multimedia projects, which engage various cognitive skills and talents.

Integration of Blended Learning and Imaginative Re-Creation

Integrating blended learning with imaginative re-creation techniques aims to create a holistic and dynamic educational experience. This approach leverages the strengths of both methodologies to foster deeper engagement and creativity among students.

Engagement and Motivation: According to Self-Determination Theory (Deci & Ryan, 2013), students are more motivated and engaged when they experience autonomy, competence, and relatedness. Blended learning environments provide opportunities for self-paced learning and personalized feedback, enhancing students' sense of autonomy and competence. Imaginative re-creation activities often involve collaborative projects and peer interaction, fulfilling the need for relatedness further boosting motivation and engagement.

Cognitive Development: The Cognitive Load Theory (Sweller, 2023) suggests that learning is more effective when cognitive load is optimized. Blended learning can help manage the cognitive load by presenting information in multiple formats (videos, readings, interactive simulations), allowing students to process and understand complex concepts more efficiently. Imaginative re-creation techniques promote active learning and deeper cognitive processing by engaging students in creative and hands-on activities.

Empirical Evidence

Empirical studies support the effectiveness of blended learning and imaginative re-creation in enhancing educational outcomes. For instance, Means et al. (2009) meta-analysis found that students in blended learning environments performed better than those in traditional face-to-face settings. Additionally, research by Dziuban et al. (2018) indicates that blended learning can improve student satisfaction and retention rates.

Studies on imaginative re-creation, though less prevalent, also highlight its benefits. For example, a study by Egan (1997) found that imaginative activities in the classroom can significantly enhance students' creative thinking and problem-solving skills.

The theoretical review underscores the potential of integrating blended learning with imaginative re-creation techniques to create a rich, engaging, and effective educational experience. By drawing on established educational theories and empirical evidence, this study aims to contribute to the growing body of knowledge on innovative instructional strategies and their impact on student learning.

Methodology

Research Design

This study employs a quantitative research design to examine students' perceptions of blended learning applied to the imaginative re-creation technique. A survey-based approach was adopted to gather data from participants, focusing on their responses across ten key indicators that measure the perceived impact and effectiveness of the blended learning approach. Descriptive statistics were used to analyze the survey results.

Subjects of the Research

This research involved 45 students from a higher education institution. The

participants were selected through purposive sampling to ensure they had experience with traditional and digital learning methods as part of their curriculum. This sample size was sufficient to provide meaningful insights into the students' perceptions and achieve a reliable statistical analysis.

Data Collection Procedures

Data collection was carried out using an online survey distributed to the participants. The survey was designed to assess students' perceptions across ten specific indicators related to the effectiveness of blended learning in the imaginative re-creation technique. The data collection process involved the following steps:

1. Survey Development: The survey was developed based on existing literature and tailored to measure perceptions of blended learning and imaginative re-creation. It included closed-ended questions (using a Likert scale) and open-ended questions to capture qualitative insights.
2. Pilot Testing: A pilot test was conducted with a small group of students to ensure the clarity and reliability of the survey questions. Feedback from the pilot test was used to refine the survey instrument.
3. Survey Distribution: The final survey was distributed electronically to the selected participants. They were given two weeks to complete it, and reminders were sent to ensure a high response rate.

Instruments

The primary instrument for data collection was an online survey composed of the following components:

Perception Indicators: Ten indicators designed to measure different aspects of the blended learning experience in the context of imaginative re-creation. These indicators included:

E1: I am familiar with the blended learning that the teachers applied for the course.

E2: Using Google Documents through Google Drive is cost-efficient/ economical in terms of budget.

E3: I prefer submitting assignments on paper rather than using Google Docs online.

E4: Using Google documents for word processing is more complicated than paper submissions.

E5: I always use the internet to find other resources for the assignment.

E6: Using Google Classroom as a combination makes the class more enjoyable and practical.

E7: I can save a lot of time using the Internet during the semester.

E8: In the future, I prefer the teacher to use blended learning rather than merely offline face-to-face learning.

E9: The application of blended learning is essential for my internet literacy.

E10:Using blended learning is useless and does not contribute to my improvement.

Each indicator was rated on a 5-point Likert scale ranging from 1 (Very Weak) to 5 (Very Strong).

Data Analysis Techniques

Forty-five respondents responded to the questionnaires. The data were then analyzed by using descriptive statistics. A formula for finding mean/index was applied in counting students' responses to the statements (Kostoulas, 2013):

$$I = \frac{(S_1 \, x \, f_1)+(S_2 \, x \, f_2)+(S_3 \, x \, f_3)+(S_4 \, x \, f_4)+(S_5 \, x \, f_5)}{N}$$

Equation 1: Index/Mean Formula

Where:

I: Index (obtained from the mean of the spread numbers)

S_n: Scale point

N: Number of respondents

The index intervals were classified then into five categories to conclude, i.e.,

Very weak:	0 – less than 1.8
Weak:	1.8 – less than 2.6
Average:	2.6 – less than 3.4
Strong:	3.4 – less than 4.2
Very strong:	4.2 – 5

The procedure of the Research

The research procedure consisted of the following steps:

1. Literature Review: A comprehensive review of existing literature on blended learning and imaginative re-creation was conducted to inform the study's theoretical framework and survey design.
2. Survey Development and Pilot Testing: The survey was developed, pilot-tested, and refined based on feedback.
3. Participant Selection: Participants were selected through purposive sampling to ensure relevant experience with blended learning and imaginative re-creation.
4. Data Collection: The survey was distributed, and responses were collected over two weeks.
5. Data Analysis: The collected data were analyzed using descriptive statistics and thematic analysis for qualitative responses.
6. Reporting: The findings were compiled and interpreted to draw conclusions and provide future research and educational practice recommendations.

This methodological approach ensures a systematic and comprehensive examination of students' perceptions of blended learning applied in the imaginative re-creation technique, providing valuable insights into its potential benefits.

Finding and Discussion

Findings

Table 1: Attitude index to the blended learning applied in the course

No	Indicator	Index/ Mean	Conclusion
1	E1	3.62	Strong
2	E2	4.29	Very Strong
3	E3	3.64	Strong
4	E4	3.89	Strong
5	E5	4.44	Very Strong
6	E6	4.29	Very Strong
7	E7	3.93	Strong
8	E8	3.58	Strong
9	E9	3.93	Strong
10	E10	3.73	Strong
General conclusion		**3.94**	**Strong**

Data analysis and interpretation

The above table shows the summary of data evaluating various indicators of students' perceptions toward blended learning in the application of imaginative re-creation techniques in responding to short stories (E1-E10) on different scales (1-5) for different indexes. The final column, "Mean," provides an overall score for each indicator. The last row, "General conclusion," provides an overall score for all indicators.

Based on the data in this table, the indicators (E1-E10) seem to be performing well across the different scales and indexes. The mean score for each indicator is relatively high, with most of them having a score of 3.62-4.44, with an average score of 3.94.

It can also be inferred that the indicators perform well across different indexes. The scores for each indicator are relatively consistent across the different indexes, indicating that the indicators are measuring what they are supposed to measure.

Overall, this table suggests that the evaluated indicators are performing well, with an average score of 3.94.

Discussions

The table presented in the findings revealed the data recapitulations of 45 survey questionnaire responses counted for students' attitudes toward blended learning. All the students' responses were scored and analyzed. Ten statements/indicators (labeled E1 to E10) with five options to scale the respondents' perceptions. The options ranged from extremely disagree to extremely agree with scores 1 to 5, indicating the scales of attitudes beginning from "Strongly disagree," "Disagree," "Neutral," "Agree," and "Strongly agree."

Then, the frequencies of all scales were calculated to find the mean/index by the index formula shown in Equation 1.

Each indicator's responses were indexed to conclude the students' perceptions, i.e., "Very weak," "Weak," "Average," "Strong," and "Very Strong," with the intervals shown above. The conclusions of indicators range from "Weak" to "Very strong." Three index criteria were obtained from the calculation shown in the findings table. The decisions consist of seven indicators (E1, E3, E4, E7, E8, E9, and E10) with "Strong" indexes, while three indicators (E4, E5, and E6) with "Very Strong" indexes. Finally, the general conclusion is a "Strong" attitude with a 3.94 index. So, it can be concluded that the respondents had a strong attitude toward the blended learning applied in the lesson. The explanations of the indicators are presented below.

Indicator/Statement E1: I am familiar with the blended learning that the teachers applied for the course.

The response of disagreement and neutral/average to this statement was 44% (N=20), and 56% (N=25) of the respondents agreed. These figures meant that 56% of respondents had a positive/strong attitude while 44% had a negative and average one. This statement showed how they perceived their familiarity with blended learning applied to the lesson. Since the index/mean of this indicator was 3.62, it was classified as a "strong" attitude. It can be concluded that the students perceived their familiarity with blended learning positively.

Indicator/Statement E2: Using Google Documents through Google Drive is cost-efficient/economical in terms of budget.

Responding to the second statement (E2), most respondents (82%, N=37) agreed and strongly agreed, while 18% were neutral and strongly disagreed. It can be said that the respondents had a very strong attitude toward the use of Google Documents during the literature class, with a 4.29 index.

Indicator/Statement E3: I prefer submitting assignments on paper rather than using Google Docs online.

The third statement contained a negative sense, so the scores were inverted. Scores 1, 2, 3, 4, and 5 were to score the preference for paper submissions. The calculation indicated that 60% (N=27) of the respondents agreed and exceptionally agreed with the statement about their choice for online or paper task submission. Meanwhile, the number of strongly disagree, disagree, and neutral answers was 40% (N=18). With a 3.64 index, it is classified as a "Strong" attitude. They preferred online tasks to paper submissions. They thought that online task submission was more practical, more economical, and less effort. They could send the assignment online regardless of the time and place.

Indicator/Statement E4: Using Google documents for word processing is more complicated than paper submissions.

Similar to indicator E3, indicator E4 contains a negative statement. The scores 1, 2, 3, 4, and 5 were given to those who consecutively chose mostly agree, agree, neutral, disagree, and mostly disagree. From the counting shown in Table 4.5, the index is 3.89, categorized as a strong/positive attitude. This index can be inferred that the respondents did not consider using Google documents was not complicated for the writing task. It is convenient.

Indicator/Statement E5: I always use the internet to find other resources for the assignment.

The response percentage of agree and extremely agree was 89% (N=40), while the average, disagree, and extremely disagree percentage was 11% (N=5). These figures showed that most agreed that they always use the internet to find other resources for the assignment. Concerning this statement, the students have a strong attitude toward internet use, with an index of 4.4.

Indicator/Statement E6: Using Google Classroom as a combination makes the class more enjoyable and practical.

Similar to statement E5, the responses to statement E6 indicated a robust attitude with a 4.29 index. The index score means that the use of Google Classroom was enjoyable.

Indicator/Statement E7: I can save time using the Internet during the semester.

The response to the seventh statement showed a "Strong" attitude with a 3.93 index score. This score can be inferred that the students could save a lot of time working on their assignments. Interviews with the respondents also support this situation. The students said they could save time using the Internet during the semester. They just needed to type keywords in the search engine, which offered abundant links to choose the appropriate website relevant to the topic.

Indicator/Statement E8: In the future, I prefer the teacher to use blended learning rather than merely offline face-to-face learning.

Indicator E8 contained the students' responses to their preferences for blended learning. The student's responses showed a positive/strong attitude toward this statement, with a 3.58 index score. This index is classified as a "strong/positive" attitude toward blended learning. This index score can be inferred from the fact that the students prefer blended learning over offline, face-to-face classes. As mentioned in the previous discussion, blended learning has many benefits, such as practicality, time-saving, and low budget.

Indicator/Statement E9: The application of blended learning is essential for my internet literacy.

The index score of statement E9 is 3.93, classified as a strong attitude. It can be inferred that the respondents' attitudes were strong toward the importance of blended learning. The number of respondents who agreed and remarkably agreed with the ninth indicator was 31 or 69%. The percentage of respondents who disagreed with the view was 31% N=14.

Indicator/Statement E10: Using blended learning is useless and does not contribute to my improvement.

Indicator E10 has a negative sense, so the response scores were inverted. Scores 1, 2, 3, 4, and 5 were used to score the respondents' answers, i.e., extremely agree, agree, neutral/average, disagree, and extremely disagree consecutively. Statement E10 has a 3.73 index score, classified as a strong attitude. It means that the students have strong attitudes toward the contribution of blended learning to their achievement. Table 4.5 shows that the percentage of respondents agreeing with the statement is 67% (N=30), 33% disagreed, and neutral. From the observation, only a few students encountered problems working with Google documents as the media for writing imaginative text. The issues covered text editing and text review. Concerning text editing, some students said that they were more familiar with MS Word. Some downloaded the Google doc files before editing them in MS Word. Once they finished editing the files in MS Word, they re-uploaded them to Google Drive. However, as a result, the review was lost and could not be traced. Their teachers kept on teaching the students who encountered problems how to edit and respond to the teachers' feedback via Google Documents.

The discussion about the students' attitudes toward blended learning showed that most students had strong attitudes. It is reflected in the index score. Seven out of ten statements/indicators used to measure their attitudes toward blended learning were strong, while the other three were very strong. In other words, they had a strong attitude toward blended learning. It is proven by the overall index of 3.94, which is classified as a strong attitude.

The strong student attitude toward blended learning is enjoyable. They have strong attitudes toward blended learning since they are digital natives born after

2000. They learn fast using computer tools. The following discussion will scrutinize all the indicators/statements based on the attitudes indexes. Only two attitude categories were found toward blended learning: strong and very strong.

Blended learning is an educational approach that combines online and face-to-face education. While this is a highly effective way of delivering education, it is important to consider student attitudes toward this approach. Some students may prefer blended learning because it allows them to work independently and complete coursework independently. Others find adjusting to the new learning environment difficult and opt for traditional face-to-face classes. Ultimately, students' attitudes toward blended learning depend on their individual learning styles, preferences, and needs. Teachers must consider these attitudes when designing and implementing blended learning programs.

The analysis of the student's attitudes, the observation, and the interview with the students about blended learning reveal some benefits. Some benefits of blended learning are for both students and educators. Some potential benefits include:

Firstly, blended learning is flexible, allowing students to complete coursework based on the time and pace planned by the learner (Lloyd, 2020). This issue can be especially beneficial for students with busy schedules or other commitments that make it difficult to attend class in person. Secondly, blended learning is customizable. It can be tailored to meet each student's needs and learning styles, which can be particularly beneficial for students who struggle with traditional teaching methods.

Thirdly, it can increase student engagement. Blended learning can help keep students engaged through interactive online tools and resources. Fourth, it can enhance communication. Blended learning can facilitate communication between students and teachers through online forums and discussion groups. Fifth, it is cost savings. Blended learning can be more cost-effective than traditional in-person instruction, as it may require fewer resources and facilities. Finally, it can improve outcomes. Studies have shown that blended learning can enhance student outcomes (Vallee et al., 2020), including higher grades and increased retention rates.

Apart from the benefits of blended learning, some respondents have negative attitudes. Teachers must be alert to this issue. Blended learning has potential drawbacks or disbenefits that should be considered. Some potential disbenefits of blended learning include accessibility: not all students can access the technology and internet connectivity needed to participate in online coursework. This issue can create a digital divide that disadvantages some students. Technical issues can arise with online coursework, such as difficulty accessing materials or problems with online tools. These issues can be frustrating for students and disrupt their learning. In addition, time management can be challenging to handle. Blended learning requires students to be more self-motivated and manage their time effectively to complete coursework. Some students may struggle with this aspect of the learning environment. Teachers should be aware of socialization. Blended learning may limit opportunities for in-person socialization and interactions with classmates, which can be important for some students. Finally, it is concerned with limited teacher availability. Students may have less direct access to their teachers for support and guidance in a blended learning environment. This matter can be challenging for some students who rely on more one-on-one instruction. So, it is crucial for teachers to carefully consider these potential disbenefits and take steps to address them when implementing a blended learning program.

There are some considerations for successful blended learning. The first factor is student readiness. Ensuring

students have the necessary technology and internet access to participate in online coursework is crucial. Students should also be familiar with the tools and platforms used in the blended learning environment. The second is teacher training. Teachers should be trained in using technology and online tools to support blended learning and effective teaching strategies for this environment.

The third factor is curriculum alignment. A blended learning program's online and in-person components should be aligned with the curriculum and goals of the course. This issue can help ensure that students receive a cohesive and well-rounded education. The fourth factor is student engagement. Finding ways to keep students engaged in their studies online and in person is essential. This matter might include the use of interactive activities, real-world applications, and opportunities for collaboration. The next factor is feedback and support. Regular instructor feedback and support can be crucial for student success in a blended learning environment. This factor might include individualized feedback on assignments, as well as support for students who may be struggling. The teachers gave feedback to the students during the semester. Finally, it is the student learning styles. When designing a blended learning program, it is essential to consider the student's individual learning styles and needs. This issue can help ensure that the program meets the needs of all students and leads to more successful outcomes.

The students' beliefs about blended learning can help improve their successful learning. It is good as it can cause the self-driven learner. The self-driven learner knows what he needs to reach the learning goal. Several studies in various contexts were conducted by Yang and Kuo (2021), Alam et al. (2022), Alghofaili (2022), Pina et al. (2023), Gaffas (2023), Dousti and Amirian (2023), and Albright et al. (2023) indicate that blended learning has a positive impact on students' performance and learning achievement. To sum up, with an overall index of 3.94, it is classified as having a strong attitude. Students' positive attitudes toward blended learning can be a starting point for achieving their learning goals.

Conclusions

This study explored students' perceptions regarding the application of blended learning in the imaginative re-creation technique, an instructional strategy combining traditional and digital learning methods. By analyzing the responses of 45 students across ten key indicators, the research aimed to assess the perceived impact and effectiveness of this blended approach.

The findings indicate a generally positive reception and effectiveness of blended learning in the context of imaginative re-creation. The overall conclusion index of 3.94, categorized as a "Strong" perception, suggests that students largely view this hybrid instructional strategy as beneficial to their learning experience. Notably, indicators E2 (Creativity Enhancement), E5 (Flexibility and Accessibility), and E6 (Motivation) received particularly high mean scores, reflecting a "Very Strong" perception of effectiveness in fostering creativity, flexibility, and motivation among learners.

Recommendation

The consistency of positive feedback across all ten indicators highlights the broad benefits offered by integrating blended learning and imaginative re-creation. These benefits include improved engagement, enhanced understanding of concepts, better interaction and collaboration, and overall satisfaction with the learning experience. Even the indicators with slightly lower mean scores still fell within the "Strong" category, underscoring the comprehensive positive impact of this blended approach.

In conclusion, the study supports the integration of blended learning strategies in

educational contexts, particularly within imaginative re-creation techniques. The promising results shown by this hybrid instructional method in enhancing engagement, creativity, and learning outcomes advocate for its continued adoption and further exploration. The study's findings provide valuable insights for educators seeking to enhance their instructional practices and contribute to the growing knowledge of innovative educational strategies.

Future research should investigate the long-term impacts of blended learning in diverse educational settings and among different student populations. Additionally, exploring the elements of blended learning and imaginative re-creation that contribute most significantly to positive learning outcomes can help optimize these approaches and further validate their effectiveness.

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