

## Students' Challenges of Blended Learning Model in Higher Education

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### ABSTRACT

Blended learning is a general term for a method that combines the benefits of classroom learning with online learning. However, the combination of online and face-to-face educational components has caused problems over time. Some studies highlight the general limitations of the blended learning education model, but there is no clear insight into the challenges that exist in the blended learning online component. A systematic literature search was performed to identify obstacles to the online components of blended learning from a student's perspective. The biggest challenges students face are self-regulatory issues and the difficulty of learning technology. This study highlights the need for further research to address the problem of student blended learning.

**Keywords:** *blended learning; challenges; higher education.*

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## INTRODUCTION

Despite the high costs, difficulty of access, dropout rates and regular criticisms of the quality of research, global demand for higher education is currently increasing (OECD, 2013). In addition, educational institutions often raise questions related to the general applicability of the program to graduate education or employment of graduates (Redecker & Punie, 2014); and actual education in the higher education system (McCallum et al., 2015). Improving cross-cultural integration, reducing dropout rates, facilitating a seamless transition from an educational program to the first job, and introducing a flexible and relevant lifelong learning process are just a few of the problems. According to (Redecker & Punie, 2014), educational institutions need new structural changes to address these issues. However, those problems should be tested first via interdisciplinary, multi-degree studies that consider social, educational, economic, demographic, and economic factors of training (Dannenberg et al., 2020). In this context, mixed studying methods can also additionally offer opportunity options for better training establishments to cope with those problems and reply to outside pressures to efficaciously put in force technological traits withinside the classroom.

Blended learning is a concept that refers to the combination of traditional classroom lessons and digital online learning. This concept of combining teaching materials and online intervention has been shown to improve both traditional face-to-face classes and fully online classes. When done correctly, this method is to combine

the benefits of training face-to-face learning with the modality of online learning (Broadbent, 2017). According to (Hrastinski, 2019), mixed getting-to-know reduces online transactional distance and will increase interplay among instructors and students; mixed getting-to-know gives flexibility, pedagogical richness, and cost-effectiveness (Alsobhi, 2021); and mixed getting-to-know guarantees price interplay and getting to know engagement (Farrah & Hatem Al-Bakry, 2020).

While the deserves and blessings of mixed gaining knowledge optimizing coaching and gaining knowledge are obtrusive from endless influential research and seemed to many students as "the brand new normal" (Dziuban et al., 2018a) in schooling because of its excessive price of adoption, popularity, and perceived blessings; the incorporation of the era into instruction, thereby growing the web component, has triggered a few unease amongst students. Students, for example, are obliged to manipulate and perform their research independently in their instructor, at their very own pace, and the use of online era doors in their face-to-face meetings necessitates self-law abilities and technological ability.

Several research has highlighted students' problems with the net aspect of combined getting to know (Prasad et al., 2018). This research, however, falls brief of offering a complete photograph of the limitations of coaching and analyzing outdoor face-to-face magnificence sessions. Reporting from an unmarried form of combined getting-to-know is likewise a characteristic of sure research. For example, (Akçayır & Akçayır, 2018a) looks at the blessings and disadvantages of the flipped study room restricted to the flipped study room form of combined getting-to-know, and it specializes in the technological troubles that flipped lecture rooms face.

The literature on mixed mastering does now no longer offer a complete photograph of the problems that exist within side the online aspect of blended learning. Because mixed mastering combines educational components (face-to-face and online) into one, college students and instructors are robotically redirected to the online aspect and anticipated self-modality and control their duties the use of era at their tempo while the face-to-face aspect is ignored. Students are the foremost stakeholders or entities in mixed mastering for study.

The research topics that guided this study were: What problems did students confront in blended learning courses? To completely comprehend these difficulties, the writer used the most recent literature as the primary source of information in order to address this research topic.

## **METHOD**

The writer used a literature-primarily based totally technique of idea construction to shape this take a look at (Branch & Rocchi, 2015). The writer performed a functional and iterative seek withinside the first section to locate the maximum applicable articles. This week yielded the best English-language magazine courses approximately mixed getting-to-know implementations in better training as references. In order to make sure that each applicable research for answering the take a look at query has been included, the author selected an editorial from Google Scholar and

Science Direct. To aid and offer fundamental portions of proof in addressing studies questions, the author actually has additionally referenced and mentioned numerous different influential papers linked to the subject.

## FINDINGS AND DISCUSSION

This part reports and discusses the obstacles that students confront in the blended learning paradigm, which addresses the study's research questions.

### 1. Self-regulation challenges

Self-regulation refers to the capacity to manage one's actions, feelings, and ideas while pursuing long-term objectives (Gillebaart, 2018). Emotional self-regulation more explicitly refers to the capacity to restrain irrational feelings and impulses, or to deliberate before acting. Self-regulation also entails having the capacity to bounce back from setbacks and behave morally.

Students' loss of self-law capabilities to set up and control their research independently in their instructors is highlighted as a primary difficulty. Other studies have been extra special in characterizing the form of procrastination-associated self-law problems (AlJarrah et al., 2018); Maycock et al., 2018; Sun et al., 2017) and flawed time management (Broadbent, 2017).

The issue of self-regulation has been considered in various areas. Meanwhile, blended learning self-regulation has received a great deal of attention for research and connectivity to other online learning frameworks and models such as the Technology Acceptance Model (TAM) (Yeou, 2016). There is relatively little research on the online components of blended learning that provide an opportunity to curate student self-regulatory behavior.

Previously, self-law conduct aid structures aimed to offer learner-focused surroundings with the aid of using guiding inexperienced persons thru an education manner iteratively. (Lin et al., 2016) advanced a machine dubbed "self-regulated studying with organization recognition and peer help" (SRL-GAPA) to decorate students' self-law conduct in mixed studying surroundings with the aid of using organization recognition and peer resource as outside scaffolding. As an end result of the method, students' self-law conduct has advanced out of the doors of face-to-face sessions.

### 2. Challenges of technological literacy and competency

Computer and technical knowledge and skills, among other skills, are essential for students pursuing today's modern education. Educational learning resources are integrated into technology, and access to and use of these materials is dependent on a person's literacy and skill level. According to (Brown, 2016), a disadvantage of blended learning education is students' lack of literacy regarding the usage of technology for learning. Indonesian users of digital media are still limited to acting as consumers of the data and content that circulates online. However, it appears that diverse societal levels are beginning to develop the capacity to use digital media critically. The community's capacity for comprehending information in the emerging digital world of

the internet network is growing. They can now distinguish between material that is suitable for ingestion and information that should be avoided. The findings of the 2021 Indonesia Digital Literacy Index, which was conducted by the Ministry of Communication and Informatics in partnership with the Katadata Insight Center (KIC). The overall score for Indonesia's 2021 Digital Literacy Index is 3.49 on a scale of 1 to 5, which is higher than the 3.46 score from the previous year. 10,000 respondents from 514 districts and cities in Indonesia were surveyed face-to-face to determine the 2021 Indonesia Digital Literacy Index. Internet users between the ages of 13 and 70 make up the respondents. According to the poll, digital culture (digital culture) received the highest score, 3.90 (Kementerian Komunikasi dan Informatika, 2022). Pupils' technical illiteracy and poor time management skills, according to (Zacharis, 2015), have resulted in delays in receiving rapid feedback from their lecturers, making students bored and postponing their study efforts. Similarly, (Chen et al., 2016) described the difficulties students encounter when learning a new technology, particularly older students (Salim et al., 2018). This finding may help to explain why pupils are afraid of technology (Safford & Stinton, 2016).

For blended learning students, (Akçayır & Akçayır, 2018a) emphasized the importance of technological competency. Incompetence with mastering technology may be disastrous and probably come to be an obstacle to college students figuring out the advantages of combined mastering due to the fact combined mastering college students are possibly taken into consideration to be fairly ready with technology, having no issues with online sports together with on line peer mastering, help-seeking, problem-solving, and technical know-how.

Blended mastering college students additionally have the problem of navigating numerous technological person interfaces (Prasad et al., 2018). With the development of an extensive variety of working systems, pc hardware, and software program innovations, this will become clear. Students who lack competency and talent withinside the use of numerous hardware and software program technology can not able to well take a look at them because of the complexity of technological versions and interfaces. Although (Akçayır & Akçayır, 2018b) counseled that due to the fact they're deemed "technological born," the prevailing era of college students is anticipated to have less trouble with generation than preceding generations.

### 3. Students Isolation challenges

Students take a look at sports together with reading, assignments, and arrangements for face-to-face lessons are hampered via way of means of their online components' loss of interest, alienation, and isolation. The degree of pain and tension that scholars revel in due to isolation whilst sporting out take a look at sports changed defined via way of means (Chyr et al., 2018). According to 2 key findings from taking a look, college students are frightened and uncomfortable with the usage of video projection, microphones, and speakers, in addition to being in the middle of attention (Szeto & Cheng, 2014)

Students may experience isolation and alienation due to their reluctance to participate in online groups. This is due to variables including personality, a sense of

transactional distance in the online context, lack of trust and trust in other members of the online community, and lack of communication cues. It may be connection problems, poor writing skills, or a language barrier. Establishing an online social presence as one of the three elements of the research community framework by identifying and participating in the online community and building strong relationships with online participants is key to student academic success. It has been shown to be an element of (Garrison, 2016), especially learning through technologies such as mixed learning.

#### 4. Technological sufficiency challenges

Because mixed mastering necessitates college students' use of generation whether or not supplied with the aid of using themselves or with the aid of using their instructional institution, technological accessibility troubles should be addressed. Students, in step with (Akçayır & Akçayır, 2018a), are worried approximately now no longer having the same get entry to and technological guide as their friends. Similarly, the study (Safford & Stinton, 2016) discovered that scholars had a hassle connecting to the net of their online component, in addition to handling antiquated generation. Students can also additionally agree that the adoption of mixed mastering is a biased fashion of training as it locations them at a downside to their friends in phrases of online mastering tools. Furthermore, in step with (Safford & Stinton, 2016), college students are disillusioned with their get entry into the present-day generation mastering, and their online sports are hampered by the aid of using a sluggish net.

#### 5. Technological complexity challenges

Students whinge approximately the complexity of technology applied with the aid of using their instructional establishments for online activities, in line with (Prasad et al., 2018). As a result, college students spend lots greater time mastering how to make use of those technologies. Students come to be overly enthralled and interested in the generation being used, mainly the software program component, inflicting them to cognizance at the revolutionary capabilities and complexities of the web mastering surroundings as an alternative to analyzing withinside the online mastering surroundings. Educational establishments that use and set up a present-day generation to compete and update/improve the current academic generation are properly aware of technological distractions and complexity. Students, on the alternative hand, can be at the back of the instances in phrases of technological innovation, locating it hard and insufficient to apply for mastering.

Another cause students are distracted via way of means of generation is the supply of gadgets and offerings that scholars do now no longer have or do now no longer have to get entry to at home. For example, a high-velocity Wi-Fi community that scholars can use for non-academic functions which include quicker YouTube video streaming, downloads, and different non-academic activities. However, (Li et al., 2021) observed that a not unusual place subject matter withinside the mixed mastering literature is the want for academic establishments to often update getting old generation with the more modern generation. Nonetheless, academic establishments ought to keep everlasting stability among students' generation wishes and sufficiency,

in addition to technical gold plating, with the intention to keep away from misuse or abuse of technological resources.

Despite the benefits of online learning videos such as emotional and behavioral credibility (Borup et al., 2014), students complain about longer educational films (Kim et al., 2014). According to Kim, the students explained online content. According to studies on video learning, online video lectures with inadequate or limited educational and technical features are detrimental to student learning in flipped classrooms (Chuang et al., 2018). Another study (Giuliano & Moser, 2016) found that the length of online videos was inversely proportional to the percentage of the video that students watched. Given the attention span of most students, some scholars suggest that online videos should be within 20 minutes (Mason et al., 2013).

Every day, as the era improves, new necessities in combined studying emerge, at the side of a brand new set of problems. As a result, stakeholders are locating it tough to remedy those problems. According to (Maycock et al., 2018), pupils' and teachers' capacities to get entry to online instructional substances to modify on an everyday basis, and the charge at which era is used for instructional functions is overwhelming for each virtual and non-virtual-born student. From the angle of students, the findings of this examination have resurrected diverse problems which can be impeding the right recognition of the combined studying version of education.

Students' self-law-associated troubles have been recognized as one of the maximum apparent units of demanding situations that scholars confront in their online element of combined getting to know, in keeping with the review. Self-law has long been an undertaking that has hampered the attainment of real brilliance in several technology-mediated varieties of instruction. They take a look at determined that withinside the online element combined getting to know, combined getting-to-know researchers have centered greater on stimulating greater-preferred students' self-law thru numerous intervention approaches, in place of specializing in different unique forms of self-law conduct together with procrastination.

Second, the research has found a number of issues relating to students' use of technology. Students are enthusiastic about using technology to help them study. The majority of technological obstacles that students face are related to their inability to make good use of available technology for learning, as well as their expectations for the level of support that technology will provide. The findings of our study's issues can be described as follows: 'I am unable to effectively use technology for studying.' This is in line with a number of studies that have described today's students as technological natives. As a result, while blended learning students recognize the use of technology for studying, they are unable to effectively employ and optimize the benefits provided by such tools.

Blended getting to know virtually includes the usage of numerous technical equipment and coaching tactics that have to be cautiously taken into consideration that allows you to enhance scholar getting to know. Because instructional establishments care greater approximately college students than instructors, and due to the fact college students are greater gifted and technologically equipped in the use of era for reading

than instructors are in the use of era for coaching, our studies determined that the demanding situations related to mixed getting to know as an entire have an extra effect on mixed instructors. Furthermore, it's miles doubtful whether or not instructors' aversion to the use of era for coaching is in most cases because of their lengthy revel in face-to-face instruction, as a few studies, such as (Hamburg, n.d.), have advised that instructors have to triumph over their fears on their very own to excel in enforcing a hit mixed getting to know, or whether or not it's miles in most cases because of their establishments' failure to put money into and offer powerful intervention education and improvement programs.

Students' isolation, in addition to their susceptible self-law talents outdoor of face-to-face sessions, is simply exacerbated via way of means of technological illiteracy and incompetence. Although it's miles broadly mentioned that era aids college students' studying, lecturers have emphasized the importance of setting college students, now no longer era, in the middle of the studying process. Traditional studying control systems, in step with the current study, fall quickly of handing over a collaborative and attractive online network that offers college students a sense of ownership.

The technique of enhancing students' online social presence via way of means of integrating social community websites with conventional getting-to-know control structures has been demonstrated to have an enormous effect on students' getting-to-know effects and has delivered a better stage of scholarly pleasure and engagement via way of means of intervening in a number of the demanding situations that scholars face with a generation of their online components. Furthermore, a more potent feeling of an online network could absolutely foster scholarly behavior even as additionally doubtlessly lowering isolation and seclusion of doors of face-to-face meetings.

The study of (Özmen & Atici, 2014; Özmen & Atıcı, 2014; Thoms & Eryilmaz, 2014) integrates social networking sites with learning management systems to improve and maintain the level of social interaction between students. Shows the benefits of. Students ensure an overall engaging learning experience between students and their instructors. As a result, students enrolled in colleges that use social media for their online activities may be less likely to face the difficulties mentioned. The goal of student blended learning is to provide a richer learning experience by carefully organizing face-to-face and online components, but research shows that these two components work together to provide the benefits associated with each component. Provides and reduces fear.

The face-to-face preliminary assembly periods that typically arise at the beginning of a combined path supply college students with facts approximately the institution, observe expectations, and creation of the institution's technologies (e.g., the getting-to-know control system), among different things. The human contact in face-to-face creation encounters kicks off the net factor's social sports through encouraging social touch and communicate among college students and their trainer(s), in addition amongst college students (Boelens et al., 2017; Dziuban et al., 2018b).

As a result, children may have an experience of who their classmates or even their trainer are. Face-to-face introductory visits have been confirmed to be a promising approach for enhancing college students' information about their friends and thereby decreasing the variety of terrible problems. On the opposite hand, the excessive fine of online social interplay and optimization of the net factor improves and helps the face-to-face factor, as college students grow to be greater relaxed with their friends in the course of face-to-face periods

## CONCLUSION

In this study, to answer the research questions, the writer looked up the literature on technical implementations in higher education, especially for the provision of blended learning. The rapid growth of technology to meet the needs of society has created many problems, and today's digital transformations are putting more strain on higher education systems. According to the results of this study, students have problems with self-regulation and are unable to make good use of technology in their studies. As a result, you can use this review study to orient your studies of blended learning and find answers to the identified problems faced by students in blended learning that impede the potential of the model.

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