

ABSTRACT

Pratiwi, Risfi Tirta. (2022). AN ANALYSIS OF STUDENTS' PERCEPTION OF PEER-LEARNING STRATEGY IN BLENDED LEARNING COMMUNITY (A Descriptive Study to Higher Education Students of English Education Study Program at IKIP PGRI Pontianak). Main Supervisor: Dr. Diah Astriyanti, M.Pd. Assistant Supervisor: Elly Syahadati, M.Pd.

This research aims to analyze the trend of students' perception of Peer Learning Strategy (PLS) in the context of Blended Learning by students in Higher Education. The students were from English Education Study Program in their third year at IKIP PGRI Pontianak. There are 165 expected students from the total population to participate in this research. However, only 130 students were collected for this research.

This descriptive study applied an indirect communication technique and used a questionnaire as the tool. The questionnaire is adopted from de Leon-Carillo (2005) which consists of 29 statements with a 5-point Likert scale (degree of frequency) and was altered into an online form. The data was collected and produced quantitative results. Hence, the data were analyzed by using descriptive statistics to describe the students' perception of the appliance of peer learning strategy in the context of blended learning, which is categorized into three indicators.

The Peer Learning Strategy (PLS) reports that from the lowest range of GPA (2,30-3,00) to the highest range (3,50-4,00) agreed to apply most of the PLS as the knowledge collaborator. Female is the majority gender, interestingly, the percentage rate of males most frequently apply and take advantage of PLS. Both genders applied peer learning as the knowledge collaborator. It is also reported that 44% of students (n=57) categorized mostly perceive themselves as knowledge collaborator and 62% of students (n=81) are the least conducted as the knowledge giver. The frequency of the activity that students conduct themselves in PLS as knowledge collaborator (M=3.56) is the highest, knowledge giver (M=3.29) is the lowest, and knowledge seeker is the less frequent (M=3.32). Based on the results, students are mostly identified as knowledge collaborator.

It is suggested that for further studies to conduct interviews to add in-depth analysis of students' perceptions in a similar topic. The researcher also recommends the teacher or the instructor facilitate and guide the students properly in applying PLS to their learning.

Keywords: students' perception, peer learning strategy, blended learning.