

CHAPTER II

LITERATURE REVIEW

A. Students' Perception of Learning

It is important to clarify the terms of this research in light of the focused issue. This study focuses on how students perceive peer learning. Here are the definition and the assessment of the students' perception.

1. The Definition of Perception

Perception is derived from the Latin term *perception*, which indicates “receiving, gathering, the activity of taking possession, or mental or sensory apprehension.” According to Atkinson in Herinda (2017: 8), perception is the process through which we organize and evaluate the inputs in our environment. In addition, according to Hamachek in Putri (2021: 8), perception is how people perceive stimuli from the environment around them via sensory receptors. Both theories explained how the environment plays a big part in creating perception. People receive information through their sensory receptors and process it with their minds, then form ideas of the certain situation based on their surroundings or conditions. Those notions become the result of their understanding or interpretation of something which is called perception.

People perceive and understand such a process with their knowledge to some extent. In Yulisma (2019), Tubbs and Mors stated that perception is relies on the perceiver's previous experiences, assumptions about human behavior, knowledge of other situations, current moods, wants, desires, and expectations. For instance, a girl meets a new boy who is interested to be her friend. This girl has experienced bad moments when having a friend of the opposite gender, yet she sees this boy has good intentions through her eyes. She becomes very careful around him because she is afraid that things could happen again. One has many factors in forming one's opinion, belief, and attitude toward something after processing it. It could be concluded that our

perception of an event appears to be the result of our interpretation, which is frequently the consequence of automated processing through the senses and mind. The results are not necessarily correct or incorrect.

Perception overall is how people process with careful perception, organizing, evaluating, and interpreting something by relating it to their knowledge such as experiences, other situations, and expectations, and the results are not necessarily correct or incorrect.

2. Students' Perception

Students' perceptions are closely related to their learning experiences. According to Akande in Yulisma (2019: 9), students' perceptions may be defined as their capacity to support their own beliefs. This means competencies related to supporting their learning and training their skills as they are aware of themselves as students and their responsibilities. It can be concluded that students deduce information about things, events, or connections associated with them in order to understand or want to understand and create opinions about certain things after receiving stimulants.

The psychological process of what students receives influence how they perceive it. Montague in Putri (2021: 9) mentioned that a student's perspective is their emotional reaction to something. Students often relate to the experience and react differently based on their notions of what it is and how they perceive it. It gives them a negative or positive reaction to something and impacted their beliefs and opinions. This concluded that the emotional reaction attached to the process of creating their perception.

In conclusion, students' perception of their learning experiences is associated with their beliefs about something. Students also have their own emotional reactions to certain objects that may give results in negative or positive perceptions.

3. Factors Affected Students' Perception of Peer Learning Strategy

The explanations above comprehend the process of receiving, analyzing, evaluating, and interpreting something that resulted in a

perception. These are some indicators affected students in forming a perception of the appliance of peer learning strategy in their blended learning experience adopted from de Leon-Carillo (2005):

a. Knowledge Seeker

The activities done by the students in peer learning under this role are clarifying and consulting. Clarifying is students are relying on peers to seek help in comprehending the explanations of the instructors. Consulting is students demonstrate a desire to seek out advice from peers to improve learning.

b. Knowledge Giver

The activities done by the students in this role are leading, modeling, and adjusting. Leading is demonstrating self-confidence in assisting their peers. Modeling is by assisting peers by developing and applying study methods. Adjusting, modify the type of assistance they provide in response to the perceived level of the requirements of peers who ask for it.

c. Knowledge Collaborator

The activities done by the students in this role are engaging, endorsing, and evaluating. Engaging is demonstrate their attraction to one another and their propensity for teaming behavior. Endorsing is a natural respect for each other's talents and limitations, as well as an understanding of each other's needs, interests, and abilities. Evaluating is openness to suggestions while also submitting one's work for review by peers.

In conclusion, these three indicators which are knowledge seeker, knowledge giver, and knowledge collaborator proposed by de Leon-Carillo (2005) in their research used in this current study. They helped the researcher deduce the students' perception of the appliance of Peer Learning Strategy in the context of blended learning.

B. Blended Learning

This research is intended to find the main topic which is the students' perception of peer learning strategy applied in specific context of learning environment. The blended learning community chose by the researcher as stated to differentiate from the previous related studies. Here are the explanations of blended learning community in higher education.

1. The Definition of Blended Learning

Blended learning is usually viewed as a combination of face-to-face and online delivery methods, each of which complements the other. Therefore, blended learning, student learning experiences, and overall achievement are likely to be linked (Poon, 2013). Students are learning more and are not limited to conventional classes. Garrison in Kaur (2013) stated that Blended Learning courses integrate online and classroom learning activities and make the most use of resources to improve student learning outcomes and solve critical institutional concerns. Utilizing the resources to the most create vast experiences in learning and train creativity in applying the tools to assist the learning activity. For example, students work on a group project and approach one another in class to collaborate and contribute to the project; to make it blended, students use WhatsApp groups, task managers to plan their work and control the flow, and file-sharing services like Google Docs, Canva, or others to collaborate and share feedback on the project.

Kaur (2013) agreed with Watson that blended learning blends online educational material delivery with the best elements of classroom interaction and live instruction to customize learning, encourage deliberate reflection, and differentiate instruction from student to student across a varied population of learners. Blended learning has the privilege of unlimited choices in exploring learning styles for students. This makes learning more students centered. In blended learning, teachers serve as facilitators, motivators, mentors, and advisors, and also often serve as "classmates," sharing ideas and expertise with their pupils (Zainuddin & Keumala, 2018).

In conclusion, blended learning provides a learning experience in both virtual and in-person meetings with the best elements of each to support the process of sharing and receiving information between the educators and learners. The teacher's role in blended learning is a facilitator, motivator, mentor, and advisor to support the learning environment and experience.

2. Blended Learning in Higher Education

Blended learning allows students to participate not just in the classroom but also beyond the classroom through internet connections (Zainuddin & Keumala, 2018). Every place with a bar of internet signals could access the learning materials and learning activities. Students learn everywhere they desire to reach their outcomes through utilizing things around them within the blended learning context.

Lecturers might use numerous models and media to apply and alter this strategy to meet the needs of their pupils (Zainuddin & Keumala, 2018). If face-to-face meetings are held in a real classroom, online face-to-face meetings may be held virtually using Google services like Google Classroom and Google Meet, Zoom, or social media sites like Facebook Groups. Technology and internet have been very useful for learning and educators may adapt and explore their creativity and meet the needs of the students.

Students in higher education are more flexible in learning and blended learning supports the need for learning, that is not limited to face-to-face meetings. Students encounter the events of teaching and learning that are also not limited to the teacher only, they can surf the internet to add more information regarding their studies. Educators need to adjust to the vast technology and environment to achieve the goals of learning.

3. Advantages of Blended Learning

There are some advantages of blended learning. According to Kaur (2013: 616), the following are the merits of applying blended learning:

1. The transition from passive to active learning is symbolized by it. The emphasis in the classroom shifts from presentational learning to active

learning. This means forcing pupils to read, talk, listen, and think critically by placing them in challenging situations,

2. Students can choose to work together or independently. The emphasis of the blended learning paradigm is on mixing online and in-person classroom components. Additionally, given that people's learning preferences are often fairly diverse, a mixed delivery system enables students to obtain and access knowledge in a variety of ways. Research demonstrates that blended learning increases students' chances of completing courses by lowering dropout rates, enhancing exam scores, and boosting motivation compared to wholly online or even fully face-to-face courses,
3. It adds a more individualized touch to the lessons. The teacher can set up the interactive curriculum with a high level of involvement, accountability, and meaningful evaluation,
4. It enhances individualization, relevance, and personalization. It enables the instructor to alter the course material to accommodate the demands of different target audiences, and
5. The method gives pupils the best of both worlds since it gives professors and students more independence and accessibility without sacrificing face-to-face interaction. A blended learning approach is a low-risk, cost-effective way to meet the challenge of the revolutionary changes in higher education brought on by technological advancements.

4. The Disadvantages of Blended Learning

It is inevitable to not have any disadvantages. Based on Mukhtaramkhon (2022), these are possible disadvantages of blended learning:

1. The dependence on technical resources or tools to have a meaningful impact on the learning,
2. The use of e-learning platforms can require more time than conventional methods and may incur additional fees since they are e-learning platforms, and

3. The difficulties in managing group work in an online setting.

C. Peer Learning Strategy

It is essential to understand the terms of Peer Learning Strategy that is the focused problem of this research. Below is the description of Peer Learning Strategy applied by the students.

1. The Definition of Peer Learning

Several studies have identified the term Peer Learning. Boud (2001) defined the term Peer Learning as, “a two-way reciprocal learning activity” that should be mutually beneficial and involve the participants sharing their information, ideas, and experiences. This learning strategy is applied between students that are learning with persons who are also learning to assist each other. Topping (2005) explained that Peer Learning is the active assistance and support status equals or matched companions in the acquisition of information and skills, and Keppell et al. (2006) stated Peer Learning is a strategy for promoting meaningful learning in which students teach and learn from one another. Students learn mutually with their preferences of peers’ choosing based on their perception, closeness, skills, and goals, to acquire knowledge and share their beliefs and experiences. To conclude, Peer Learning encourages students to learn from each other to gain understanding and skills together mutually.

Peer learning is a practical appliance of constructivist learning theory, which places a strong emphasis on the social nature of learning and how students discuss, contrast, and reformulate concepts to create new understandings (Gogus, 2012). Two major constructivist learning theories which contributes of how peer learning developed are Jean Piaget theory that represents the cognitive constructivism, and Vygotsky theory that represents social constructivism.

According to Piaget's theory of cognitive development, children's cognitive abilities are linked to the creation of internal world-view schemas (Thurston et al., 2021). Cognitive constructivists mainly focus on the

individual's cognitive construction of mental structures to construct their own understanding of the world. According to Vygotsky's social constructivism, every higher function manifests itself as a genuine connection between the learner and those around him (Keerthirathne, 2020). Vygotsky emphasized the importance of social context. Both Vygotskian and Piagetian theories stress the importance of peer learning and peer interaction in cognitive development (Gogus, 2012).

Peer learning and collaborating with peers can help students develop a wider range of skills than they could on their own (Vygotsky, 1986). Between peers, roles are either undetermined or may alter throughout the course of the learning session (Boud, 2001). The role between them is not quite an issue through learning activities. Each of them could shift to tutor or learner making the learning mutually beneficial. In conclusion, students learn collaboratively with their peers to acquire information and share their opinions and experiences. Through learning tasks, their roles do not seem to be an issue as long as they are allowing them to benefit from each other's knowledge.

Peer Learning defined as mutual learning activities between students in reaching their learning goals. The preferences of choosing "peer" to assist and support could be anything such as perception, closeness, skills, and learning goals. The role is not undetermined and may change throughout the activity.

2. Peer Learning Strategy in Its Practice

Peer learning in general practice can be informal (when students discuss lectures, assignments, projects, and exams in casual social contexts) or formal (when group work or group projects are specifically scheduled into courses) (Keppell et al., 2006). Formally, it is reported from the interview conducted by the researcher prior of this research, students in institutional level, specifically in IKIP PGRI Pontianak admitted applying peer learning during the class sessions. Students asked to do the group discussions about topics given by the lecturer as a group work and prior to their group projects.

Informally, Peer Learning sessions are not related to the curriculum or customary way, and it is more about the choices of the students. Peer Learning

formally is the one set by the teachers or instructed by the organizer, which can be by the education's management. Other than formal form of peer learning, students in higher education level particularly in IKIP PGRI Pontianak, students mostly have mutual discussion outside of the classrooms. They prefer to do the homework or simply have conversations with their peers in the coffee shop.

Throughout the peer learning process, students provide emotional support to one another (Boud, 2001). Peer support gives comfort in the learning process because some students may feel challenged in learning with the teachers. Whether it is formal or informal peer learning, students support each other to reach their goals.

Peer learning is a term used to describe a process, whereas peer tutoring, peer teaching, peer review, and peer evaluation are terms used to describe methods that aid in the process of peer learning (Lincoln & McAllister, 1993). Boud et al. (1999) also identified more examples of Peer Learning such as student-led workshops, study groups, team projects, student-to-student learning partnerships, and peer feedback sessions in class. Peer tutoring and cooperative learning are the most well-established and thoroughly investigated forms of peer learning (Topping, 2005). In a recent study, Paul et al. (2018) stated that Peer or student tutoring, group-based discussions or group projects, and student-led classes or online discussions are some of the most common peer learning strategies utilized in the previous decade. It is concluded that Peer Learning Strategy has some models which are peer tutoring, peer teaching, peer review, peer evaluation, and group discussions.

Accordingly, there was a model of peer learning organized by the lecturers of English Education Study Program in IKIP PGRI Pontianak named Debate Proctor 2021. It was a program to prepare students in debating. Senior students asked to support the debate learning session to their junior students. Senior students given the task to guide and teach about debate and the lecturers supervised the learning session.

Generally, it is mentioned that roles between peers are either undetermined or may alter throughout the course of the learning session (Boud, 2001). However, according to de Leon-Carillo (2005), the learners in Peer Learning are characterized into three groups: knowledge seeker; knowledge giver; and knowledge collaborator.

The first role is the learner as a seeker of knowledge, one who must obtain knowledge and information from a different source; a classmate or peer. de Leon-Carillo (2005) addressed clarifying and consulting are two examples of peer learning practices that fall under this group. In order to better grasp teachers' explanations, students frequently turn to their peers, who may repeat or elaborate on them. Although regrettably in some circumstances, they do so simply to get by with schoolwork (as in the case of requesting classmates to let them replicate an assignment or seatwork), they demonstrate a readiness to ask for help from peers in order to actually learn more effectively.

The second role, as a knowledge giver, de Leon-Carillo (2005) stated that this role demonstrated peer learning techniques used by the learner in their attempt to convey knowledge or information to their peers. Learners help their classmates by exhibiting leadership, modeling, and customizing qualities without being designated by teachers as peer tutors. Leading strategies show how learners are confident in sharing what they know. By coming up with and employing study strategies, modeling focuses on assisting peers. According to the perceived severity of the needs of those who seek their assistance, adjusting refers to changing the type of support they provide.

In the third role, de Leon-Carillo (2005) believed that students' peer learning practices exhibit engaging, endorsing, and evaluating qualities as knowledge collaborators. Engaging tactics demonstrate their attraction to one another and their tendency for teaming behavior. Endorsing is a sign of understanding one another's wants, needs, and skills as well as an innate regard for both their positives and negatives. In addition to exposing, one's

work to peer review, evaluating tactics demonstrates receptivity to suggestions.

Peer learning in its practice has formal and informal ways. Throughout the learning process, there is peer support between students, which is by providing emotional support to each other. Many models of Peer Learning Strategy such as peer tutoring, peer teaching, peer review, peer evaluation, and group discussions. Roles are undetermined or may change during the learning session. However, the types of learners in the Peer Learning Strategy are defined in three groups: a knowledge seeker, a knowledge giver, and a knowledge collaborator.

3. Advantages of Peer Learning

Some advantages of Peer Learning were collected from several studies. Here are what studies found to be the advantages of Peer Learning:

1. Peer learning has been promoted as a method for encouraging critical inquiry and reflection, communication skills, and learning to learn, all of which are related to cooperation, teamwork, and being a member of a learning community (Boud et al., 2015).
2. Peer Learning has been effectively fostering feedback, learning, and improvement in the real world (Larson et al., 2020).
3. Peer Learning boosts confidence, reduces worry and tension, and influences the formation of future responsibilities for learners (Dehghani et al., 2014).
4. Peer Learning facilitates the exchange of ideas and wisdom between students through the rich personal cognition and expression of different students, enriching and enhancing humanistic literacy knowledge, and improving interpersonal relationships (Wei, 2021).

4. Disadvantages of Peer Learning

Zhang & Bayley (2019) in their study found some disadvantages of Peer Learning. Here are the disadvantages of Peer Learning:

1. The chance that students will rely too much (or too little) on peer support, anticipate that the peer “helper” will handle most of the work, or even take advantage of the mentor's eagerness to assist.
2. Participants suggested that people who are “simply naturally timid” and are subject to peer pressure in social situations may be at a disadvantage when seeking academic assistance.

D. Previous Related Studies

In this research, previous relevant studies of the same field is important and to support the notion to conduct the current study. The researcher found several relevant studies about Peer Learning in the blended learning context. Their findings of their studies may align with the current study that the researcher intend to conduct. The following studies that are related to research are explained below.

Firstly, Sari (2014) in her study titled, “Peningkatan Prestasi Belajar dan Kemampuan Group-work Melalui Kombinasi Pembelajaran Peer Learning dan Blended Learning” on accounting students in one of the universities in Indonesia who were taking English subjects reported positive results. She studied students’ groupwork ability by applying the combination of Peer Learning in the Blended Learning context to enhance students’ learning. She reported peer learning and blended learning can boost students' academic performance and ability to work in groups in the following six areas: improved performance, the emergence of a diversity of opinion, improved language proficiency, improved ability to ask questions, sense of responsibility for the success of all group members, and ability to work in teams or groups.

Within the Blended Learning context, Lim (2020) in his research titled, “Peer Learning, Self-Regulated Learning and Academic Achievement in Blended Learning Courses” studied students who were taking credits in Blended Learning courses in Malaysia. Lim focused on the practical implications to facilitate the development of students’ self-regulated learning (SRL) and Peer Learning competencies. Lim reported that in the virtual

learning context of Blended Learning, Peer Learning was also one of the most important aspects of improving students' self-regulation behaviors, such as developing stronger friendships, better managing challenges in their studies, and setting goals and organizing learning to achieve better academic outcomes.

Distinct from the above studies, Khalid et al. (2020) did a study titled, “Perception of Peer learning, as An Innovative Learning Strategy Among First Year Medical Students Lacking Senior Guidance” on medical students within the medical courses and offline learning context. The students learned with their peers did the presentation in the classroom. They found that students to receive peer learning to have learned better from their peers in a comfortable setting and had a better comprehension of the core subject by realizing the implications of self-reflection and feedback.

Zwedberg et al. (2021) in their research titled “Student Midwives' Perception of Peer Learning During Their Clinical Practice in An Obstetric Unit” on student midwives. They studied within the clinical practice in an obstetric unit which is held in-person meetings. The results showed positive which are students shared skills, experience, information, ideas, opinions, and knowledge, acquired perspective while learning as peers, and feedback was welcomed as motivation.

Last but not least, Stenberg & Carlson (2015) titled “Swedish Student Nurses' Perception of Peer Learning as An Educational Model During Clinical Practice in A Hospital Setting” also studied within the offline setting in clinical practice. Student nurses' perception of peer learning had reported positive. Stenberg & Carlson reported that students' learning and independence improvement appear to be linked to a sense of safety.

Following that, these relevant studies helped the researcher to understand how students view and are aware of the use of the peer learning strategy to their learning. Despite these results, the prior studies mainly consider how the peer learning strategy affects students' learning generally. The researcher is therefore interested in discovering how students perceive

using the peer learning strategy in the more specific learning environment of blended learning.