

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Academic Behaviour Definition**

Several definitions exist regarding the explanation of academic behaviour itself. According to Jewett and Schreiner (2005), academic behaviour is defined as a set of behaviours that are related to academic success and achievement. Another definition from Bieniek et al. (2015) defines academic behaviour as students' actions that are necessary to be successful in academic settings. A more recent study from Choi et al. (2021) also defines academic behaviour as a broad construct that encompasses a range of behaviours, including studying, attending classes, participating in discussions, completing assignments on time, and seeking help when needed. These behaviours are critical for students to achieve their academic goals.

Regarding academic behaviour, several behaviours could be observed as indications of the study. According to Jang et al. (2016) and Choi et al. (2021), these academic behaviours include attention, attendance, effort, verbal participation, learning motivation, persistence, use of learning strategies, self-regulation, and time management.

##### **2.1.1 Positive Academic Behaviour**

A successful academic activity often goes hand in hand with how students behave. Positive students' behaviour in class could usually be measured by attending every class, arriving on time, submitting homework on time, being motivated to learn, willingly engaging in discussion, listening to teachers' instructions, and having positive emotions (Jang et al., 2016). In addition, Wang and Guo (2021) also claimed that positive student behaviour, such as being respectful to teachers and classmates, participating actively in class, and completing homework assignments on time, is positively related to academic achievement. A

study by Vargas and Hernandez (2021) found that attendance is a critical academic behaviour that can impact a student's academic performance. The study revealed that students who attended classes regularly were more likely to achieve higher grades and graduate on time. Similarly, time management and study skills are important academic behaviours that can influence academic success. A recent study by Nguyen et al. (2020) found that students who were better at time management and had an effective learning strategy were more likely to obtain higher grades and perform better academically. Moreover, motivation is also an essential academic behaviour that can drive academic success. As claimed by Alavinia and Omid (2020), students who were motivated to learn and had a positive attitude towards their studies were more likely to achieve academic success.

### **2.1.2 Negative Academic Behaviour**

In contrast, negative student behaviour could result in academic failure. Several researchers have identified different kinds of negative academic behaviour. According to Robinson et al. (2021), negative academic behaviour includes disengagement, absenteeism, cheating, procrastination, and aggression. Lan and Lin. (2021) claimed that disengagement and absenteeism were associated with low academic motivation and low levels of academic self-regulation, while procrastination was associated with stress and poor time management. Aggression was associated with the intentional use of physical, verbal, or relational behaviours that are intended to cause harm, discomfort, or fear to other students (Benbenishty & Astor, 2021). Whereas cheating is the act of dishonesty in working on a task or exam (Lan & Lin, 2021). Therefore, teachers and institutes need to keep students away from negative behaviour. According to Choi et al. (2021), students who exhibit positive academic behaviours are more likely to achieve higher grades and succeed academically. Conversely, students who exhibit negative academic behaviours are more likely to struggle academically (Harackiewicz et al., 2016).

In summary, academic behaviour plays a critical role in determining a student's academic success. Therefore, attention, attendance, effort, verbal

participation, learning motivation, persistence, use of learning strategies, self-regulation, and time management are all important behaviours that students should cultivate to enhance their academic performance. Therefore, to keep positive student behaviour Zhao and Mei (2016) mention that teachers need to establish a learning environment that deeply motivates students to engage actively and productively in learning activities. This way, students can derive the maximum benefits from school and achieve their learning goals.

## **2.2 Blended Learning Environment**

After a decline in COVID-19 cases, many educational institutions in Indonesia are attempting to shift all learning activities to a new blended learning environment. Zhu (2022) claimed that after the pandemic, blended learning has gained widespread acceptance as the new standard worldwide, especially for universities. According to Vallée et al. (2020), blended learning refers to the integration of traditional face-to-face learning and asynchronous or synchronous remote online learning. Singh et al. (2021) describes blended learning as an educational approach that combines the effectiveness and social interaction benefits of a traditional in-person class with the advanced learning opportunities offered by online delivery methods. Compared to pandemic-era remote online learning, blended learning combines the technological aspect with face-to-face learning, which is often associated with a more teacher-centred approach in the classroom. As said by Cronje (2020), blended learning involves the use of a variety of instructional technologies, such as live virtual classrooms, self-paced instruction, collaborative learning, streaming video, audio, and text, in combination with traditional classroom-based instruction. However, the transition to blended learning presents technical and logistical challenges, and the safety and well-being of students and staff must be taken into account.

### **2.2.1 Types of Blended Learning**

Since blended learning seems to mean many things, researchers and practitioners must provide examples of types of blended learning. According to

Dangwal (2017), blended learning encompasses a combination of various instructional methods, such as direct instruction, indirect instruction, collaborative teaching, and individualised technological-assisted learning. Hrastinski (2019) also provides several models of blended learning, which include:

- 1. Rotation model:** Students rotate between learning modalities, including online learning, full-class instruction, group projects, and individual tutoring.
- 2. Flex model:** content is primarily delivered online, and students have an individually customised schedule. Face-to-face support is provided as needed.
- 3. Self-blend model:** Students take one or more online courses to supplement traditional courses.
- 4. Enriched-virtual model:** Students divide their time between attending campus and learning remotely in an online setting.

Blended learning also includes the integration of technology into the learning process. According to Dangwal (2017), blended learning encompasses the integration of technology in the academic setting and includes:

- 1. Virtual classroom:** This offers students the flexibility to learn from any location and at any time, connecting with both their peers and teachers in a cyberspace setting regardless of geographical limitations.
- 2. Accessing the e-library:** In the traditional mode, students have access to a limited school library. However, a digital library provides them with the opportunity to access a wide range of books related to their specific topic of interest, as well as various other areas of study.
- 3. Webinars:** This implies that students can engage in seminars or discussions on various topics relevant to their interests through an internet connection. All the participants are connected using different software platforms, such as Skype, Google Talk, and others.

4. **Online assessment:** Online assessment aids in enhancing the evaluation system by making it more formative, transparent, and efficient. It increases reliability and objectivity in the assessment process.
5. **Online learning through video and audio:** Various recordings and animated videos are available that explain various concepts very easily and interestingly.
6. **Viewing expert lectures on YouTube:** Blended learning enables students to benefit from the expertise of renowned course content experts. They can easily access and watch lectures by experts from various fields, as they are readily available on platforms like YouTube.
7. **Virtual laboratories:** Blended learning can be particularly beneficial in professional courses where laboratory work is essential. In some situations, the cost of establishing fully equipped laboratories may not be feasible, or certain experiments may pose safety risks for students. In such cases, students can access virtual laboratories, allowing them to acquire the necessary skills and experience by working in a simulated laboratory environment.

### 2.2.2 Benefits and Limitations of Blended Learning

Blended learning refers to integrating online and face-to-face instruction in educational settings. Blended learning also brought up several benefits and limitations. According to Sander and Altman (2023), the benefits and limitations of blended learning include:

#### . **The Benefits Offers by blended learning**

**Increased Flexibility:** Flexibility is considered as one of the key benefits of blended learning. Students have the flexibility to study at a pace that suits them and on their own schedule, which can boost their motivation and engagement.

**Personalised Learning:** Blended learning gave an option to personalised learning activity. Students can progress through the material at their own pace and receive feedback from both their teachers and peers.

**Increased Teacher Effectiveness:** Blended learning can enhance teacher effectiveness by allowing teachers to offer individualized feedback and support to students in real-time.

### **B. Limitations of blended learning**

**Accessibility:** A major limitation of blended learning is that students need access to technology and the internet to engage in the online components of the course.

**Inequities:** Blended learning can further deepen existing educational inequities, as students from under-resourced and low-income schools may not have access to the essential technology or support needed to engage in the online components of the course.

**Technological Challenges:** It can be challenging for teachers to Integrate technology into their teaching practices effectively, and there possibly technical difficulties with the online session of the course.

After two years of online learning due to the pandemic, students have become used to the online learning environment, and they appreciate the benefits it offers. Educational institutions have also recognised the effectiveness of online learning. However, despite their comfort with online learning, students are now facing a new blended learning environment. The situation raises questions about their behaviour and perspectives towards blended learning.

## **2.3 Online Learning Environment**

In the wake of the COVID-19 pandemic, online learning became a lifeline for education. Online learning is the use of the internet and important technologies to create materials for educational purposes (Adedoyin & Soykan, 2020). In addition, online learning is also a method of education within a broader context of

locations. In this scenario, students from different geographic locations and even time zones come together through online educational services on the internet, all still affiliated with a specific institution. Dhawan (2020) defined online learning as the process of acquiring knowledge in either synchronous or asynchronous environments using various internet-connected devices, all of which require internet access (p. 7). In these virtual learning environments, students have the freedom to learn and interact with instructors and peers from any location, promoting a sense of autonomy (Singh & Thurman, 2019). Online learning showcased the potential of digital tools to maintain learning activity. Despite all its benefits, online learning also exposed challenges such as diminished engagement, a lack of social presence, and a lack of motivation (Bali & Liu, 2018). In response, a shift towards blended learning has emerged. Blended learning harmonises face-to-face classes with online learning classes. It overcomes the limitations that online learning has and offers beneficial methods to achieve a successful learning goal.

## **2.4 Study of the Relevant Research**

Previously, in the study titled “Patterns of Engagement and Behaviours in Online Learning Environments” by Mirriahi, N. et al. (2021), they investigated patterns of engagement and behaviours in online learning environments among undergraduate students in Australia. The study used cluster analysis to identify 836 students who were enrolled in online courses during the COVID-19 pandemic. The study found that students who were active participants had higher levels of academic achievement compared to those who were passive consumers, selective learners, or disengaged students.

Another study by Li, X. et al. (2021) with the title “Effects of COVID-19 on University Students’ Learning Behaviours and Outcomes: Evidence from a Longitudinal Study”. The study aimed to investigate the effects of COVID-19 on university students' learning behaviours and outcomes. The study used a longitudinal design, surveying 1,098 undergraduate students from a Chinese university before and after the outbreak of COVID-19. The result showed that the

pandemic had a significant impact on students' learning behaviours and outcomes, with students reporting higher levels of stress and anxiety, lower levels of motivation and engagement, and decreased academic performance. The study also found that students who had more positive attitudes towards face-to-face learning before the pandemic were more likely to have a positive attitude towards face-to-face learning post-COVID-19.

The latest study regarding offline learning post-COVID-19 was also conducted by Moon, N. W. et al. (2022), investigating students' behaviour towards face-to-face learning post-COVID-19. The study focused on two behavioural points, which are the preferences and experiences of students with online versus face-to-face instruction during the COVID-19 pandemic in the United States. The study involves 2,320 students from 71 different institutions across the country and implies quantitative research as a method. The results of the study found that the students who had positive experiences with online instruction during the pandemic were more likely to prefer online instruction in the future. Conversely, students who had negative experiences with online instruction during the pandemic were more likely to prefer face-to-face instruction in the future. The study also identified several factors that influenced students' preferences, including the quality of the instruction, the level of interaction with instructors and peers, and the availability of technical support.