

UNIVERSITI TEKNOLOGI MARA

**A STUDY OF STUDENT SATISFACTION IN A
BLENDED LEARNING SYSTEM ENVIRONMENT**

HASHIM BIN SAIDIN

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AUTHOR'S DECLARATION

I declare that the work in this thesis was carried out in accordance with regulation of Universiti Teknologi MARA. It is original and is the result of my own work, unless otherwise indicated or acknowledged as referenced work. The thesis has not been submitted to any academic institution or non-academic institution for any other degree or qualification.

I hereby, acknowledge that I have been supplied with the Academic Rules and Regulations for Post Graduate, Universiti Teknologi MARA, regulating the conduct of my study and research.

Name of Student : Hashim bin Saidin
Student ID No. : 2010240328
Programme : Master of Education (Educational Management and Leadership)
Faculty : Faculty of Education, UiTM Shah Alam
Thesis Title : A Study of Student Satisfaction In A Blended Learning System Environment
Signature of Student : .....
Date : Feb, 2014

ABSTRACT

Study in blended learning environment becomes a challenge to the students who are also teachers. To be a successful student, the student should be equipped with learning strategies such as blended learning. A quantitative research using questionnaires as an instrument for data collection process was conducted. The participants were 4th semester students. They were using blended learning in their studies. A total of 106 respondents answered the questionnaires. The questionnaires contain the surveyed elements on student perception of learning satisfaction, monitoring skills, independent learning and time management. The findings showed that students' level of perceptions on monitoring, learning satisfaction, independent learning and time management skills in a blended learning methods is high and indicates that they were comfortable with the learning process they have gone through. The correlational analyses identified a strong relationship between learning satisfaction and monitoring skills ($r = 0.708$, $p\text{-value} \leq 0.05$), between learning satisfaction and independent learning ($r = 0.707$, $p\text{-value} \leq 0.05$) and between learning satisfaction and time management ($r = 0.745$, $p\text{-value} \leq 0.05$). The regression analysis shows there is a relationship between the dependent variable (learning satisfaction) and the independent variables (monitoring skills, and time management). However, independent variables namely independence learning is not a significant contributor to dependent variable (learning satisfaction). Further investigations and transformation plan should be conducted in order to examine the student's success rates using blended learning method.

ABSTRAK

Pembelajaran 'blended learning' menjadi satu cabaran buat guru-guru ini yang menyambung pelajaran. Untuk menjadi seorang pelajar yang berjaya, pelajar perlu dilengkapi dengan strategi pengurusan pembelajaran sendiri dengan baik seperti pembelajaran 'blended learning'. Dengan ini, satu kajian telah dijalankan untuk mengkaji persepsi pelajar dalam pembelajaran bercampur di kalangan pelajar iaitu guru yang menyambung pelajaran peringkat Ijazah. Satu kaedah penyelidikan kuantitatif menggunakan soal selidik sebagai instrument untuk proses pengumpulan data telah dijalankan. Peserta yang terlibat adalah pelajar-pelajar semester 4 yang mengikuti pembelajaran secara online dan secara bersua muka yang bekerja sebagai seorang guru di sekolah rendah. Seramai 106 orang responden telah menjawab soal selidik yang telah diedarkan. Dapatan kajian menunjukkan bahawa persepsi pelajar dalam pengawasan, kepuasan pembelajaran, pembelajaran bebas dan kemahiran pengurusan masa dalam pembelajaran 'blended learning' ini adalah tinggi dan menunjukkan mereka selesa dengan proses pembelajaran yang mereka telah lalui. Analisis korelasi menunjukkan hubungan yang kuat antara kepuasan pembelajaran dan kemahiran pengawasan ($r = 0,708$, $p\text{-nilai} \leq 0.05$), pembelajaran bebas dan pengurusan masa ($r = 0.707$, $p\text{-nilai} \leq 0.05$). ($r = 0,745$, $p\text{-nilai} \leq 0.05$). Analisis regresi menunjukkan terdapat hubungan antara pemboleh ubah bersandar (kepuasan pembelajaran) dan pembolehubah bebas. Walau bagaimanapun, faktor iaitu pembelajaran bebas tidak penyumbang penting kepada pembolehubah bersandar (kepuasan pembelajaran). Kajian lanjut dan pelan transformasi perlu untuk mengkaji kadar kejayaan pelajar menggunakan kaedah pembelajaran 'blended learning' ini.

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