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1 Students' Of The Of Blended Learning At Institut Hindu Dharma Negeri Denpasar I Ketut Sudarsana1*, I Gusti Ngurah Agung Wijaya Mahardika1, I Wayan Lali Yogantara1, Ni Made Yuliani1, Si Luh Nyoman Seriadi1, Kundharu Saddhono2 and Darmawan Napitupulu3 1Institut Hindu Dharma Negeri Denpasar, Indonesia 2Graduate program of Universitas Sebelas Maret, Indonesia 3Indonesian Institute of Sciences, Banten, Indonesia *iketutsudarsana@ihdn.ac.id Abstract.

This study aims to measure students' perceptions of the use of blended learning at the Institut Hindu Dharma Negeri Denpasar. The use of blended learning started to be implemented intensively by lecturers in 2016 pursuant to the policy of delivering the lectures for at least 16 meetings including mid-term exam and final exam.

Large number of research activities and community service activities including religious holidays, have caused face-to-face meetings in the classroom to be reduced. Blended learning becomes a solution to maintain and improve the quality of graduates by providing comprehensive lectures. 1. Introduction The Act number 14 of 2005 about Teachers and Lecturers as well as the Regulation of The Republic of Indonesia number 37 of 2009 about Lecturers, stipulate that lecturers are professional educators tasked mainly to transform, develop, and disseminate science, technology, and arts through education, researches, and community services.

The main obligation of a lecturer is to perform the Three Main Duties (Tri Dharma Perguruan Tinggi) with a minimum workload equivalent to 12 (twelve) Credits and maximum 16 (Sixteen) Credits on each semester, which consists of the performance of education, research, and community services duties [1]. The performance of these main duties of a lecturer needs to be designed in a comprehensive assignment by the lec tur

ers of the Institut Hindu Dharma Negeri Denpasar, evaluated and reported periodically as a form of lecturer performance accountability to the stakeholders.

The teaching and educating duties are obligatory for every lecturer, in which the lecturers are specifically obliged to fulfill the teaching and educating duties workload together with research and science development duties at least equivalent to 9 (nine) credits every semester in said university [1]. Pursuant to this policy, a semester course must consist of at least 16 meetings including mid- semester exam and final semester exam.

Each lecturer must maximize the use of the limited time, coupled with the many research activities and community service as well as religious holidays. This condition has forced many lecturers to unwittingly failed to fulfill the required 16 meetings per semester. Blended learning is expected to improve scheduling flexibility for lecturers, combining the best aspects of face-to-face and online instruction.

For students this is certainly a new method of learning, t herore, tis t o raron udent ceions he ofbl learning, although at this time all the students have been familiar with the use of the internet. 2 2. Methods This research is a quantitative research with survey method using questionnaire. However, before the questionnaire was used, a trial to determine the validity and reliability of the instrument was performed.

The questionnaire consists of thirteen questions, and the result of the trial is presented as follows: Studes'ceion of Blnitie Talultabl No Item Number Value of Rxy (Validity) Remarks 1 Item 1 0.773 Usable/valid 2 Item 2 0.421 Unusable/invalid 3 Item 3 0.817 Usable/valid 4 Item 4 0.191 Unusable/invalid 5 Item 5 0.488 Usable/valid 6 Item 6 0.839 Usable/valid 7 Item 7 0.720 Usable/valid 8 Item 8 0.219 Unusable/invalid 9 Item 9 0.483 Usable/valid 10 Item 10 0.863 Usable/valid 11 Item 11 0.689 Usable/valid 12 Item 12 0.148 Unusable/invalid 13 Item 13 0.689 Usable/valid Based on the data in the above table, items number 4, 8 and 12 were dropped dues to having the value of Rxy below 0.3.

it terms of reliability of the instrument, Alpha Cronbach reliability test gave the value of 0.849 which is considered to be Very High Reliability. 3. Results and Discussion 3.1. Results The number of students surveyed was 915 students out of the total of 2565 students in Institut Hindu Dharma Negeri Denpasar which are the user of Blended Learning.

The results of the survey are displayed in the following table: Students Perception of Blended Learning Table No Range Category Frequency Percentage 1 90-100 Very Good

472 51.58 % 2 80-89 Good 174 19.02 % 3 65-79 Acceptable 196 21.42 % 4 55-64 Poor 73 7.98 % 5 < 55 Very Poor 0 0% Based on the above table, it can be seen that 472 students (51.58 %) have a very good perception of the use of blended learning, meanwhile 174 (19.02%) has a good perception, 196 students (21.42%) has acceptable perception and 73 (7.98%) has poor perception. 3.2

Discussion The lecturers in Institut Hindu Dharma Negeri Denpasar use computer technology supported by internet connection in providing information, reading materials, and course materials. Most lecturers facilitate students in interacting with their fellow students using both asynchronous and synchronous communication technology. Asynchronous technology is defined as a form of instruction or communication across different time and place [2].

On the other hand, synchronous communication is defined as real-time communication, in which the students and lecturers occupy the same time albeit 3 being in different places [3] [4]. Course materials are presented through a wide range of media such as graph, texts, animation, simulation, audio and video [5]. The implementation of blended learning promotes student autonomy in learning, due to the abundance of information available through the internet, this method is highly efficient for besides having face to face classroom meetings, the students can also access materials given online from any place.

Blended learning is highly beneficial in fostering and developing students involvement in the courses as proved by the high number of students (472 students or 51.58%) having very good perception of the implementation of blended learning. 4. Conclusion The result of the research showed that a high percentage of the students have very good perception of blended learning, therefore, changes in learning have occurred due to their learning experiences when interacting with their lecturers and their surroundings.

Blended learning does not only provide scheduling flexibility but also helps the students in developing themselves as learners, in accordance with their own learning style and learning preferences. It also provides a practical and realistic space for both the students and the lecturers in learning independently, meaningfully, and continuously.

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