



# PROCEEDINGS

## The 4<sup>th</sup> International Conference on Sustainable Innovation (ICoSI) 2020

Cutting Edge Innovations for Sustainable Development Goals

Universitas Muhammadiyah Yogyakarta (Indonesia)

October 13 - 14 2020

<https://icosi.umy.ac.id/>

## Focal Conferences



- ✔ (ICPU) The 2nd International Conference on Pharmaceutical Updates
- ✔ (ICOMS) The 6th International Conference on Management Sciences
- ✔ (ICLAS) The 9th International Conference on Law and Society
- ✔ (ICMHS) The 4th International Conference Medical and Health Sciences
- ✔ (ICAF) The 6th International Conference for Accounting and Finance
- ✔ (ILEC) The 2nd International Language and Education Conference
- ✔ (ICONURS) The 2nd International Conference on Nursing
- ✔ (ICITAMEE) The 1st International Conference on Information Technology, Advanced Mechanical and Electrical Engineering
- ✔ (IConARD) International Conference on Agribusiness and Rural Development
- ✔ (ISHERSS) The 2nd International Symposium on Social Humanities Education and Religious Sciences
- ✔ (ICONPO) The 10th International Conference on Public Organization
- ✔ (DREAM) The 5th Dental Research and Exhibition Meeting
- ✔ (ICHA) The 5th International Conference on Hospital Administration
- ✔ (ICOSA) The 3rd International Conference on Sustainable Agriculture





Proceedings

4<sup>th</sup> International Conference on Sustainable Innovation

2020

Publisher UMYPress

Lembaga Penelitian, Pengabdian, dan Pengembangan Masyarakat (LP3M)

Universitas Muhammadiyah Yogyakarta

Address

Gedung D Lantai 2

Universitas Muhammadiyah Yogyakarta

Jalan Brawijaya, Bantul,

55183 Indonesia

ISBN : 978-623-7054-43-6



# The 4<sup>th</sup> ICoSI 2020 Commitees

## *Advisory Board*

Dr. Ir. Gunawan Budiyanto, M.P, IPM  
Prof. Dr. Ir. Sukamta, M.T., IPM  
Prof. Dr. Nano Prawoto, S.E., M.Si  
Dr. Suryo Pratolo, M.Si, Akt  
Prof. Hilman Latief, MA., Ph.D  
Prof. Dr. Achmad Nurmandi, M.Sc

## *Chairs*

Dr. Yeni Rosilawati, S.IP., S.E., MM  
Dr. Arie Paksi, S.IP., M.A  
Dr. Dyah Dewanti

## *Secretariat*

Abdul Rasyid Ghazali, M.Sc.  
Mariska Intan Sari, S.S., M.A  
Fitria Rahmawati, S.Pd. M.Hum.  
Khanza Nabila Iftina, S.I.Kom  
Qholiva Yuni Fadilla, S.I.Kom

## *Treasurer*

Twediana Budi Hapsari, S.Sos., M.SI., Ph.D  
Safaroh Ivory Fananda, S.Sos

## *Scientific Committee*

Prof. Agus Setyo Muntohar, S.T., M.Eng.Sc., Ph.D.(Eng.)  
dr. Iman Permana, M.Kes., Ph.D  
Dr. Sudarisman, M.T  
Iwan Satriawan, Ph.D  
Dr. Indira Prabasari, M.P  
Eko Priyo Purnomo, S.IP., M.Si., M.Res., Ph.D  
Dr Nuryakin, M.M  
Prof. Dr. Achmad Nurmandi, M.Sc.  
Rizal Yaya, S.E., M.Sc., Ph.D., Ak, CA  
Dr. Mukti Fajar ND, SH., M.Hum

## *Proceedings and Journals*

dr. Iman Permana, M.Kes., Ph.D  
Dianita Sugiyo, S.Kep., Ns., MHID  
Dr. Dyah Mutiarin, M.Si.

## *Program and Event*

Hijriyah Oktaviani, S.IP, M.M  
Krisna Mulawarman, S.Sos, M.Sn

### ***IT Support***

Miftahul Yaum  
Winny Setyonugroho. S.Ked., M.T., Ph.D  
Anhar Wahyu, S.E

### ***Food and Beverages***

Dr. Alni Rahmawati, M.M  
Dr. Sri Handari Wahyuningsih, M.M  
Siti Wijayanti  
Dra. Luluk Chusniati

### ***Equipment, Facilities and Infrastructure***

Bagus Subandono, ST, M. Eng  
Aris Nuryanta, S.H  
Galuh Sudarsono

### ***Assets and Logistics***

Eko Wahyudi, S.E  
Noor Fajari  
Suparno

## Reviewers of 4<sup>th</sup> ICoSI 2020

- Ahmad Zaki, Ph.D.  
 Al Afik, S.Kep., Ns., M.Kep.  
 Ali Awaludin, Ph.D.  
 Ana Majdawati  
 Angga Fajar Setiawan, S.T., M.Eng., Ph.D.  
 Anita Rahmawati, S.T., M.T.  
 Anugrah Ilahi, Ph.D.  
 apt. Aji Winanta, M.Sc  
 apt. Binar Asrining Dhiani, Ph.D  
 apt. Didik Setiawan, Ph.D  
 apt. Erza Genatrika, M.Sc  
 apt. Hari Widada, M.Sc  
 apt. Indah Hairunisa, S. Farm., M.Botech  
 apt. Ingenida Hadning, M.Sc  
 apt. Lusi Putri Dwita, M.Si  
 apt. Nurul Maziyyah, M.Sc  
 apt. Raditya Weka, M.Farm  
 apt. Rifki Febriansah, M.Sc  
 Assoc. Prof. Dr. Khairil Azmin Mokhtar  
 Asti Widuri  
 Azizah Khoiriyati, S.Kep., Ns., M.Kep  
 Cahyu Septiwii, M.Kep., Sp.Kep., MB., Ph.D.  
 Dedi Suryadi  
 Dina Wahyu Trisnawati, Ph.D.  
 Dr. Ahim Abdurahin M.Si., SAS., Ak., CA  
 Dr. Anas Puri, S.T., M.T.  
 Dr. Ani Hairani  
 Dr. apt. Bangunawati Rahajeng, M.Si  
 Dr. apt. Dwi Utami, M.Si  
 Dr. apt. Ika Yuni Astuti, M.Si  
 Dr. apt. Nurkhasanah, M.Si  
 Dr. apt. Siska, M.Farm  
 Dr. apt. Supandi, M.Si  
 Dr. Arni Surwanti, M.Si.  
 Dr. Astuti Masdar  
 Dr. Birgit C. P. Koch, PharmD, Ph.D  
 Dr. dr. Arlina Dewi, M.Kes., AAK  
 Dr. Dr. Nur Hidayah, M.M.  
 Dr. dr. Sri Sundari, M.Kes.  
 Dr. drg. Dwi Aji Nugroho MDSc  
 Dr. Drh. Sapto Yuliani, M.P  
 Dr. Edi Soesanto, S.Kp., M.Kes  
 Dr. Eko Hanudin  
 Dr. Elsy Maria Rosa, M.Kep.  
 Dr. Fadia Fitiyanti  
 Dr. Firman Pribadi, M.Si.  
 Dr. Firman Pribadi, SE., MM.  
 Dr. Hosam Alden Riyadh A. Alazeez, M.S.A  
 Dr. Ihsan Nurkomar  
 Dr. Ika Nurul Qamari, SE., M.Si  
 Dr. Indah Fatmawati, M.Si  
 Dr. Innaka Ageng Rineksane  
 Dr. Istianah ZA  
 Dr. Lis Noer Aini  
 Dr. Lisa Musharyanti, S.Kep., Ns., M.Med.Ed  
 Dr. Mahendro Prasetyo Kusumo  
 dr. Maria Ulfa, MMR., Ph.D.  
 Dr. Muhammad Ichsan  
 Dr. Muria Indah Sokowati, M.Si  
 Dr. Ns. Umi Solikhah, S.Pd., M.Kep,  
 Dr. Nur Chayati, S.Kep., Ns., M.Kep  
 Dr. Nuryakin, MM.  
 Dr. Qurratul Aini, S.KG., M.Kes.  
 Dr. Seplika Yadi  
 Dr. Siti Nur Aisyah  
 Dr. Titih Huriah, M.Kep., Sp., Kom  
 Dr. Yeni Rosilawati  
 Dr. Eng. Rahmita Sari Rafdinal, S.ST., M.Eng.  
 Dr. Eng. Pinta Astuti, S.T., M.Eng.  
 Drg Arya Adiningrat PhD  
 Drg Atiek Driana R Sp.KGA  
 Drg Dian Yosi A MDSc PhD  
 Drg Dwi Suhartiningtyas MDSc  
 Drg Edwyn Saleh Sp.BMM  
 Drg Erlina Sih Mahanani  
 Drg Fahmi Yunisa Sp. Pros  
 Drg Hartanti Sp.Perio  
 Drg Iwan Dewanto MMR PhD  
 drg Sartika Puspita MDSc  
 Dr. Dyah Ekaari Sekar J  
 Eko Purwanti  
 Eko Purwanti, Ph.D  
 Ema Waliyanti, S.Kep., Ns., MPH  
 Endro Dwi Hatmanto  
 Erna Rochimawati, Ph.D  
 Erna Rochmawati  
 Etik Kresnawati, Dr., M.Si.  
 Evi Rahmawati, S.E., M.Acc., Ph.D., Ak., CA.  
 Evy Rahman Utami, S.E., M.Sc.  
 Fanny Monika, S.T., M.Eng.  
 Ferika Indarwati, S.Kep., Ns., M.Ng  
 Fitri Arofiati, S.Kep., Ns., MAN., Ph.D  
 Galuh Suryandari  
 Genesiska, S.Si., M.Sc.  
 Gina Puspita  
 Hafiez Sofyani, S.E., M.Sc.  
 Harjanti Widiastuti, Dr., S.E., M.Si., Ak.  
 Hendy Setiawan, Ph.D.  
 Hidayatul Kurniawati  
 Ida Faridah, S.Kp., M.Kes  
 Ietje Nazaruddin, Dr., M.Si., Ak., CA.  
 Ika Setyawati  
 Ikhlas Muhammad Jenie  
 Iman Permana  
 Imaniar Ranti  
 Inayati  
 Indira Prabasari, Ph.D.  
 Ir. Latif Budi Suparma, M.Sc., Ph.D  
 Iwan Satriawan, Ph.D  
 Jebul Suroso, Ns. M.Kep  
 Jenita Doli Tine Donsu, S.KM. M.Si  
 Lilis Suryani

M. Bahrul Ilmi, S.E., M.E.Sy  
 M. Endriyo Susila, Ph.D.  
 M. Syifa Amin Widigdo, Ph.D  
 Mahendro Prasetyo Kusumo  
 Matyana Dwi Cahyati, S.T., M.Eng.  
 Meika Kurnia Puji, RDA,M.Si.,Ph.D."  
 Muhammad Chairunsyah Riskyta Akbar  
 Muhammad Hazyar Arumbinang, S.H., LL.M  
 Muhammad Ibnu Syamsi, S.T., M.Eng.  
 Mundakir, S,Kep. Ns. M.Kep  
 Naim Abdul Majid  
 Nasrullah, S.H., S.Ag., MCL.  
 Naufal Bagus Pratama, S.H.  
 Noriko Kuwano  
 Nurvita Risdiana, S.Kep., Ns., M.Sc  
 Prof. Djoko Legono  
 Prof. Dr. Alan Lau, Pharm.D., FCCP  
 Prof. Dr. apt. Dyah Aryani Perwitasari S.Si., M.Si  
 Prof. Dr. Arthorn Riewpaiboon  
 Prof. Heru Kurnianto  
 Tjahjono,MM"  
 Prof. Hilman Latief, Ph.D.  
 Prof. Hironori Yasuda  
 Prof. Iman Satyarno  
 Prof. Ir. Mochamad Teguh, MSCE., Ph.D.  
 Prof. Jamsari  
 Prof. Keith Walters  
 Prof. Kriengsak Panuwatwanich  
 Prof. Maria Rosa Mosquera Losada  
 Prof. Maurice S. B. Ku  
 Prof. Michael Henry Boehme  
 Prof. Normah Mohd Noor  
 Punang Amaripuja,SE.,ST.,M.IT  
 Ratna Indriawati  
 Retno Widowati PA.,M.Si.,Ph.D.  
 Rizal Yaya, S.E., M.Sc., Ph.D., Ak., CA.  
 Rizka Fakhriani  
 Rofi Aulia Rahman, S.H., LL.M  
 sabtanti harimurti  
 Shanti Wardaningsih, Ph.D  
 Sherly Usman  
 SN Nurul Makiyah  
 Sri Atmaja P. Rosyidi, S.T., MSc.Eng., Ph.D., PE  
 Sri Rejeki M  
 Sri Sundari  
 Sudarisman  
 Suryanto  
 Suryo Pratolo, Dr., S.E., M.Si., Ak., CA., AAP-A.  
 Sutantri, Ns., M. Sc.,Ph.D  
 Talqis Nurdianto  
 Taufiq Hidayat, S.P., M.Sc.  
 Taufiqur Rahman, S.IP, M.A, Ph.D.  
 Titiek Hidayati  
 Tri Pitara  
 Tri Wulandari Kesetyaningsih  
 Tumin, Ph.D  
 Twediana Budi Hapsari, Ph.D  
 Wantoro, M.Kep., Ns., Sp.Kep., M.B., Ph.D  
 Warih Andan  
 Winny Setyonugroho,Ph.D.  
 Yanuar Fahrizal., S.Kep., Ns., M.Kep., Sp.Kep.J  
 Dr. Yoni Astuti  
 Yordan Gunawan, S.H., Int.MBA., M.H

## Preface by the Chairperson of the 4<sup>th</sup> ICoSI 2020



**Dr. Yeni Rosilawati, S.IP. S.E., MM.**

Assalamu'alaikum Wr. Wb.

All praise is due to Allah, the Almighty, on whom we depend for sustenance and guidance. Prayers and peace be upon our Prophet, Muhammad SAW, his family and all of his companions.

On behalf of the organizing committee, it is my pleasure and privilege to welcome the honourable guests, distinguished keynote & invited speakers, and all the participants.

With the main theme of “Cutting-Edge Innovations on Sustainable Development Goals (SDGs)”, the 4<sup>th</sup> International Conference on Sustainable Innovation (ICoSI) 2020 serves as a forum to facilitate scholars, policy makers, practitioners, and other interested parties at all levels from Indonesia and abroad to present their novel ideas, promote cutting-edge research, and to expand collaboration network. The conference has about 1373 participants participating from more than 8 countries 4 continents all over the world, making this conference a truly international conference in spirit.

This multidisciplinary conference was first held in 2012 and has undertaken various changes and adopted to the current technological trends of our education system. From having this conference with just 175 participants back in 2012 we have come a long way in making the conference a huge success with more than 1373 participants participating in this two-day conference.

Formerly, this conference consisted of only 9 (nine) focal conferences. This year, there are 14 focal conferences from various disciplines, namely: 1) The 2<sup>nd</sup> International Conference on Pharmaceutical Updates (ICPU), 2) The 6<sup>th</sup> International Conference on Management Sciences

(ICoMS), 3) The 9<sup>th</sup> International Conference on Law and Society (ICLAS), 4) The 4<sup>th</sup> International Conference Medical and Health Sciences (ICMHS), 5) The 6<sup>th</sup> International Conference for Accounting and Finance (ICAF), 6) The 2<sup>nd</sup> International Language and Education Conference (ILEC), 7) The 2<sup>nd</sup> International Conference on Nursing (ICONURS), 8) The International Conference on Information Technology, Advanced Mechanical and Electrical Engineering (ICITAMEE), 9) The 2<sup>nd</sup> International Conference of Agribusiness and Rural Development (IConARD), 10) The 10<sup>th</sup> International Conference on Public Organization (ICONPO), 11) The 2<sup>nd</sup> International Symposium on Social Humanities Education and Religious Sciences (ISHERSS), 12) The 5<sup>th</sup> Dental Research and Exhibition Meeting (DREAM), 13) The International Conference on Hospital Administration (ICHA), and 14) The 3<sup>rd</sup> International Conference on Sustainable Agriculture (ICoSA).

Accordingly, We are proud to announce that this year, the 4<sup>th</sup> ICoSI 2020 breaks the Museum Rekor-Dunia Indonesia (MURI) record as the Virtual Multidisciplinary Conference with the Largest Number of Area of Fields in Indonesia

In addition, this year, this conference holds special value since this is the first conference in the history of our university where the entire conference is taking place remotely on a digital platform through the use of advance technologies due to the Covid-19 Pandemic.

I would take this opportunity to express my highest respect to the Rector of Universitas Muhammadiyah Yogyakarta, Dr. Gunawan Budiyanto who gave approval and ensured the maximal support from all the faculty members of Universitas Muhammadiyah Yogyakarta (UMY) that made this event a big success. In addition, my appreciation goes to all the support teams who have provided their valuable support and advice from planning, designing and executing the program.

Let me conclude my speech by encouraging the delegates to participate with an increasing number in all the activities and discussions through the digital platforms for the next two days. I wish everyone a successful, safe, and fruitful conference.

Thank you!

Wassalamu'alaikum Wr. Wb.

Yogyakarta, Indonesia, 14 October 2020





## Welcoming Remarks by the Rector of Universitas Muhammadiyah Yogyakarta



**Assoc. Prof. Dr. Gunawan Budiyanto**

Innovation is the beginning of the development of technology, and technology is a development machine that is expected to provide benefits to humans and provide the smallest possible impact on environmental quality. In the concept of sustainable development, development must improve the quality of human life without causing ecological damage and maintain the carrying capacity of natural resources.

International Conference on Sustainable Innovation (ICoSI) is an international conference which is an annual conference held by the University of Muhammadiyah Yogyakarta (UMY), Indonesia. In 2020 this raises the issue of "Cutting-Edge Innovations on Sustainable Development Goals." Therefore, on behalf of all UMY academics, I would like to congratulate you on joining the conference, hoping that during the Covid-19 Pandemic, we can still provide suggestions and frameworks for achieving sustainable development goals.

# About The 4<sup>th</sup> International Conference on Sustainable Innovation (ICoSI) 2020

## *Cutting Edge Innovations for Sustainable Development Goals*

The 2030 Agenda for Sustainable Development is enacted by the United Nations as a shared blueprint for peace and prosperity for people and the planet, now and into the future. It consists of strategies to improve health and education, reduce inequality, and spur economic growth while also conserving natures by 2030.

This year, however, at the first one-third of its timeline, the SDG Reports shows that the outbreak of COVID-19 did hinder the achievement, or at least decelerate the progress of achieving the 17 goals. In fact, according to the report, “some number of people suffering from food insecurity was on the rise and dramatic levels of inequality persisted in all regions. Change was still not happening at the speed or scale required”, accordingly.

Therefore, in this event of pandemic, the quantity and quality of research, innovation, and more importantly multi-disciplinary collaboration are indispensable. Furthermore, there needs to be clear ends of those works. That is how those research are applicable and benefits directly to the society. That is how those research is incorporated as the drivers of policy making, and used practically in the society. Hence, the stakeholders especially the triple helix of higher education institution, government, and industry must be re-comprehended and supported to reach the common goal of the SGD.

International Conference on Sustainable Innovation (ICoSI) has been essentially attempting to strengthen this regard since its first establishment. One of the goals of ICoSI is to provide primarily a platform where scholars, practitioners, and government could grasp the development and trends of research. Hopefully, meeting these actors altogether would result in stronger collaboration, sophisticated and advantageous research, and brighter ideas for further research. Based on these reasoning, this year, the 4th ICoSI 2020 UMY is themed ‘Cutting-edge Innovations for Sustainable Development Goals’.

Improving from last year conference which brought nine focal conference, this year ICoSI 2020 UMY brings 14 disciplines, from social sciences, natural sciences, and humanities. ICoSI 2020 received as much as 1005 papers. The paper works submitted in ICoSI 2020 UMY will be published in Atlantis Proceedings, IOP Proceedings, National/International Journals, and ICoSI ISBN-indexed Proceedings.

Nevertheless, ICoSI believes that publication is only the beginning of research dissemination. The publications will enhance the chance of the research known by wider audience, and then used, applied, and incorporated at either system, institutional, or personal level of human lives.





# CONTENTS



The 4 <sup>th</sup> ICoSI 2020 Committees .....	2
Reviewers of 4 <sup>th</sup> ICoSI 2020 .....	5
Preface by the Chairperson of the 4 <sup>th</sup> ICoSI 2020 .....	7
Welcoming Remarks by the Rector of Universitas Muhammadiyah Yogyakarta.....	9
About The 4 <sup>th</sup> International Conference on Sustainable Innovation (ICoSI) 2020 .....	10
CONTENTS .....	11
TRACK ECONOMICS, LAW, EDUCATION, SOCIAL, AND HUMANITIES .....	15
A Policy Analysis for Building Regulation in Disaster Situations on Sleman Regency .....	16
Wisnu Dimas Punto Aji <sup>1,*</sup> Dewi Sekar Kencono <sup>2</sup> .....	16
Valuation of a Declining Oilfield under Stochastic Oil Prices and Non-Constant Interest Rates .....	20
Fransiscus Pratikto <sup>1,*</sup> , Sapto Indratno <sup>2</sup> , Kadarsah Suryadi <sup>3</sup> , Djoko Santoso <sup>4</sup> .....	20
The Dispute Board as an Alternative to the Construction Service Disputes Settlement.....	26
Fadia Fitriyanti <sup>1,*</sup> Emil Adli <sup>2</sup> .....	26
The Promotion and Protection of Human Rights in Islam for Creating the Culture of Peace .....	33
Martinus Sardi <sup>1,*</sup> .....	33
Trusts Concept Settings in Management Limited Company.....	39
Reni Anggriani <sup>1,*</sup> King Faisal <sup>2</sup> .....	39
Legal Protection of Nurses in Health Care Efforts During the co-pandemic Period 19 .....	43
Reny Suryanti <sup>1,*</sup> Nyoman Putra Putra <sup>2</sup> .....	43
Effect of Parenting against Smartphone Addiction .....	47
Mawaddah Nasution <sup>1,*</sup> , Siswanto Masruri <sup>2</sup> , Khoiruddin Bashori <sup>3</sup> .....	47
Model of Organizing Film Productio Amid the Covid-19 Outbreak in Indonesia.....	51
Citra Dewi Utami <sup>1,*</sup> .....	51
Accountability of Village Fund Allocation Management (ADD) in Village Government.....	56
Mohamad Sukarno <sup>1,*</sup> .....	56
Effect of Parenting against Moral Development of Children Aged 4-10 Years .....	62
Widya Masitah <sup>1,*</sup> Asmadi Alsa <sup>2</sup> Abd.Madjid <sup>3</sup> .....	62
The Influence of Family Communication on Children's Social Competence at SD Ar-Rahman Full Day School Medan.....	67
Juli Maini Sitepu <sup>1,*</sup> Asmadi Alsa <sup>2</sup> Abd.Madjid <sup>3</sup> .....	67
The Integration of Law and Religion for New Civilization in Indonesia .....	72
Dewi Nurul Musjtari <sup>1,*</sup> Nurmawati <sup>2</sup> Zola Fi Dinillah Halim <sup>3</sup> .....	72
Head of East Java Aisyiah Board Women's Empowerment Methods in Realizing Sustainable Development Goals Di Indonesia.....	78
Nur Azizah Hidayat <sup>1,*</sup> Iman Zukhrufi Nur Azzam <sup>2</sup> .....	78
Optimization of Child-Friendly City Development Policy in Yogyakarta City .....	89
Septi Nur Wijayanti <sup>1,*</sup> Hanum Salsabila <sup>2</sup> .....	89
The Obligation of Indonesian Government to Ratify the Rome Statute for the Global Justice .....	98
Muhammad Nur Islami <sup>1</sup> , Martinus Sardi <sup>2</sup> .....	98
Legal Politics of Restoration of Indonesia's State Policy Post Amendment of the 1945 Constitution .....	103
King Faisal Sulaiman <sup>1,*</sup> .....	103
Competition Price Regulations in an Islamic Perspective: Determination of the Aircrat Ticket Tariff .....	109
M. Tri Saputra <sup>1,*</sup> Mukti Fajar ND <sup>2</sup> .....	109
Romanticism Dyanamics of Legal Politics Protection and Management of Environmental Protection to Indonesia's Ecocracy .....	116
Al Qodar Purwo S <sup>1</sup> , Nur Azizah Hidayat <sup>2</sup> , Iman Zukhrufi Nur Azzam <sup>3</sup> .....	116
Ambiguity of Environmental Economic Instruments between Ecological or Economic Interests, in Controlling Environmental Damage in Special Region of Yogyakarta.....	123
Sunarno <sup>1</sup> Arvin Setiyana Dewangga <sup>2</sup> .....	123
The Law Enforcement against a Non-Sharia Compliance Banking Transaction by the Financial Services Authority in Indonesia .....	130
Dewi Nurul Musjtari <sup>1,*</sup> Nasrullah <sup>2</sup> Aunurochim Mas'ad <sup>3</sup> Nurmawati <sup>4</sup> .....	130



Shariah Audit Expectation-Performance Gap in Malaysian Islamic Banks.....	137
Supiah Salleh <sup>1</sup> , Mustafa Mohd Hanefah <sup>2</sup> , Zurina Shafii <sup>3</sup> .....	137
Students' Attitudes towards Blended Learning Implementation in a private university of Yogyakarta .....	144
Avita Elok Faiqoh <sup>1</sup> , Eko Purwanti <sup>2</sup> .....	144
How Millennial Think About Privacy Concern? .....	152
Anissa Hakim Purwantini <sup>1</sup> , Betari Maharani <sup>1</sup> .....	152
Impact Of Changes in Psak on the Competence of Lecturers and Students Understanding Levels.....	157
Duwi Rahayu <sup>1*</sup> , Imelda Dian Rahmawati <sup>1*</sup> , Bayu Hari Prasajo <sup>1</sup> .....	157
The Influence of Internal Locus of Control, Idealism, Ethical Knowledge, and Gender on Accounting Students' Ethical Perception.....	167
Aji Baskoro <sup>1*</sup> , Dyah Ekari Sekar Jatiningsih <sup>1</sup> .....	167
Effect of Net Income, Rupiah Exchange Rate, Interest Rate dan Inflation on Stock Price .....	174
Edon Ramdani <sup>1*</sup> , Zehan Nur Apsah <sup>2</sup> .....	174
A Comparative Analysis on the Recognition of Zakat in the Taxation Systems of Malaysia and Indonesia .....	187
Suhaila Abdul Hamid <sup>1*</sup> , Icku Rangga Bawono <sup>2*</sup> , Ayu Ratu Wulandari <sup>2</sup> .....	187
Developing an Environmental Tax Framework for Malaysia: .....	192
Izlawanie Muhammad <sup>1*</sup> , Norfakhirah Nazihah Mohd Hasnu <sup>2</sup> .....	192
Determining Factors for Success Use of E-Learning in Learning Process in College.....	196
Mohammad Alfian <sup>1*</sup> , Hikmatul Maulidah <sup>2</sup> .....	196
Effect Of Money Ethics And The Use Of Siskeudes On The Level Of Fraud In Village Fund Management With Religiosity As A Moderation Variable.....	202
Elisa Purwitasari <sup>1*</sup> , Mohammad Alfian <sup>1*</sup> , M. Sofyan Firman Syah <sup>1*</sup> .....	202
The Relationship between Performance Based Budgeting Implementation, Budget Absorption, Accountability and Local Government Performance.....	208
Parwoto <sup>1*</sup> .....	208
The Influence of Information Technology (IT) on Accrual Accounting Adoption of the Jordanian Public Sector .	217
Moawiah Awad Alghizzawi <sup>1*</sup> , Rosnia Masruki <sup>1</sup> .....	217
The Effect of Professional Skeptisism, Auditor Expertise, and Integrity of Audit Quality.....	224
Ruci Arizanda Rahayu <sup>1*</sup> , Sarwenda Biduri <sup>1*</sup> , Mahardika D. Kusuma Wardana <sup>1*</sup> .....	224
E-Procurement and Effectiveness of Internal Controls on Fraud Prevention .....	231
Sarwenda Biduri <sup>1*</sup> , Wiwit Hariyanto <sup>1*</sup> , Ilmi Usrotin <sup>1</sup> .....	231
Usefulness of Accounting Information in Predicting Hedging Decision .....	234
Sustari Alamsyah <sup>1*</sup> , Triana Zuhrotun Aulia <sup>1</sup> .....	234
Religious Belief & <i>Halal</i> Cosmetic Products Consumption .....	241
Tanti Handriana <sup>1</sup> , Praptini Yulianti <sup>2</sup> , Ryan Bayu Permana <sup>3</sup> .....	241
Does Corporate Social Responsibility Disclosure Affect Profit Sharing Ratio? .....	246
Veni Soraya Dewi <sup>1*</sup> , Fritztina Anisa <sup>1*</sup> , Faqiatul Mariya Waharini <sup>1</sup> .....	246
Determination Analysis Affecting Intellectual Capital Disclosure and Its Effect on Market Performance and Cost of Equity Capital.....	252
Wawan Sadtyo Nugroho <sup>1*</sup> , Nia Kurniati Bachtiar <sup>1</sup> .....	252
TRACK HEALTH AND NURSING SCIENCE .....	261
The Effect of Assertive Behaviour Therapy towards Bullying Behavior in Adolescents .....	262
Chindy Maria Orizani <sup>1*</sup> , Dwi Yuniar Ramadhani <sup>2</sup> .....	262
Characteristics and Level of Knowledge of Newborn Baby Care in Pandemic Covid 19 .....	265
Devita Elsanti <sup>1*</sup> , Diyah Yulistika Handayani <sup>2</sup> .....	265
Risk factors for disease severity in paediatric patients with Covid-19: A literature review .....	269
Eka Oktavianto <sup>1</sup> , Gani Apriningtyas Budiyati <sup>2</sup> , I Made Moh. Yanuar Saifudin <sup>3*</sup> , Endar Timiyatun <sup>4</sup> , Aris Setyawan <sup>5</sup> .....	269
The Role of Self-Efficacy and Family Support in Improving the Quality Of Life of Patients with Hypertension ...	276
Erni Tri Indarti <sup>1*</sup> , Oktaffrasya Widhamurti <sup>2</sup> , Remita Yuli Kusumaningrum <sup>3</sup> .....	276
The Influence of Head Nurses Supervision on Discharge Planning Completeness .....	280
Etik Kustiati <sup>1*</sup> , Vivi Yosafianti Pohan <sup>2</sup> .....	280
Lemon and Rose Aromatherapy Reduce Blood Pressure in Preeclampsia during Pregnancy .....	284
Etika Purnama Sari <sup>1*</sup> , Dewi Andriani <sup>2</sup> .....	284



Phenomenology of Acceptance Process and Self Concept Changes of the Hernia Post-Surgery Clients in Kebumen Regency, Central Java Indonesia .....	288
Ike Mardiaty Agustin <sup>1</sup> , Doni Kurniawan <sup>2</sup> , Sawiji <sup>3</sup> .....	288
The Role of Family Support to Medication, Diet and Activity of Diabetic Patients.....	292
Indah Wulandari <sup>1,*</sup> , Kusnanto <sup>2</sup> , Sony Wibisono <sup>3</sup> , Dwi Abdul Aziz <sup>4</sup> .....	292
The Effectiveness of Giving Fe Tablet in Increasing Hemoglobin Levels in Adolescent at Vocational School of Swadaya Temanggung.....	297
Halimah Sarjiyati <sup>1</sup> , Luluk Rosida <sup>2,*</sup> .....	297
The Effect of Passive Physiotherapy on Hemodynamic Status of Patients with Head Injury: A Literature Review .....	300
Ni Luh Seri Astuti <sup>1</sup> , I Made Moh. Yanuar Saifudin <sup>2,7,*</sup> , Novida Prima Wijayanti <sup>3</sup> , Marsha Yoke Nancy <sup>4</sup> , Ahmad Firdaus <sup>5</sup> , Sri Setiyorini <sup>6</sup> .....	300
The Effectiveness of Cognitive Behaviour Therapy towards Hallucination Intensity in Skizofrenia Patients.....	312
Noviana Ayu Ardika <sup>1,*</sup> , Mohammad Fatkhul Mubin <sup>2</sup> .....	312
The Effect of Tuberculosis Event on the Self-Concept of Positive Pulmonary Tuberculosis and Negative Pulmonary Tuberculosis .....	316
Nurbaiti <sup>1</sup> , Meynur Rohmah <sup>2,*</sup> .....	316
An Overview of the Implementation of IMCI in Primary Health Community of Bantul and Yogyakarta City.....	320
Rahmah <sup>1,*</sup> .....	320
The Influence of Cervical Cancer Education on Cervical Cancer Prevention Behaviour in Women of Childbearing Age: a Literature Review .....	325
Riska Putri Miharja <sup>1</sup> , Enny Fitriahadi <sup>2,*</sup> .....	325
Family Support for Type 2 DM Patients in Controlling Blood Sugar levels in Kebonsari Surabaya .....	330
Rusdianingseh <sup>1,*</sup> , Difran Nobel Bistara <sup>2</sup> .....	330
Relationship Family Support with Menstrual Hygiene Behavior in Early Adolescents.....	333
Julita Kartrikasari Eka Pratiwi <sup>1</sup> , Sarwinanti <sup>2,*</sup> .....	333
Risk Factors of Stunting: A Literature Review .....	339
Sholihah Gustavia Yolanda <sup>1,*</sup> , Ellyda Rizki Wijhati <sup>2</sup> .....	339
Analysis of Education and Family Income Factors on Caregiver Burden in Elderly Care at Community Health Center of Perak Timur .....	345
Siti Aisyah <sup>1,*</sup> , Gita Marini <sup>2</sup> .....	345
Analysis of Diet Compliance in Patients with Diabetes Mellitus on the occurrence of complications in the Polyclinic in Nganjuk Regional Hospital.....	350
Sony Wahyu Tri Cahyono <sup>1,*</sup> , Laili Indana Lazulva <sup>2</sup> , Indah Permatasari <sup>3</sup> .....	350
Anti-Cancer Activity of Ants Nest Plant ( <i>Myrmecodia Pendans Merr. &amp; Perry</i> ) on Protein Transduction Signal Resistance Complex CDK-2-Cyclin-E and NF-Kb: Silico Molecular Docking Study.....	354
Ana Medawati <sup>1,*</sup> , Supriatno <sup>2</sup> , Sofia Mubarika <sup>3</sup> , Sitarina Widyarini <sup>4</sup> .....	354
Black Triangle Treatment with Non Surgeryaesthetic Restoration (Case Report).....	358
Any Setyawati <sup>1,*</sup> .....	358
The Effect of Rosella Flower Tea Solution Onto Discoloration of Plate Heat Cured Acrylic Resin Base .....	361
Fransiska Nuning Kusmawati <sup>1,*</sup> , Tabitha Nurul Arifa <sup>2</sup> .....	361
Management of Dental Mobility with Combinations of Splinting And Jacket Crown.....	367
Hartanti <sup>1,*</sup> .....	367
Dental Service Time in the Implementation of Indonesia National Health Insurance Based on the Highest Dental Treatments At Primary Care .....	370
Iwan Dewanto <sup>1,*</sup> , Sharon Sesita Frinces <sup>2</sup> .....	370
The Oral Hygiene Level Of Dentistry School Female Students Using Fixed Orthodontics .....	374
Muhammad Shulchan Ardiansyah <sup>1,*</sup> , Rizki Adzhani Nur Shabrina <sup>2</sup> .....	374
Radix Anchor Post as Intracanal Retention in Porcelain Fused Metal Crown Restoration.....	378
Nia Wijayanti <sup>1,*</sup> .....	378
Correlation between Dental Behavior and Dental Caries Status (DMF-T) of Pendul Community Sedayu District Bantul Yogyakarta .....	381
Novitasari Ratna Astuti <sup>1,*</sup> .....	381
An Evaluation of the Training of Structured Feedback with 4c/Id Method in Clinic Advisors.....	385





Nyka Dwi Febria <sup>1,*</sup> , Mora Claramitha <sup>2</sup> , Widyandana <sup>3</sup> .....	385
Halal and Tayyib is The New Life Style of Food Consumption in Achieving Sustainable Development Goals ...	389
Arif Pujjiono <sup>1,*</sup> .....	389
Entrance and Exit Wound in Gunshot Death Cases at Forensic and Medicolegal Installation of Dr. Soetomo Hospital in 2019: Case Study .....	392
Desy Martha Panjaitan <sup>1,*</sup> , Ahmad Yudianto <sup>2</sup> , Ariyanto Wibowo <sup>3</sup> .....	392
Measuring Urban Self-Payers' WTP for the JKN-KIS Health Insurance: A Choice-Based Conjoint Approach ...	395
Fransiscus Rian Pratikto <sup>1,*</sup> Rika Teddy <sup>2</sup> .....	395
Level of Lipoprotein (a) as A Predictive Factor for Coronary Thrombus.....	400
Iin Novita Nurhidayati Mahmuda <sup>1,*</sup> .....	400
The Influence of Health Education (Health Promotion) Breast Self Examination (BSE) Against Behavior of BSE (Knowledge, Attitudes, and Action) Student of Madrasah Aliyah Ar-Raudlatul Ilimiyah Islamic Boarding School Kertosono in Early Detection of Breast Cancer .....	403
Lina Nur Hidayah <sup>1</sup> , Nurma Yuliyanasari <sup>2</sup> , Musa Ghufro <sup>3</sup> , Muhammad Anas <sup>4,*</sup> .....	403
Case Report: Misdiagnosis Case Of Nasopharyngeal Carcinoma in Patient with Chronic Rhinosinusitis: Family Doctors Awareness is Essential .....	408
Oke Kadarullah <sup>1,*</sup> .....	408
The Effectiveness of Iler Leaf ( <i>Plectranthus Scutellarioides</i> [L.] R.Br. <i>Folium</i> ) on the Healing Process (Diameter) Of Burn Injury Grade II A on White Mouse ( <i>Rattus Norvegicus</i> ) Wistar Strain.....	411
Wulandini Ayuning Dinda <sup>1,*</sup> , Kusumawinakhyu Titik <sup>2</sup> , Bahar Yenni <sup>3</sup> , Romdhoni Fadhol Muhammad <sup>4</sup> .....	411
Influence of Body Height on Central Motor Conduction Time Using Transcranial Magnetic Stimulation .....	415
Yetty Hambarsari <sup>1,*</sup> , Priyanka Ganesa Utami <sup>2</sup> , Rivan Danuaji <sup>3</sup> , Baarid Luqman Hamidi <sup>4</sup> , Subandi <sup>5</sup> , Sulistyani <sup>6</sup> .....	415
The Effect of <i>Phoenix Dactylifera Pollen</i> on Histology Liver of <i>Rattus norvegicus</i> Exposed with Air Fresheners.....	419
Yuningtyaswari <sup>1,*</sup> , Mega Silviana Dewi <sup>2</sup> .....	419
Comparison of Dominant and Non-Dominant Hemisphere Cortical Excitability Using Transcranial Magnetic Stimulation .....	425
Yetty Hambarsari <sup>1,*</sup> , Baarid Luqman Hamidi <sup>2</sup> , Rivan Danuaji <sup>3</sup> , Priyanka Ganesa Utami <sup>4</sup> , Sulistyani <sup>5</sup> .....	425





# TRACK ECONOMICS, LAW, EDUCATION, SOCIAL, AND HUMANITIES



# Students' Attitudes towards Blended Learning Implementation in a private university of Yogyakarta

Avita Elok Faiqoh<sup>1</sup>, Eko Purwanti<sup>2</sup>

<sup>1,2</sup>Universitas Muhammadiyah Yogyakarta, Indonesia

<sup>1</sup>[avitaelokfaiqoh@gmail.com](mailto:avitaelokfaiqoh@gmail.com)

<sup>2</sup>[ekopurwanti@umy.ac.id](mailto:ekopurwanti@umy.ac.id)

## ABSTRACT

Blended Learning (BL) in which students experienced learning both face to face and online meeting has gained its popularity in higher education levels since more than a decade. This model of learning has provided students with numerous flexibilities because learning is no more limited to place and time. In other words, it can be said that BL has enabled borderless and limitless learning for students. This research investigates students' attitudes towards Blended Learning (BL) implementation in an EFL classrooms at an Islamic private university in Yogyakarta. Using descriptive quantitative research design in which questionnaires were used as data collection method, and involving 151 participants, this study found several interesting findings. The research finding revealed that there were several positive attitudes towards the implementation of BL, especially in the EFL classrooms of this Islamic private university. In particular, this research found that BL has met students' satisfactions such as enhancing students' English language skills, assisting students' collaborative learning, and creating interesting and interactive learning. Furthermore, it reflects the teacher and students' interactions and provides sufficient time for the students to do their tasks. That way, the students took responsibility on their own learning such as time and place and the resources. These findings are beneficial for the university to take more effective strategies in relation to BL implementation.

**Keywords:** *BL, online meeting, face to face meeting, attitudes, EFL classrooms.*

## 1. BACKGROUND

With the rapid growth of technology, many universities in Indonesia have applied technology in their teaching and learning process and used online platform as one of the teaching methods. Online learning is an innovation classroom instruction which brings the technology and internet in the instruction delivery. Online learning includes the content and instruction of education transmitted basically over the internet [1]. When online learning is combined with face-to-face meeting in the classroom, it is called as Blended Learning.

Blended Learning (BL) has become an education current issue in this modern era in which the teaching and learning process is done by combining internet-based instruction and face-to-face meeting in the classroom. Albrecht [2] mentioned that BL is a combination of both a web-based activity and a face-to-face classroom instruction. Bender [3] added that BL is combining various media such as activity, technology, and events to conduct an optimum program for a specific audience. The practice of BL has been implemented by EFL lecturers of a private university in Yogyakarta.

Based on the Decree of Rector No 008 /PR-UMY/IX/2018 regarding the use of online learning in

2018, the teaching and learning process in this university is conducted using BL in which 60% is allocated to face to face meeting in the classroom and 40% is online meeting. Thus, since 2018 all lecturers at the English Language Education Department (ELED) of this university has implemented BL in which around ten meetings are conducted in the classroom and the rest, six meetings, is done online. During Covid-19 pandemic, however, the percentages of online meeting is much higher than that of face to face meeting. Based on the researchers' experiences, the lecturers at ELED use BL in order to make the teaching and learning process more effective and maximize students' learning.

In order to support the implementation of BL, the university has provided various supports comprising technical support such as providing trustworthy Learning Management Systems (LMS) and reliable internet server so that the process of learning can be effective. In addition, the university provides assistances to equip the lecturers with Information Technology (IT) capacity such as establishing online learning task force team, giving grants for online learning, and building smart classrooms for video learning production. All of these efforts aim to enhance students' learning.

While the BL model of education is highly supported by



the university and becomes an obligation for the lecturers to implement it in teaching and learning process, in fact, based on a mini survey conducted by ELED in early April 2020, some students do not enjoy this type of learning. This situation is interesting because the students who were mostly born after 2000 are included in Alpha generation and they use to do online activities, including learning. Is this phenomenon merely experienced by few students? What are actually students' opinions regarding the implementation of BL in the ELED. In responding such issues, therefore, it is necessary to further investigate the issue about the implementation of BL at ELED of this private university in Yogyakarta. The problem of this study is formulated into "What are the students' attitudes towards BL implementation in a private university? This study then aimed to identify students' attitudes towards BL especially in relation to six elements, comprising classrooms learning, online learning, learning management, learning flexibility, online interaction, and technical support of BL.

## 2. LITERATURE REVIEW

### 2.1. The Concept of Blended Learning

Since BL emerged in early 21<sup>st</sup> century, there were various concepts of BL. BL was essentially based on e-learning which had various concepts such as computer-based learning, computer-based training, and technology-based training. Horn and Staker [4] asserted that BL enables the students to direct their way and movement through online technologies while being conducted within a lecturing setting face-to-face instruction conductively. Besides, the innovation learning instrument is one of the ways to reach the learning outcomes, and BL comes as an innovation learning instrument which brings the technology in learning instructions in order to maximize the learning and teaching. Following this, Hew and Cheung [5] added that both face-to-face and online instructions contribute to learning process. That way, Marsh [6] stated that BL introduces a mixing various learning upon the environment. In educational practice, BL is defined and implemented in various ways of teaching and learning process. Furthermore, Watson [7] argued that BL involves the integration of face-to-face and online learning to improve the classroom experience and extend learning through the innovative use of information and communication technology. Indeed, in much earlier years, Allen, Seaman, and Garrett [8] stated that 30-79% course is delivered through information and communication technology (ICT) called as BL. In addition, Reay [9] pointed out that BL is a combination of online and face-to-face instruction. Similarly, Smith [10] mentioned that the BL is an educating method which uses the technology as teaching aids such as high-tech (internet and television) or low-tech (voice mail or conference call) combined

with traditional training. Overall, the BL is the combination of various learning environments, and its concepts have been defined by various experts and writers.

### 2.2 The Benefits of Blended Learning

BL as a model of instruction which combines online and face to face meeting brings benefits to both students and teachers. Marsh [6] defined that the benefits of BL comprise providing independent learning experience, supplying more personal supported learning, encouraging independent and collaborative learning, and increasing the students' engagement in learning. In addition, BL gives various learning styles such as providing practice space beyond the classroom, high motivated practice to the target language, and flexible instruments such as time and place. The following section explains more detail information about these benefits.

**Providing independent learners experience.** BL allows students to be independent learners. Osguthorpe and Graham [11] stated that BL is designed to provide the students with opportunities through three phases namely online self-learning to obtain background information, face-to-face learning which focuses on the active learning, and application experience instead of lectures. In this case, online learning can support students with prior learning experience before they actually get the lectures in the classroom. Also, Bonk and Graham [12] asserted that online self-pace learning provides opportunity for students to acquire background information before the course. Thus, BL as an effective learning method is potential to support the teaching and enrich the students' learning experience [13].

**Supplying more personal supported learning.** BL brings learning supports such as feedback for the understanding a subject better, wider sources to master the course, and simple communication through online learning. Al-Hadidi [14] figured out that implementing BL provides the advantage for both teachers and students as learning stimulation such as effective cost, maximized communication, on-going feedback for students, various learning resources, and evaluation method.

**Encouraging independent and collaborative learning.** In higher education context, Lepe and Jimenez-Rodrigo [15] argued that BL enables education transformation approach. Also, it includes the concept of knowledge in collaboration among the colleagues and the understanding of how to manage the information in a particular context. It can be concluded that the BL is beneficial in making learning to be more essential for both individual and social level [5].

**Increasing the students' engagement in learning.**

The use of BL engages the students in learning. According to Sharma and Barret [16], the benefit of BL aims to improve the students' participation in classroom. Therefore, Eshreth and Siyaj [17] stated that BL can improve the students' participation in presentation and engage the students' self-direct learning using their electronic devices during the class.

**Giving variety of learning styles.** BL provides various learning styles which can maximize the learning outcome. Osguthorpe and Graham [11] argued that there are potential benefits of BL which can be offered. BL presents the various learning and teaching instruments. Besides, the potential benefits of BL in the variety of learning styles include providing practice space beyond the classroom, giving high motivated practice to the target language, and providing flexible instruments. In terms of providing practice space beyond the classroom, Singh and Reed [18] stated there are four benefits related to the BL, and those are improving the students' learning, extending better achievement, having effective cost, and saving time. In addition, Yuen [19] argued that online learning provides the interactive communication between the students and lecturers beyond the classroom. Next, in relation to giving high motivated practice to the target language, BL enhances the students' motivation to practice the target language. Azizan and Zaihan [20] stated that BL enhances the students' competence and confidence as well as improves their learning quality and outcome. Furthermore, Ja'ashan [21] argued that BL engages the educational needs of students such as learning satisfaction, convenience, flexibility, and improvement and achievement of language learning skills. Finally, in the context of providing flexible instruments, BL allows students to have flexible learning instruments such as place and time, and students are able to learn based on their interests towards place and time. BL facilitates an active learning setting with the flexibility of selecting the source for the students and provides extra time for the faculty members to spend with the learners in a group or individual learning [22].

### 2.3 Elements of BL

Earlier studies have examined elements involved in the implementation of BL. Tang and Chaw [23] investigated six elements of BL, comprising classroom learning, online classroom, technology, online interaction, learning management, and learning flexibility. For more detailed information, each factor or element of BL is explained in the following paragraphs.

**Classroom learning.** Classroom learning comes as the first element related to BL which has meaningful and interactive interaction between the students and teachers outside of the online learning. Wasoh [24] asserted that the implementation of BL in classroom is

to enhance the communication and students' interest so that the students do not easily get bored. Additionally, Harris et al. [13] mentioned that the students who have a great passion for traditional or face-to-face learning led to have a larger chance to retire from online learning.

**Online learning.** The second element in the implementation of BL is online learning. Howard [25] asserted that online learning fulfils the needs of introvert students and those who are uncomfortable to share opinion and ideas in public directly. In addition, Tayebinik and Puteh [26] defined that the BL environment stimulates the students to participate in online classes more actively as they have the opportunity to meet and discuss virtually or online with their classmates.

**Technology.** The third element in relation to BL is technology. Harris et al [13] concluded that ICT is the main key in BL. Besides, Azizan and Zaihan [20] assumed that the utilization of technology in classroom extends the extra resources for the students, and this is expected to improve the learners' confidence and competence as well as to develop the quality of learning. In regards to the statement mentioned, Yulia [27] conducted a study aimed to see whether some technological boundaries in the form of internet access and online activities are covered by the students or not. Based on the statement mentioned, the accessibility and familiarity of the students towards digital technology are the prerequisite of success on the implementation of BL.

**Online interaction.** The fourth element in BL is online interaction. According to Harris et al. [13], online interaction is the space where the interaction and discussion between students and the teacher happens. This interaction is important in that it can contribute to the success of BL.

**Learning flexibility.** BL creates learning to be more efficient, effective, and flexible. Vaughan [28] defined that BL enables the students to balance their academic and life of family regarding their different responsibilities. Badawi [29] in his study stated BL as flexible instruments of online learning and face-to-face activity. For instance, the flexibility encourages the students to exchange in replacing group and individual feedback, responses in four specific areas, namely, learners' feedback, strategies, and alternative assessment synchronously or asynchronously. Moreover, Oh and Park [22] stated that an effective learning environment with flexible resource allows the students' learning in small group or individual learning.

**Learning management.** The final element in BL is learning management. Tsai [30] assumed that learning management is a self-regulated learning process in which the students make conscious efforts intended to plan, manage, and direct the learning activities as good as possible to accord learning responsibility with the

teachers. In their study, Bonk and Graham [12] accentuated that the BL includes blending delivery media or pedagogical modalities, pedagogical method, and online and face-to-face instruments. In addition, Stacey and Gerbic [31] concluded that there are four features of learning management which promote successful BL such as institution, teachers, students and pedagogical aspect. First, to promote the BL, the institution should be ready in any element of teaching and learning process. Tabor [32] defined that the importance of learning factors is the institution. Also, the institutional building blocks must be in a place including organizational readiness, sufficient technical resources, motivated faculty, and good communication and feedback channels with students. Second, the influence on teachers' workloads must be taken into the account. Little John and Pegler [33] asserted that the costliness in terms of both institutional and teachers' investment suggest the creation of shareable. Following this, the reusable digital devices in an effort is to ensure that BL to be sustainable in learning process. Third, the students become the objects to promote the success of BL. Tabor [32] asserted that the students' learning ability and readiness in BL with their desires for independent learning must be considered. Furthermore, the students' expectations on several face-to-face classes mean less working, and they need to improve the responsibility for their learning and time management skill which must be taken into the learning [28, 32]. Finally, pedagogical aspect becomes one aspect of BL. In fact, the samples of good practice in the online discussion literature can inform BL purpose. That way, based on Walker and Arnold [34], pedagogical aspect has extended the learning by providing a pedagogical framework where the different phases of the course utilize the strengths of the different tools and add the value to the learning activities.

#### 2.4 Students' Attitude towards BL

Attitude is an individual's feeling or opinion about something or someone, or a way of behaving. In relation to BL, students' attitudes mean their feeling or opinions or behaves related to BL. There are several attitudes in BL stated by the experts such as motivation and satisfaction, usefulness and activeness, confidence and frustrating, and students' ICT skills. Hence, each part of students' attitude and actual use in BL is explained in the paragraphs below.

**Feeling Motivated and Satisfied.** Attitude affects the students' ability in learning which is not related to their talents. Besides, attitude shapes up the sense and stages of the students' stimulant or motivation. That way, based on Larson and Sung [35] on their survey, there were 168 college students who felt more motivated and satisfied with BL which brought the online learning in correlation to face-to-face learning. Likewise, Zhu, Au, and Yates [36] assumed that the

students who have positive attitude in great level case of motivation towards learning have positive attitude upon the online learning through BL. This statement is in line with Elaggoune [37] who said that the students' attitude of pedagogical learning benefits in BL can motivate their deeper learning. Finally, according to James [38], BL instruction is able to enhance the students' motivation.

**Increasing the students' critical thinking, learning achievement and participation.** BL can bring the positive attitude which is able to increase the students' critical thinking, learning achievements, and participation. According to Korkmaz and Karakuş [39], BL instruments are effective instruments to enhance the students' critical thinking skill in their particular course which they enroll. Alseweed [40] defined that BL brings the significant differences among the approaches with achievement score test. Besides, Elaggoune [37] asserted that the students' attitude in BL can create their interest in classroom activity in order to improve language skills and guide the students to be active and intensive in the technology use of the learning process. Finally, James [38] argued that BL instruction is able to enhance the frequency of students' participation in classroom activities. In fact, the students who are taught by BL have better academic achievements than those who are taught by traditional instruction only [41, 42].

**Being confident and frustrated.** Unlike the previous information, BL sometimes have the attitude of being confidence. Bendania [43] assumed that positive attitudes can clarify the implementation of BL which is about the confidence. That way, BL improves the students' confidence in learning. However, BL may cause students' frustration. Ja'ashan [21] stated that BL can make some students feel socially isolated, frustrating, challenging to do the learning activities, and wasting the time.

**Students' ICT Skills.** BL brings positive attitude in the use of technology and the students' ICT skill. Bendania [43] assumed that positive attitudes of BL improve the student's ICT abilities. This statement was in line with Elaggoune [37] who defined that BL guides the students' intensive of the technology use towards the learning process.

### 3. METHODOLOGY

This study applied a quantitative approach. Quantitative approach is the method of gathering and evaluating numerical data [44]. This approach was chosen to find out the trends of students' attitude towards BL elements in EFL classrooms. In addition, the research used survey design to collect the data. The research setting was conducted in Islamic private university in Yogyakarta in which the English Education Department have already implemented BL

more than 80% of the courses.

**3.1 Research Population and sample**

The populations of the research were ELED students of a private university in Yogyakarta in which the total target populations were 208 students from batch 2017. Of this total number, 151 students were chosen as the respondents. The samples were selected from the table of sample size for probability sample with confident levels of 95% and confident interval of 5% for the education society.

**3.2 Data Collecting Method**

The research adopted the questioners as data collecting method. The questionnaires were distributed to the respondents through the online mobile survey to save the cost and time.

**3.3 Instruments**

The researcher provided 55 items of adopted questioners from Tang and Chaw [23]. The Likert scales were used to answer opened-ended questions and find the tendency from the responses systemically in generating number. The rating scale to find the data of the students’ attitude in BL consists of, 1 = very negative, 2 = negative, 3 = neutral, 4 = positive, 5= very positive. The other rating scale to find the data of BL factors use of BL consist of 1= strongly disagree 2= disagree, 3= neutral and 4= agree, 5= strongly agree. The researchers chose Likert scales because the researchers wanted to find out the trends of EFL students’ attitude towards the BL in EFL classroom. Statements in the questionnaire were categorized into six main domains as follow:

**Table 1.**

Questioner Items Distribution

Part	Items	Numbers	Learning factors
1	8	1-8	Classroom learning
2	10	9- 18	Online learning
3	10	20-28	Leaning management
4	10	29-38	Leaning flexibility
5	10	39-48	Online interaction
6	7	49-55	Technology

**3.4 Validity and Reliability of The Instruments**

The inter-rate approach was followed. The questionnaire was presented to some experts from the department faculty members at this private University in Yogyakarta in order to ensure its validity and reliability and provided written feedback. According to their suggestions and comments, some items were changed to clarify the meaning. Some items were modified in a way that is more appropriate to the aim of the study. The reliability of the questionnaire has been

determined using Cronbach’s Alpha. The value of this questionnaire using SPSS was 0.86, which indicates a high level of internal consistency for the scale. Furthermore, the questionnaire was administrated in previous research.

**Validity and Reliability Test**

$$v = \frac{\sum s}{n(c - 1)}$$

v: validity score

s: score of each expert minus the lowest score of categories

n: number expert

c: number category

**3.5 Procedure**

There are many scientific procedures that are done by the researchers, and they are outlined as follows:

1. Prepare the tool of the study with the help of previous studies.
2. Collect all the students from batch 2015/2016.
3. Choose the sample of the participants randomly.
4. Distribute the questionnaire to the participants during their classes and then collected after that through online.
5. Collect and test the reliability and normality of the questionnaires.
6. Analyze the results of the questionnaires using SPSS program (16.0) for final result and conclusions.

**4. RESULTS AND DISCUSSIONS**

This quantitative study was intended to find out students’ attitudes towards BL especially in relation to six elements, comprising classrooms learning, online learning, learning management, learning flexibility, online interaction, and technical support of BL. The descriptive statistic was used to answer the research question “What are the students’ attitudes towards BL implementation in a private university? “. Besides, the researcher collected the scores of student’s attitudes in terms of the six elements of BL. The total of respondents from this research was 151 students taken from four classes of ELED in a private university of

Yogyakarta.

Based on the questionnaires’ responses from the participants, the data showed that, the students’ attitudes towards BL, especially in the elements of “classroom learning” and “technology” were very positive. In addition, the student’s attitudes towards “online leaning” was also positive. Similarly, student’s attitudes regarding the other three elements of BL such as learning management”, “learning flexibility”, and “online interaction” showed positive results. Table 2 below show the detailed data.

**Table 2.**  
 The Students’ Attitudes in Terms of Six Factors of BL

No	BL Factors	Mean Score	Attitudes level
1	Classroom learning	4.22	Very Positive
2	Online learning	3.76	Positive
3	Learning Management	3.18	Positive
4	Learning flexibility	3.78	Positive
5	Online interaction	3.73	Positive
6	Technology	4.17	Very Positive

#### 4.1 Students’ Attitude toward Classroom Learning

The table 2 above show students’ attitude towards classroom learning with the highest score, 4.22, meaning that the students had a very positive attitude toward “classroom learning”. This finding is in line with Al- Hadidi [14] who figured out that implementing BL provides the advantage for both teachers and students as ongoing feedback for students. Also, BL enhances the students’ communication and students’ interest. Wasoh [24] asserted that the implementation of BL in classroom is to enhance the communication and students’ interest so that the students do not easily get bored.

#### 4.2 Students’ Attitude Technology

In relation to technical support or technology elements, it was found out that students had very positive attitude. As many as 4.17 score was attributed to “technology or technical support “. This phenomenon corroborates Harris et. Al. [13] who concluded that ICT is the main key in BL. As presented on the table, the technical support ranks the second highest result of students’ attitude in doing BL. This indicates that students agreed with the use of technologies in BL. The statement mentioned was in line with Abdelhak [37] who stated that the BL guides the students to have the intensive technology use of the learning process. In addition, Azizan and Zaihan [20] assumed that the utilization of technology in classroom extends the extra resources for the students, and this is expected to improve the learners’ confidence and competence as

well as to develop the quality of learning. Besides, the technology gives some features for assisted the students in learning such as online video, and conference. It is also in line with Smith [10] who mentioned that the BL is an educating method which uses the technology as teaching aids such as high-tech (internet and television) or low-tech (voice mail or conference call) combing with traditional training.

#### 4.3 Students’ Attitude towards Learning Flexibility

The table 2 shows that the students’ attitude on “learning flexibility” element is positive, reaching 3.78 satisfaction score. This finding is in line with Badawi [29] who defined that BL as flexible instruments which combine online learning and face-to-face activity. Another expert, Osguthorpe and Graham [11] argued that BL provides flexible instruments. Students need flexible learning instruments to avoid their boredom and BL provided flexibility. Ja'ashan [21] argued that BL engages the educational needs of students such as flexibility. Furthermore, the flexibility encourages the students to exchange in replacing group and individual feedback, responses in four specific areas, namely, learners’ feedback, strategies, and alternative assessment synchronously or asynchronously.

#### 4.4 Students’ Attitude towards Online Interaction

The next element of BL investigated is online interaction. The data in table 2 reveal that students have positive attitude towards “online interaction” element in BL. The data in table shows 3.73 of satisfaction score. This finding corroborates Harris et al. [13] who stated that online interaction as a result of BL is the space where the interaction and discussion happen during teaching and learning process. As it can be accessed from anywhere and at any time, BL then provides effective interaction and communication, and on-going feedback for the students. Al-Hadidi [14] figured out that implementing BL provides the advantage for both teachers and students as learning stimulation such as effective cost, maximized communication, on- going feedback for students, various learning resources, and evaluation method.

#### 4.5 Students’ Attitude towards Online Learning

As seen in table 2, the data reveals that students’ attitude towards “online learning” element in BL is positive, reaching 3.67 of satisfaction score. This finding is, in fact, similar to previous study conducted by Watson [1] who pointed out that online learning as a part of BL includes the content and instruction of materials which are delivered over internet. This online learning fulfills any students’ needs in order to meet the learning outcomes such as provide detail information, deep understanding and easy access. Howard [25] asserted that online learning fulfills the needs of introvert students and those who are uncomfortable to share opinion and ideas in public

directly. That way, BL improves student's participation virtually using their gadget. Eshreth and Sijaj [17] stated that BL can improve the students' participation in presentation and engage the students' self-direct learning using their mobile phone during the class.

### 3.6 Students' Attitude towards Learning Management

Based on table 2, it is found out that mean satisfaction score of the students' attitude towards the "learning management" element is 3.18. In this case, the students also have a positive attitude towards "learning management" element in BL. Through this learning management system, the students were able to learn repeatedly through the online learning portal of the university. This is indeed in line with previous research conducted by Tsai [30] who assumed that learning management is a self-regulated learning process in which the students make conscious efforts intended to plan, manage, and direct the learning activities as good as possible to accord the learning responsibility with the teachers.

## 4. CONCLUSION AND RECOMMENDATION

BL is a learning innovation which combines online and face-to-face meeting. This study was conducted to find out the students' attitude towards BL element during the implementation of BL in ELED of a private university. Using quantitative approach, 151 participants from ELED students were involved in the study. The results of this study illustrated the tendency of the students' perception about six elements of BL. The result of the study shows that students' attitude towards classroom learning and technology in BL is very positive. It can be concluded that BL is highly influenced by the use of classroom learning and the use of technology. In fact, these elements are actually the core components of BL. In addition, the students' attitudes regarding other four elements such as online learning, learning management, learning flexibility, and online interaction are positive.

The present study is important in that it gives contribution to the information about the implementation of BL in ELED of this private university. It is worth to mention that BL implementation in this ELED is still in the development stage. Therefore, it needs to be improved on a regular basis. In so doing, many relevant parties are included such as the learning management system, the policy, the lecturers, the system, and the materials. Regular monitoring and evaluation should also be conducted by the university. In relation to these issues, the researchers recommend these parties to always improve BL so that student's learning outcome can be achieved.

## REFERENCES

- [1] J. Watson, "Keeping pace with k-12 online learning: A review of state-level policy and practice," *Learning Point Associates/North Central Regional Educational Laboratory (NCREL)*, 2005.
- [2] B. Albrecht, "Enriching student experience through blended learning," *Research bulletin*, vol. 12, pp. 1-12, 2006.
- [3] T. Bender, *Discussion-based online teaching to enhance student learning: Theory, practice and assessment*: Stylus Publishing, LLC, 2012.
- [4] M. B. Horn and H. Staker, "The rise of K-12 blended learning," *Innosight institute*, vol. 5, 2011.
- [5] K. F. Hew and W. S. Cheung, "Higher-level knowledge construction in asynchronous online discussions: An analysis of group size, duration of online discussion, and student facilitation techniques," *Instructional Science*, vol. 39, pp. 303-319, 2011.
- [6] D. Marsh, "Blended learning: Creating learning opportunities for language learners," ed: New York: Cambridge University Press, 2012.
- [7] J. Watson, "Blended Learning: The Convergence of Online and Face-to-Face Education. Promising Practices in Online Learning," *North American Council for Online Learning*, 2008.
- [8] I. E. Allen, J. Seaman, and R. Garrett, *Blending in: The extent and promise of blended education in the United States*: ERIC, 2007.
- [9] J. Reay, "Blended learning—a fusion for the future," *Knowledge management review*, vol. 4, p. 6, 2001.
- [10] P. J. Smith, "Technology student learning preferences and the design of flexible learning programs," *Instructional Science*, vol. 29, pp. 237-254, 2001.
- [11] R. T. Osguthorpe and C. R. Graham, "Blended learning environments: Definitions and directions," *Quarterly review of distance education*, vol. 4, pp. 227-33, 2003.
- [12] C. J. Bonk and C. R. Graham, *The handbook of blended learning: Global perspectives, local designs*: John Wiley & Sons, 2012.
- [13] P. Harris, J. Connolly, and L. Feeney, "Blended learning: Overview and recommendations for successful implementation," *Industrial and Commercial Training*, 2009.
- [14] M. Al-Hadidi, "Effect of the blended learning in students of the faculty of physical education in the University of Jordan acquiring the skill of under hand passing of the Volleyball," *International Journal of Humanities and Social Science*, vol. 3, pp. 245-254, 2013.
- [15] E. M. Lepe and M. L. Jiménez-Rodrigo, "Project-based learning in virtual environments: a case study of a university teaching experience," *International Journal*

- of *Educational Technology in Higher Education*, vol. 11, pp. 76-90, 2014.
- [16] P. Sharma and B. Barrett, *Blended learning: Using technology in and beyond the language classroom*: Macmillan, 2008.
- [17] M. KM Eshreteh and A. Hisham Siaj, "Attitudes of english-major students and teachers towards using blended learning in the english department at Hebron University," *International Journal of Research in English Education*, vol. 2, pp. 51-65, 2017.
- [18] H. Singh and C. Reed, "Achieving success with blended learning," *American Society for Training and Development, state of the art industry reports 2001*, 2001.
- [19] A. Yuen, "Blended learning in higher education: An exploration of teaching approaches," in *Proceedings of the 18th International Conference on Computers in Education: Enhancing and Sustaining New Knowledge Through the Use of Digital Technology in Education, ICCE 2010*, 2010.
- [20] F. Z. Azizan, "Blended learning in higher education institution in Malaysia," in *Proceedings of regional conference on knowledge integration in ICT*, 2010, pp. 454-466.
- [21] M. M. N. H. Ja'ashan, "Perceptions and Attitudes Towards Blended Learning for English Courses: A Case Study of Students at University of Bisha," *English Language Teaching*, vol. 8, pp. 40-50, 2015.
- [22] E. Oh and S. Park, "How are universities involved in blended instruction?," *Journal of Educational Technology & Society*, vol. 12, pp. 327-342, 2009.
- [23] C. Tang and L. Chaw, "Readiness for blended learning: Understanding attitude of university students," *International Journal of Cyber Society and Education*, vol. 6, pp. 79-100, 2013.
- [24] F. Wasoh, "Exploring the roles of blended learning as an approach to improve teaching and learning English," *Retrieved on November*, vol. 17, 2016.
- [25] S. B. Howard, "The benefits of face-to-face interaction in the online freshman composition course," *Journal of Online Learning and Teaching*, vol. 5, pp. 685-697, 2009.
- [26] M. Tayebinik and M. Puteh, "Blended Learning or E-learning?," *Tayebinik, M., & Puteh, M.(2012). Blended Learning or E-learning*, pp. 103-110, 2013.
- [27] H. Yulia, "Readiness for Blended Learning viewed from the Students Attitude towards Learning Aspects," *International Journal of Active Learning*, vol. 2, pp. 15-26, 2017.
- [28] N. Vaughan, "Perspectives on blended learning in higher education," *International Journal on E-learning*, vol. 6, pp. 81-94, 2007.
- [29] M. F. Badawi, "Using Blended Learning for Enhancing EFL Prospective Teachers' Pedagogical Knowledge and Performance," *Online Submission*, 2009.
- [30] C.-W. Tsai, "Facilitating students to earn computing certificates via blended learning in online problem-solving environment: A cross-course-orientation comparison," *International Journal of Information and Communication Technology Education (IJICTE)*, vol. 6, pp. 11-23, 2010.
- [31] E. Stacey and P. Gerbic, "Success factors for blended learning," ed: Hello, 2008.
- [32] S. W. Tabor, "Narrowing the distance: Implementing a hybrid learning model for information security education," *Quarterly Review of Distance Education*, vol. 8, p. 47, 2007.
- [33] A. Littlejohn and C. Pegler, *Preparing for blended e-learning*: Routledge, 2007.
- [34] R. Walker and I. Arnold, "Introducing Group-Based Asynchronous Learning to Business Education. Reflections on Effective Course Design and Delivery," *Educational media international*, vol. 41, pp. 253-265, 2004.
- [35] D. K. Larson and C.-H. Sung, "Comparing student performance: Online versus blended versus face-to-face," *Journal of Asynchronous Learning Networks*, vol. 13, pp. 31-42, 2009.
- [36] Y. Zhu, W. Au, and G. C. Yates, "University Students' Attitudes toward Online Learning in a Blended Course," *Australian Association for Research in Education*, 2013.
- [37] E. Abdelhak, "An ICT-Based Approach to Teaching Civilisation to EFL Learners," *Arab World English Journal (AWEJ)*, vol. 6, 2015.
- [38] J. James, "ICT integration in academic writing: An experiment in blended learning," *Arab World English Journal (AWEJ)*, vol. 7, pp. 336-355, 2016.
- [39] O. Korkmaz and U. Karakus, "The impact of blended learning model on student attitudes towards geography course and their critical thinking dispositions and levels," *Turkish Online Journal of Educational Technology-TOJET*, vol. 8, pp. 51-63, 2009.
- [40] M. A. Alseweed, "Students' achievement and attitudes toward using traditional learning, blended learning, and virtual classes learning in teaching and learning at the university level," *Studies in Literature and Language*, vol. 6, pp. 65-73, 2013.
- [41] T. F. Almasaeid, "The effect of using blended learning strategy on achievement and attitudes in teaching science among 9th grade students," *European Scientific Journal*, vol. 10, 2014.
- [42] Z. Fakhir, "The impact of blended learning on the achievement of the English language students and their attitudes towards it," Unpublished master's thesis. Middle East University, Amman, 2015.
- [43] A. Bendania, "Instructors and learners' attitudes toward teaching and learning online : King Fahd University of Petroleum and minerals (KFUPM) Sausi Arabia: Case Study " *International Journal of Arts & Sciences*, vol. 4, p. 223, 2011.
- [44] J. W. Creswell and J. D. Creswell, *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications, 2017.