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Exploring challenges in implementing hybrid learning in cycle two public girls' schools in the United Arab Emirates

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ABSTRACT

The challenge of integrating cooperative learning in online learning environments presents challenges for both learners and educators. This mixed-methods study will explore in Implementing Hybrid Learning in Cycle Two Public Schools in the UAE. The focus of the study will be on challenges teachers face in delivering effective online instruction, in hopes of discovering ways in which teachers may more effectively plan and implement collaborative learning in online learning environments. Research will take APA style. The survey will provide the basis for developing in-depth questions to explore both the online learning environment and collaborative learning more fully. The survey will be published through various technology platforms. Upon completion of the surveys the results will be coded and analyzed using Statistical Program for Social Sciences (SPSS). The researcher will then conduct targeted interviews to gain more information. Teachers Need More Training, Motivation for Training, Fear to Change, Everything Takes Time, New Skills, New Practices, New Strategies, New Technologies, and New Learning Styles, Blended Learning as Efficient Tool to Address Current Education Problems, Blended Learning Cannot Be Changed by an Online Learning, Student Motivation Suffers from Too Much Online Learning, Blended Learning Problems Are Technical Issues and Increasing Role of Parents in the Learning Process. Originality: There are a few studies that examine the exploring challenges in hybrid learning. Moreover most studies focus on challenges and collaborative between students. Finally, there is no study has been conducted to the challenges in hybrid learning in C2 public girls schools in the United Arab Emirates.

Keywords: *Challenges, Collaborative Learning, Empowering learners, Building communities, Active Learning, Proximal Development, Collective Efficacy, Confidentiality, Anonymity, Teachers Need, Motivation, New Skills, New Practices, New Strategies, New Technologies, and New Learning Styles, Blending learning.*

1. INTRODUCTION

Students face several challenges with developing and implementing collaborative skills in distance and/ hybrid learning. Firstly, collaboration in online learning environments is atypical for many students, as they are not able to communicate face-to-face and share as they might in a more natural educational setting. Secondly, effective collaboration in online learning environments depends greatly on the student's Information and Communication Technology (ICT) skills. Even students with excellent communication skills may encounter challenges transferring those skills online. Finally, teachers will likely find many challenges in implementing, and motivating students to engage, collaborative learning in online learning environments. The necessity in improving teaching practices around collaborative learning is significant; this is particularly true given the Global Covid-19 pandemic that moved many learning environments from classrooms to computers.

2. BACKGROUND AND CONTEXT

Collaborative Learning in Online Learning Environments

While there does not exist a large amount of empirical data on collaborative learning in online learning environments, especially in the Arabian Gulf, there are some notable examples. An important example of cooperative learning is students' handling of mathematics and their inability to use the software to do the task. So, they taught and trained students in the Excel program, which made all groups able to use mathematics in thinking and record their results on the Excel program, and they made consecutive additions, recording and pulling numbers, which made them more able to control cooperative learning. All these student achievements indicate one of the developments in understanding and solving the problem of cooperative learning via the Internet among students.

Also, there are few levels have a major role in the success of the cooperative work process in the classroom. It was noted in studies that a number of students do not have a desire to cooperate with other members of the group, and they tracked performance management for the three levels, so it was noticed that the second level is characterized by more cooperation and interaction with others. The second level was directed to stimulate the first and third levels by urging the first level to interact and not respond directly, this level was unwillingness to collaborate with other students. For the third level, it helps students of low levels in stimulating the process of thinking, creativity, and cooperation. We conclude from that, that encouragement and motivation for the three levels is important for achieving class cooperation, whether in group work or other classroom work.

In addition, computer-aided cooperative learning is not easy to fully master, and many students do not have the full skill to complete the activities. First cycle schools have difficulty achieving cooperative learning via the Internet because of their young age and the lack of adequate computer skills. In some studies that conducted to improve this problem, computer-aided cooperative learning has been divided into several departments to achieve collaboration between computer-able students. The aim of these sections is how to work on cooperative learning through computers. These departments develop students for internal cooperation (computer education) among themselves. Priority is given to non-interactive student models due to their inability to use the computer, ashamed of failure, or recklessness. Moreover, external cooperation of students was studied, and work was linked between cooperative work on a computer or external.

Learning environments characterized by asynchronous computer communication have been criticized because of the lack of social support, and this support influences students as a sense of belonging and acceptance in groups. In the beginning, cooperation begins with interaction when participants demonstrate an awareness of the existence with others and related to each other as groups. The social presence in the groups affects the cohesion between them through the formation of community sense and communication instead of the information level and thus interaction can move to higher level and become more cooperative. (Garrison et al., 2000; Henri, 1992).

Some believe that students feel a high level of frustration in the activities of cooperative learning through the Internet, and study of (Capdeferro & Romero, 2012) found that difficulty in communicating and imbalance in levels can contribute students' frustration. Problem-solving skills in making decisions, improving relationships and reduce conflicts can be the reason for the success of the collaborative learning process via the Internet (Korkmaz & Yesil, 2011).

Empowering learners

Trainers should empower teachers in the online learning environment. Learners also should be responsible for their own learning and for knowing what they are learning. Trainers are tasked with guiding teachers through the different learning processes, allowing a group of them to accommodate different learning styles rather than forcing all teachers to adopt the same pattern in teaching. During teacher training, instructions should come step-by-step, and the educational information should be specific to e-learning and collaborative (Dickstein, 1998).

Building communities

Humans learn to interact with society, and teachers must communicate in and out of the classroom with other students and teachers to gain learning experiences from each other, as well as for the perspectives of others.

Active Learning

The second important construct in interactivity is active learning. Teachers and learners are people from members of society, and they have freedom of expression and participation. The learner has the right to freedom of expression in the lesson, whether in the classroom or online. Teachers should give students the opportunity to participate and not pressure them to remain completely calm. Students also has the greatest importance in speaking during class time. Morrison (1995) suggests that the learning process is unbounded by time (when one learns), space (where one learns), mode (how one learns), pace (the rate at which one learns), level (the depth of learning), and role (with whom one learns).

Understanding the Role of the Zone of Proximal Development

The zone of proximal development (ZPD) is the distance between the real developmental level, as determined by separate problem solving, and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers". Vygotsky believed that when a student is in the zone of proximal development for a particular task, providing support will give the students enough of an assistance to achieve the specific task or goal at hand.

To assist for students among Cycle Three Girls Schools through the zone of proximal development, educators are encouraged to focus on three several components which aid the learning process: (1) the presence of someone with knowledge and skills beyond that of the learner (1) a more knowledgeable other); (2) social interactions with a skillful leader that allow the learner to observe and practice their skills, and (3) scaffolding by the educator to support the student as he or she is led through the ZPD. Vygotsky views interaction with peers as an effective way of developing skills and strategies. His research suggest that teacher use cooperative learning exercises, during which less competent cycle three students develop their knowledge and skills with assistance from more skillful colleague within the zone of proximal development.

Self and Collective Efficacy

Teachers may enhance motivation for collaborative learning cycle three girls in many ways. Firstly, establish team goals, this will effective collaborative learning includes establishment of group goals, as well as personal accountability. This keeps the team on task and establishes an unambiguous purpose. Also, team goals allow for the development of collective efficacy (Bandura, 2000),

which may allow groups to reduce anxiety. When tackling difficult concepts, group learning may supply a source of support, while simultaneously promoting problem-solving and critical thinking skills. Groups may use humor to create a more relaxed learning environment that allows for positive learning experiences and facilitates the use of stress-reducing strategies to stay on task.

Teachers could supply an example of how successful groups function to minimize the ambiguity sometimes associated with collaborative work. Shared leadership, in which students work together to accomplish a particular task or solve an identified problem, is optimal. Different types of problems may focus on categorizing, planning, taking multiple perspectives, or forming solutions by trying use a step-by step procedure for problem solving.

3. SUMMARY

Finally, self-efficacy, defined as the beliefs in one's ability to actualize the motivation, cognitive resources, and courses of action needed to meet given situational demands" (Wood & Bandura, 1989, p. 408). Also, it is the belief individual have in their abilities and competencies. Self-efficacy is developed in many ways. Firstly, Mastery Experience refers to the ways in which we view our learning experiences. Bandura (1977) suggests that the cues that we receive from our mind and body at any given moment, and the way we perceive these cues, shape our sense of self. Positive mastery experiences tend to enhance levels of self-efficacy and promote general confidence concerning a task or goal. Negative mastery experience, on the other hand, tends to hinder the development of self-efficacy, promoting self-doubt and a lack of confidence concerning the completion of a task or achievement of a goal.

Providing opportunities' for Cycle three girls to develop positive and meaningful mastery experience requires training students in resilience. That is, teachers could benefit learners by establishing clear expectations about success and model for students how one may accept failure positively. Students who succeed after overcoming obstacles develop skills in resilience and positive mastery experience. Taken together, these promote a strong perception of meaningful self-efficacy.

4. RESEARCH QUESTIONS

Collaborative learning is the educational approach of using groups to enhance learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts. The organizational benefits of this learning are developing self-management and leadership skills, improves relationships across teams and departments and Turns learning into a truly active process. There are many ways to foster collaborative learning within an organization: Solving problems across teams, developing new products and build a collaborative learning community. Essentially, the research questions that this study sought to address were as follows:

- -In what ways can teachers support students through their individual Zones of Proximal Development to promote collaborative learning skills among Cycle Two Girls Schools in the United Arab Emirates?
- -How do teachers facilitate motivation for collaborative learning among Cycle Two Girls Schools in the United Arab Emirates?
- -In what ways do teachers provide opportunities for students to develop positive perceptions of self-efficacy among Cycle Two Girls Schools in the United Arab Emirates?

To address a question is to deal with a question, the aim of this study is to read many other sources and studies, then summarize them and provide answers to the questions. Also, in this study, I will conduct several interviews, analyze, and conclude from them afterwards. To elaborate, the three primary questions that this study sought to address were in line with the previously conducted research works. These questions will take place Among Cycle Two Girls Schools on the United Arab Emirates.

5. RESEARCH HYPOTHESES

Research Methodology:

Overview of the Data Collection

This study will utilize a mixed-method, explanatory sequential approach with data to be collected in two phases. Phase one will consist of a quantitative questionnaire distributed through electronic media to participants meeting the criteria of the study. Part Two, open-ended interviews of selected participants who completed Phase One.

Phase One: Questionnaires will be distributed to teachers in United Arab Emirates schools working in the second cycle schools, grades five through eight, with a target response rate of 150. Upon completion of the quantitative component and analysis of the findings, a semi-structured interview protocol will be developed with the advisor's guidance to seek information to questions that arose from the survey.

Phase Two: Interviews will be conducted of between 7 to 9 participants or until saturation has been reached. Selection of interview participants will be based on answers provided in the surveys.

Sampling Criteria

1. Structured questionnaire:

- a. Target group: The target group is teachers in the United Arab Emirates teaching in Cycle Two public schools.
- b. Non-probability (convenience) sampling techniques in which participants are selected based on non-random criteria, and not every individual has an opportunity of being included.

2. Semi-structured interview

- a. A purposeful sample of participate, who completed the questionnaire, will be selected for individual interviews. The criteria for selection for the interview will be determined upon the completing of the quantitative portion of the study and the findings shape the open-ended interview questions.

Research Instrument for Review

1. Close-ended survey instrument
2. Semi-structured interview

Distribution of Instrument

In this study, the questionnaire, phase one, will be distributed through the use of technology such as e-mail and/or social media. Phase two, interviews, will be conducted through MS TEAMS with interviews recorded. The recorded sessions will be stored privately and after completion of coding and checking will be destroyed. Confidentiality and privacy for all study participants will be maintained.

Reliability and Validity of Data

Reliability is a method used to decide trustworthiness. Reliability of the survey instrument will be established using the Cronback’s Alpha with a reliability score of 0.80 or higher. The survey instrument has content validity as it was developed by experts in the field. The reliability of the open-ended interview questions will be established by internal consistency. Interview validity refers to whether interview questions map to specific competencies for teachers. To ensure maximum validity, there needs to be one-to-one correspondence between interview questions asked and underlying competency. To ensure interviewer reliability, the interviewer will transcribe the interview word for word and will then check the interview recording to rectify an inaccuracy. For the interviews both the interviewer and interviewee will have a copy of the interview questions that have been prepared as a guide for teacher’s responses. The interviewer may ask for more clarification if the teacher’s response is incomplete or if the teacher raises an issue related to the study that needs more exploration.

6. PARTICIPANT CONFIDENTIALITY AND ANONYMITY

Confidentiality and Anonymity of the study participants is a priority. Prior to participating in the study, potential participants will be provided with information regarding the study. Study participants will electronically sign a consent to participate that includes acknowledgement of the scope of the study, understanding that participation is voluntary, and participant can withdraw at any time, and the individual’s willingness to be interviewed. Those willing to be interviewed will provide an email address that allows the researcher to arrange a MS TEAMS meeting.

Individuals answering the questionnaire are not asked any identifying information. The structured interview portion of the study will be recorded for coding and cross-checking purposes. Following the coding and cross-checking, the recording will be destroyed. No participant name will be used in any analysis of the data or subsequent writing of the study results.

7. DATA ANALYSIS

Effectiveness of Online Education in Providing Instruction and Learner Assessments

The study used a quantitative approach for data collection, analysis, and development of output. The questionnaire was developed to facilitate the collection of raw quantitative data on the subject (Steiner & Grieder, 2020). The study would evaluate how effective a collaboration in the online learning environments is. This section comprises data analysis and output interpretation so that the information generated will be relevant to the study. The data from the questionnaire was analyzed using exploratory and the defining factors using SPSS data analysis software. The descriptive statistic involved in this study includes mean, standard deviation, median, mode, and frequencies (Finch, 2020). These factors were used to evaluate the study participants and variables to explain how effective hybrid and online educations are in student collaboration during the learning process.

Descriptive Statistic

After answering the sample by filling out their questionnaires and providing them to the researcher, the raw data was exported to the spreadsheet for analysis. The SPSS software processes data in tables and CVS or excel workbook format (Goretzko & Bühner, 2020). The aim was to analyze the data and understand the relationship between the various aspects of education. The data collection is based on Implementing Hybrid Learning in Cycle Two Public Schools in the UAE. The data collected from this two-sample population represent the challenges or effectiveness of hybrid learning.

Exploratory Factor Analysis

In this study, Kaiser-Meyer-Olkin and Bartlett’s test of the sphericity was evaluated to test the hypothesis (Alavi et al., 2020). Kaiser-Meyer-Olkin was used to measure the adequacy of the sample that should be more than 60% for sufficient factor analysis in the study. In this study, the Kaiser-Meyer-Olkin value is .718 or 71.8%, which means that the factor analysis is a success, and the study may proceed to evaluate other factors. One can see the results in Figure 1 below.

Figure 1

KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.718
Bartlett's Test of Sphericity	Approx. Chi-Square	807.222
	df	253
	Sig.	<.001

Figure1: KMO and Bartlett’s Test

Bartlett's test of the sphericity used in this study shows the strength in the relationship between the variable and the null hypothesis (Goretzko & Bühner, 2020). Any value equal to this or more would lead to the acceptance of the null hypothesis (Steiner & Grieder, 2020). Bartlett's test of the sphericity shows a patterned relationship between the variables because the value 0.001 is less than 0.05. Therefore, the study will reject the null hypothesis and confirm a patterned relationship between the variables evaluated.

Additionally, there is a strong correlation between the factors tested. The study first tested 22 factors encountered while providing learning instruction, learning aid, and learner assessment in online classes. While the correlation shows the individual factor correlation, Bartlett's test of the sphericity shows a general high correlation between the factors.

Correlation between the Factors

The data analysis conducted a correlation test in the form of correlation matrix to show the interrelationship between the factors of the study matter. The study shows several factors with high correlation. They are as follows:

Educators trained on the use of application and technology in online teaching, and school seeking new software and technology that would improve learning instruction. The correlation between the two is 0.446. This means that for institutions to adopt new technology and software in learning, the educator must first understand the use of such software.

The relationship between the educator having technical glitches while providing learning instructions and the educator's training on using the technology is high at 0.435. This is because it is only when the educator knows the system they are using that they will notice a technical glitch.

The relationship between an educator having numerous software for providing instructions and the difficulty in assessing the student's performance in the online study is 0.44. This means that it is more challenging to assess learner's development when one has several software programs for providing instructions.

Communality in the factor analysis is defined as the proportion of the variable variance which the factor can explain (Finch, 2020). The table below shows the three factors evaluated and their distribution in the survey. Their gross commonality is one, as they all have a distribution of more than 0.5.

Table 1: Distribution of Initial Factors

Summary factor	Distribution
Confidence in their skill in online teaching	0.656
Use of a variety of technology software	0.667
School provides multiple learning applications	0.768
School seeks a new learning application	0.608
School provides training to teachers	0.711
Intensive preparation instruction material	0.687
Technology glitch during providing instruction	0.669
Difficulty in online instruction through a variety of methodology	0.643
Instruction deferential is more rigid in the online environment	0.672
Social interaction is improved	0.564
Negative influence on the work-life relationship	0.717
Difficulty in assessment of student progress	0.755
Easier to assess student engagement online	0.676
Easier to engage students in cooperative learning	0.66
Difficult in designing and implementing cooperative learning	0.708
Effectiveness of cooperative learning in online environment	0.788
The student is engaged more	0.708
Equal student progress	0.74
The student is disengaged in online lessons	0.644
Student demonstrates boredom	0.66
Student self-monitors their academic progress	0.654
Sale level of instruction is provided	0.729
Learning has been beneficial to the teacher	0.796

The communality analysis object shows the variance in every variable that can be accounted for (Goretzko & Bühner, 2020). A communality level of between 0.4 and 0.25 is considered acceptable, which means that the ideal commonality should be above 0.7 that applied in this case. The column values show the proportion of variable variance, which can be explained using retained factors. The variables, which have high values, are shown by the common factors space, while those with low values will not be represented.

The Variance of the Distribution

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.765	25.065	25.065	5.765	25.065	25.065	3.242	14.096	14.096
2	2.225	9.676	34.740	2.225	9.676	34.740	2.176	9.480	23.556
3	1.802	7.833	42.573	1.802	7.833	42.573	2.118	9.208	32.764
4	1.497	6.507	49.080	1.497	6.507	49.080	2.044	8.986	41.650
5	1.357	5.899	54.979	1.357	5.899	54.979	2.005	8.719	50.369
6	1.129	4.909	59.888	1.129	4.909	59.888	1.484	6.453	56.823
7	1.099	4.776	64.664	1.099	4.776	64.664	1.474	6.407	63.230
8	1.006	4.372	69.036	1.006	4.372	69.036	1.336	5.807	69.036
9	.893	3.881	72.917						
10	.859	3.780	76.697						
11	.774	3.368	80.063						
12	.683	2.971	83.034						
13	.613	2.666	85.700						
14	.522	2.269	87.969						
15	.486	2.114	90.083						
16	.413	1.794	91.877						
17	.402	1.746	93.623						
18	.322	1.400	95.024						
19	.294	1.280	96.304						
20	.282	1.227	97.531						
21	.225	.977	98.508						
22	.182	.789	99.298						
23	.162	.702	100.000						

Extraction Method: Principal Component Analysis

Figure2: Principle Component Analysis

The initial eigenvalues for the variance of the factors are conducted in the correlation matrix, and, later, standardized, which means that the values have a variance of 1, where the total variance is the number of variables in the study, which is 23. The total value has eigenvalues. Due to the accountability of most variance, the first factor will be more significant than others (Alavi et al., 2020). The proceeding values will account for the remaining variance, thus, diminishing the variance value as we go down the factors. Percentage of variance shows the percentage of the variance of every factor.

Extraction sums of the squared loading section show the number of rows in the table panel corresponding to the retained number factor. In our study, only eight of the 23 factors were retained. Rotation sums of squared loadings show the value that displays variance distribution after varimax rotation (Goretzko & Bühner, 2020). Varimax has the purpose of maximizing the factor, which means that the variance total will be distributed to three extracted factors.

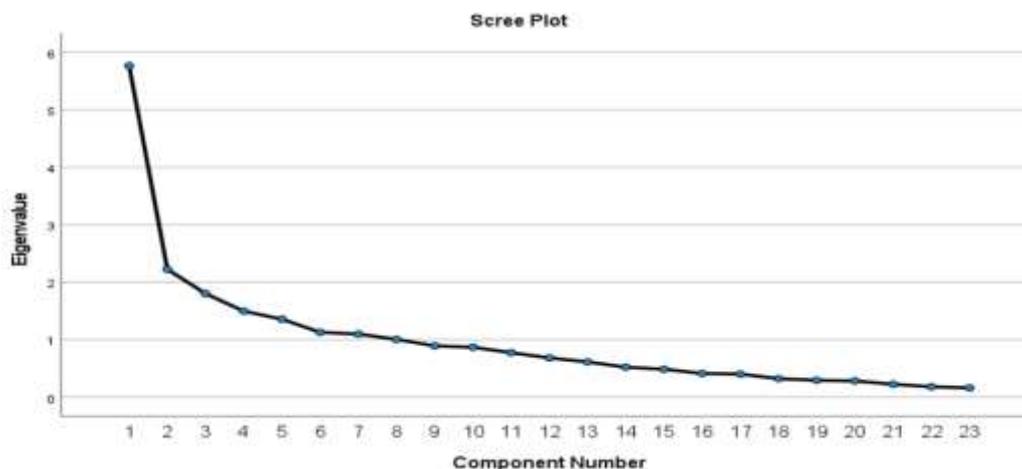


Figure 3: Scree Plot

The eigenvalue of the first faction is the top, while the graph slopes downwards is the eigenvalue's decrease approaching zero (Goretzko & Bühner, 2020). The decline is steep for the first two factors, and the steepness reduces as the factors increase to a specific value, where it balances off and tends to be flat.

In conclusion, the study has found significant information from the data collected to relate online learning and the positive provision of learning instruction. From the study, the data has observed that even through online education requires the educator to spend more time preparing for the lessons and include more educational resources while providing instructions, the students' understanding of material is improved more during online education. Unlike learning in a regular classroom setup, online provided the educator with a chance to learn how to use new technology. Additionally, the interaction level with the educator is elevated in online education, which contributes to the understanding of the student and the effectiveness of the learning process.

8. FINDINGS

This section contains the study's findings, or results, which have been organized into nine themes, each of which addresses one of the study's research questions.

Theme One: Teachers Need More Training

The first underlying theme found while investigating the data retrieved from the interviews was that teachers need more training to close the gap. While training is "vital at all times," training is a must for schools that need to phase in blended learning. According

to respondent 2, many teachers require more technology training, which was a sure thing for the respondent. Teachers' knowledge of technical issues and solutions is still a disturbing challenge for many educators. Such a challenge can be resolved with training that is full of practice rather than theory. By giving more training to teachers, schools might have a competitive advantage over other schools, which is better teachers.

Theme Two: Teachers' Motivation for Training

In providing teachers with more training, teachers must be motivated. Teachers indicated some ways in which schools can help with that. One sure way was to provide them with some training courses. Others suggested that apps with a free trial would encourage them for more training.

Theme Three: Fear to Change

However, many teachers feel like they are not ready to change. During interviews, it was found that some of them exhibit "fear of change and getting out of their comfort zones". For example, one should be ready to modify the accommodation needs on a weekly basis. Many of them fear that everything is going to be electronic and online. In addressing such an issue, it is important for a teacher to "keep an open mind and avoid assumptions," which requires no judgement from the teacher while implementing changes. In this case, schools should be obliged to implement change management practices that can help with making change less fearful for teachers.

Theme Four: Everything Takes Time

Many teachers indicated that such a change could not happen overnight and that it was a lengthy process. It should take a lot of time and practice together to make these changes happen. Teachers understand that to keep things OK and smooth, they should allot more time for training.

Theme Five: New Skills, New Practices, New Strategies, New Technologies, and New Learning Styles

Teachers will become accustomed to acquiring new skills, practices, strategies, and technology as a consequence of adopting blended learning. These new tools are considered to be innovative by many teachers. Some of the new practices are more challenging, such as designing behavior rules and teachers' schedules, and others are less, such as "summarizing the lessons and adding lots of videos showing other ways of explaining the lesson". It is necessary to say that many new practices will be closely related to supporting students with IEPs. For example, picking an objective or two each week to focus on with students, having many goals, and doing weekly checks are examples of such IEP new approaches. New skills acquired as a result of implementing blended learning are viewed as one that would help to develop education. In doing so, schools will help their teachers and students be more active and creative while also assisting educators in professional development. In addition, it helps the community to grow. In addition to new skills and practices, "teachers will be pleased to add new strategies to apply" while implementing blended learning. However, the biggest advantage of such learning is the use of new technologies. Many teachers expect to use different tools and programs in their learning processes, such as Microsoft Teams, live worksheets, classkick, PowerPoint Tap Tabs, virtual reality (VR), and videos to improve themselves and their learning. The VR is likely to "improve the students' ways of thinking," as indicated by one of the teachers. However, not all teachers feel good about using new technologies. Some of them are very skeptical about VR as a way to not live a real life for students. In addition, many teachers indicated that blended learning is likely to influence their learning style or styles. In this case, many of them should adjust their learning styles to a new learning environment. In doing so, such learning styles as flipping and blending (or flipped classroom) and station rotations need to be used. However, with blended learning, teachers are expected to cover all learning styles as their choice depends on their students. In acquiring those skills, strategies, and practices, teachers should have enough flexibility to learn them and make use of them.

Theme Six: Blended Learning as Efficient Tool to Address Current Education Problems

Blended learning is an efficient solution for overcoming difficulties that do not depend on anyone. These difficulties include extreme weather and other bad circumstances. Implementing such learning will help all parties (i.e., parents, schools, and teachers). In addition, blended learning is efficient as it creates "an effective self-paced environment" where students can always watch a video to facilitate understanding of the subject. In this case, teachers have instruments for both learning settings, such as traditional and online learning. According to one of the teachers, this can make a learning process efficient by "having students watching video outside of class" and reserving the class time "for discussion and peer collaboration" and by responding to the student's questions regarding the topic.

Theme Seven: Blended Learning Cannot Be Changed by an Online Learning

Many teachers indicate that face-to-face learning (or traditional learning) cannot be replaced by online one. There should be used both online and classroom learning. Such traditional learning, where both students and teachers are physically present in a classroom, is of critical significance for both teachers and students. For example, as indicated by one of the teachers, classroom learning needs to be used to check students' understanding of the material and help those in need. However, others view traditional learning as a big problem as it does not motivate students. As a result of traditional learning student motivation issues, many teachers view e-learning as "central to most academic programs" and prefer it to classroom learning. However, such a solution might affect student motivation in a negative way, which is the next key theme of these interviews.

Theme Eight: Student Motivation Suffers from Too Much Online Learning

Teachers indicated that online learning might deteriorate student commitment and motivation. The main reason is that students "get tired of the screens and get bored". In addition, students might not feel a connection, emotions, and compassion like during live communication with a teacher in traditional learning. Also, some students are not inclined to learn online, which should be taken into consideration by the school administration. To mitigate such an issue, it is proposed to use different apps to draw students'

attention towards learning, give students stars, badges, or marks on different platforms, and use face-to-face communication online. In doing so, students need to be consistent in online learning to build for themselves authentic mastery.

Theme Nine: Blended Learning Problems Are Technical Issues and Increasing Role of Parents in the Learning Process

Challenges associated with blended learning include technical issues, such as issues with the Internet, blocked websites, and electricity problems. In this case, some students will not be able to use technology and interact with other students. In addition, some information might be duplicated, which can make the learning process somehow boring for students since they have to read the same material twice. In addition, such learning requires much cooperation between parents and teachers. In this case, parents should support student education at home while teachers should do it in the classroom.

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