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Ethical Approach in Blended Learning Teaching Skills in Macroeconomic Theory Courses

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ABSTRACT: Blended learning, which combines face-to-face and online learning, has become widely adopted in higher education to enhance flexibility and accessibility for students. However, challenges in interactive communication remain, particularly in complex subjects like Macroeconomics Theory at FKIP Universitas Jambi. This study explores the implementation of ethical approaches in teaching skills within blended learning environments. Utilizing a quantitative research method, data were collected through a survey of 200 students. The results indicate significant challenges in interactive communication, with 80% of students reporting difficulties, yet overall satisfaction and learning outcomes were high. This finding underscores the importance of integrating ethical principles in digital teaching to improve interaction quality and student understanding. Conclusions highlight the necessity of ongoing support for students and lecturers in ethical digital communication. Future research should consider longitudinal studies and qualitative approaches to provide deeper insights into the long-term effects and experiences of blended learning.

Keywords: Blended Learning, Ethical Teaching, Interactive Communication.

INTRODUCTION

Blended learning, which combines face-to-face and online learning, has been widely adopted in higher education to provide greater flexibility and accessibility for students. However, this model still faces various challenges in its implementation, especially regarding interactive communication between students and lecturers. This issue is particularly relevant in teaching the Macroeconomic Theory course in the Economics Education Study Program at FKIP Universitas Jambi, where effective communication is essential for understanding complex macroeconomic concepts.

In digital learning, an ethical approach to teaching skills becomes increasingly important. This approach focuses on the digital delivery of materials and students' character and attitude formation when interacting online. Although lecturers have prepared teaching materials in digital e-pub format, there are still significant difficulties in interactive communication in digital classrooms. A

survey of 200 students showed that 80% experienced difficulties in interactive communication during the online learning.

Although much research has shown the benefits of blended learning and the importance of interactive communication, there is a gap in the literature regarding how ethical principles can be effectively applied in blended learning. This research aims to fill that gap by exploring the most effective and ethical communication methods and strategies in blended learning. Thus, this research will make an important contribution to understanding how interactive communication and moral principles can improve the quality of learning and student outcomes in higher education. Blended learning is one of higher education's most effective learning innovations if implemented well (Al Aslamiyah et al., 2019). Implementing blended learning not only expands the accessibility of learning but also supports more personalized and collaborative learning. Lecturers can create a more dynamic learning atmosphere by combining online learning with in-class discussions, while students can learn at their own pace and convenience.

However, there is still a gap in the literature regarding how an ethical approach can be effectively integrated into blended learning teaching skills (Harrison & Laco, 2022). While there is much research on the benefits of technology in education, few studies delve deeply into the role of ethics in digital teaching. They emphasize that further research is needed to explore how ethics can be applied in teaching practices to enhance learning effectiveness.

This research seeks to fill that gap by exploring the implementation of an ethical approach in blended learning teaching skills in the Macroeconomic Theory course. Survey results involving 200 students indicate significant challenges in interactive communication during online learning, even though teaching materials have been prepared in a comprehensive digital format. These findings support the argument that an ethical approach to teaching skills is crucial to improving student interaction and understanding.

Ethical principles facilitate effective and meaningful interactions between teachers and students, especially in blended learning. In this learning model, which uses both face-to-face and online learning, ethics plays a role in ensuring that communication is fair and respectful of each party's rights and roles. Lecturers are expected to be transparent, responsible and effective in providing materials, instruction and support to students in physical and virtual environments. Conversely, students are expected to manage their time and responsibilities, actively participate, and maintain academic integrity, such as studying independently and complying with established regulations. Therefore, by upholding ethical principles, blended learning can run effectively, improve education quality, and help students achieve maximum learning outcomes.

This research is expected to significantly contribute to the fields of blended learning and ethics-based teaching by integrating findings from the existing literature. Additionally, it aims to provide practical recommendations for lecturers on developing more inclusive, effective, and ethical teaching strategies, thereby addressing the challenges of interactive communication in digital learning.

Blended Learning

Blended learning is a pedagogical approach combining face-to-face and online learning elements to create a comprehensive learning experience. According to Glazer (2023), blended learning offers time and place flexibility, allowing students to learn at their own pace while still receiving guidance and direct interaction from instructors(Glazer, 2023). Add that blended learning enriches the learning experience by combining the strengths of traditional and digital learning methods, such as direct interaction and access to various online resources (Alam et al., 2022).

Blended learning has become a widely adopted approach in higher education due to its ability to combine the advantages of face-to-face learning with the flexibility of online learning. Explains that blended learning can enhance educational accessibility but emphasizes that its success depends on how the model is implemented (Ngoasong, 2022). One of the main challenges in implementing blended learning is ensuring effective interactive communication between students and instructors, an aspect often overlooked in the literature (Anthony et al., 2022).

The flexibility and diversity of learning methods in blended learning allow for more adaptive and responsive learning tailored to individual student needs (Cronje, 2022). This is supported by (Atwa et al., 2022), who found that students engaged in blended learning show better learning outcomes than face-to-face or online methods.

Interactive Communication Between Instructors and Students in Blended Learning

Interactive communication is a key element in the success of blended learning. According to (Saputra, 2022), effective communication between instructors and students can enhance understanding, motivation, and engagement in the learning process. Prompt and constructive instructor feedback helps students overcome difficulties and correct mistakes, ultimately improving learning outcomes.

Indicate that online discussion forums and virtual consultations effectively facilitate interactive communication (Turner et al., 2022). Discussion forums allow students to engage in deep and ongoing conversations, while virtual consultations provide students with direct instructor guidance. Collaboration through digital platforms such as Google Docs or Microsoft Teams enables students to work together on group tasks despite being in different locations (Glazunova et al., 2023).

A study by (Suliyanthini et al., 2024) shows that effective interactive communication in a blended learning environment can improve student learning outcomes. They found that students who received prompt and constructive feedback from instructors were more likely to understand the material and felt more motivated to learn.

Ethical Approach in Blended Learning

In teaching Macroeconomic Theory, interactive communication is crucial for helping students understand complex concepts (Zhang & Zou, 2022). Although technology can provide various tools for learning, educational goals will not be achieved without effective communication. Their research indicates that instructors must possess teaching skills that include pedagogy, technology, and ethics when interacting with students digitally.

Several researchers have discussed an ethical approach to teaching skills. Moore and Tillberg (2023) argue that ethics in technology-based teaching are a key element that must be integrated into curriculum design(Moore & Tillberg-Webb, 2023). This includes the instructor's responsibility to ensure that online interactions occur in a respectful and safe environment. Also emphasize the importance of digital ethics in education, including academic integrity, privacy, and social responsibility (Lestari & Handoko, 2024). They argue that an ethical approach can help shape students' character in interacting in the digital world.

Related studies highlight the importance of applying ethical principles in blended learning. Farley and Burbules (2022) found that blended learning designed with fairness and accessibility in mind can increase student engagement and learning outcomes (Farley & Burbules, 2022). They also underscore the importance of data privacy and security in online learning environments (Ali & Zafar, 2017). Parsons and Taylor (2011) stress the importance of openness and transparency in communication between instructors and students to build trust and enhance engagement.

METHOD

Research Design

This study employs a quantitative method to measure the effectiveness of blended learning and interactive communication between lecturers and students. This approach is chosen because it allows for collecting large amounts of data and objective statistical analysis, which aligns with the research goal of obtaining a clear picture of students' perceptions (Hamali et al., 2023).

Data Collection Instruments

The primary instrument in this research is a comprehensive questionnaire designed to measure various aspects of blended learning and interactive communication. The questionnaire consists of four main sections. The first section is the demographic part, which collects basic information about the respondents, such as age, gender, study program, and academic year. The second section measures students' experiences and perceptions of the face-to-face and online components of blended learning. This section is designed to explore the extent to which the integration of technology in learning affects student engagement and learning outcomes. The third section measures the frequency, quality, and effectiveness of communication between lecturers and

students, a critical factor in the success of blended learning. Finally, the fourth section measures student satisfaction and learning outcomes to assess the overall impact of blended learning. Each item in the questionnaire uses a 5-point Likert scale, facilitating the quantitative measurement of respondents' perceptions and experiences.

Participants/Sample

The population of this study were Economics Education students of the Faculty of Teacher Training and Education, Jambi University, who had participated in the blended learning program. The sample was selected using purposive sampling, namely selecting respondents who meet certain criteria. These students have completed at least one full semester of blended learning, taken Macroeconomic Theory courses, and are in semester 3. This was done to ensure that respondents had enough experience in the program and could provide relevant and in-depth data. The sample selection of 200 students is expected to provide adequate representation for statistical analysis.

Data Collection Procedure

The data collection procedure in this research involves several systematic stages. The first stage is preparation, which includes the questionnaire's development and pilot testing to ensure the instrument's validity and reliability, which is crucial for ensuring that the instrument accurately measures the intended variables (Sugiyono, 2016). The second stage is data collection, where the questionnaire is distributed to the selected sample over one month through an online platform. Respondents are given two weeks to complete and return the questionnaire. This online approach is chosen for its efficiency and broader reach. The final stage is data processing, where the collected data is entered into statistical analysis software and checked for completeness and consistency. This step is vital to ensure the accuracy of the data before further analysis.

Data Analysis

Data analysis uses descriptive and inferential statistical methods through several systematic steps. The first step is descriptive analysis, which involves calculating frequencies, percentages, means, and standard deviations to describe the respondents' characteristics and perceptions of blended learning and interactive communication. This analysis provides an overview of the collected data. The results of this data analysis are expected to provide deep insights into the effectiveness of blended learning and the role of interactive communication between lecturers and students and offer recommendations for improving learning practices in the future.

Interactive Communication

Mean Score: 3.2

Standard Deviation: 0.8

80% of students reported difficulties in interactive communication during online learning.

Student Satisfaction

Mean Score: 3.8

Standard Deviation: 0.6

Student satisfaction with blended learning is relatively high, reflecting good overall satisfaction despite challenges in interactive communication.

Learning Outcomes

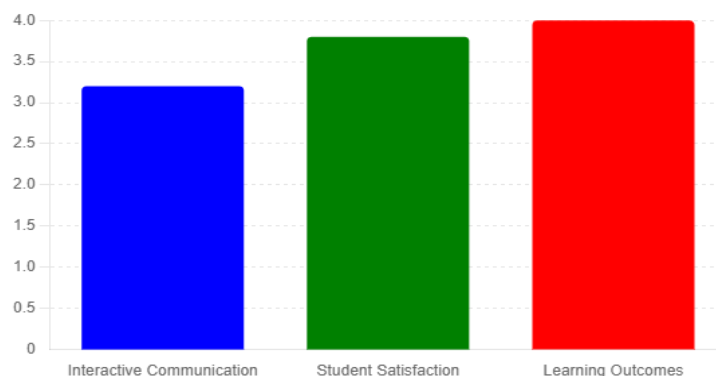Mean Score: 4.0

Standard Deviation: 0.5

Student learning outcomes in blended learning show high scores, indicating that despite communication difficulties, good learning outcomes can still be achieved.

Below is a summary table of the main findings:

Aspect	Mean Score	Standard Deviation
Interactive Communication	3.2	0.8
Student Satisfaction	3.8	0.6
Learning Outcomes	4.0	0.5

RESULT AND DISCUSSION

The following are the main findings from research regarding the implementation of an ethical approach in blended learning teaching skills in Macroeconomic Theory courses at FKIP Jambi University:

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Student Satisfaction	3.8	0.6
Learning Outcomes	4.0	0.5

The following bar graph depicts the mean score of the various aspects measured:

These findings provide a general picture of student perceptions of interactive communication, satisfaction and learning outcomes in blended learning. This shows that even though there are challenges in interactive communication, student satisfaction and learning outcomes remain at a fairly good level

Blended learning, which integrates online and face-to-face instruction, has become a crucial pedagogical approach in higher education, particularly in teaching complex subjects like macroeconomic theory. Ethical considerations in blended learning are vital in ensuring fairness, accessibility, academic integrity, and student engagement. This discussion explores the moral dimensions of teaching macroeconomic theory using a blended learning approach. This research shows several significant results that align with the literature and theories.

Interactive Communication:

Although the average score for interactive communication is 3.2, with a standard deviation of 0.8, indicating challenges in communication, this is consistent with the findings of (Parsons & Taylor, 2011), who emphasize the importance of effective communication in blended learning to enhance students' understanding and engagement. Ethical communication in a blended learning environment requires clear expectations regarding academic integrity. Instructors should provide guidelines on proper citation, responsible use of digital resources, and collaboration norms to maintain the credibility of macroeconomic theories and models. A diverse student body necessitates an inclusive approach to communication. Teachers should ensure online and offline discussions respect diverse viewpoints, cultural backgrounds, and economic perspectives. Encouraging civil discourse fosters a learning environment where all students feel valued.

Given the increased use of learning management systems (LMS) and digital communication tools, ethical concerns surrounding student data privacy must be addressed. Instructors should ensure compliance with data protection laws and university policies, safeguarding students' personal information. Ethical blended learning practices must consider students' access to technology and learning materials. Ensuring that all students, regardless of socioeconomic background, have equal opportunities to participate in discussions and assignments is crucial for effective learning. Blended learning affects interactive communication where mutual respect in the online face-to-face process. According Saputra, 2022, effective communication between instructors and students can increase understanding, motivation, and engagement in the learning process. Prompt and constructive instructor feedback helps students overcome difficulties and correct mistakes, ultimately improving learning outcomes.

The ethical approach to interactive communication in blended learning enhances the effectiveness of teaching macroeconomic theory by fostering respect, integrity, and inclusivity. Ensuring transparency, protecting student privacy, and maintaining academic fairness contribute to a productive learning environment. By integrating these ethical communication principles, educators can create a more engaging and responsible blended learning experience, preparing students for complex economic decision-making in real-world scenarios.

Ethical approaches in interactive communication play a very important role. In blended learning, interactive communication allows lecturers and students to exchange ideas, give feedback, and

clarify information directly. Lecturers, for example, ensure that students understand the material well and feel valued in every interaction in both online and physical class discussions. On the other hand, students are expected to be active, respond to the material learned, and maintain integrity in communication by providing good and honest responses.

Student Satisfaction:

The average student satisfaction score is 3.8, with a standard deviation of 0.6. This indicates that students are satisfied with blended learning despite the communication challenges. This supports view that blended learning can enrich the learning experience by combining the advantages of traditional and digital learning methods(Graham et al., 2013). Ethical considerations impact student satisfaction by creating a supportive and engaging learning experience. Several key factors contribute to this: 1) Perceived Fairness in Assessment: When students perceive that the grading system is fair and transparent, their satisfaction and motivation improve; 2) Student Autonomy and Flexibility: Blended learning allows students to manage their own learning pace, which enhances satisfaction, especially when ethical practices ensure flexibility for students with different learning needs; and 3) Engagement through Interactive Learning: Ethical teaching practices involve incorporating active learning strategies, such as case studies, discussions, and real-world macroeconomic applications, which make learning more meaningful. This is supported by the findings of research conducted by (Santi, 2022) blended learning can make the learning process more interesting and meaningful for students.

An ethical approach in blended learning enhances student satisfaction in macroeconomic theory courses by promoting fairness, inclusivity, and engagement. Educators can create a balanced and ethical learning environment that fosters academic success and personal growth by addressing challenges such as digital access, assessment fairness, and student engagement. Blended learning allows students to become active learners who understand their needs and achieve self-awareness (Usman, 2018). One of the advantages of combining blended learning models is the achievement of more efficient and effective learning objectives because each model has its characteristics, so it will provide satisfaction to students (Perdana & Adha, 2020).

Interaction between lecturers and students occurs not only in the classroom but also on online platforms, where the importance of ethical communication is increasingly felt. Although a challenge, communication that is carried out openly and respectfully will make students feel satisfied with the learning process because they can communicate more effectively with lecturers and classmates. Thus, applying ethical principles can help increase student satisfaction, improving learning outcomes and overall academic achievement.

Learning Outcomes:

Student learning outcomes show an average score of 4.0 with a standard deviation of 0.5, reflecting that despite the communication difficulties, learning outcomes remain high. This aligns with the findings of Means et al. (2013), which state that students engaged in blended learning show better learning outcomes compared to face-to-face or online-only learning methods(Means et al., 2013).

Compared to other methods, especially methods in direct learning, blended learning can show better differences in terms of motivation, interest, and student learning outcomes.

Overall, the findings of this study emphasize the importance of an ethical approach in blended learning. As highlighted by (Laurillard, 2012), integrating ethics into technology-based teaching enhances learning effectiveness and helps shape students' character in interacting in the digital world. By linking these research findings to existing literature, ethical approaches and effective interactive communication are crucial to optimizing the quality of blended learning. This is also supported by the results of research conducted by (Siahaan & Pramana, 2020) showing that blended learning has a positive and significant effect on student learning outcomes.

Effective application of ethical principles in learning interactions can directly affect student learning outcomes. When ethics are applied well, students feel valued and treated well, which in turn will increase their learning motivation. Lecturers who can provide clear explanations, give good feedback, and be open to students will help students master the material and feel more confident. When students can play their role as well as possible, it will greatly impact their learning outcomes, especially in the Macroeconomic Theory course.

Several strategies can be implemented to enhance interactive communication with an ethical approach in blended learning. Provide ongoing training for lecturers on using technology and digital communication tools. Emphasize the importance of technological skills for lecturers to enhance interactive communication(Pertiwi et al., 2024). Utilize interactive tools such as discussion forums, collaboration platforms (Google Docs, Microsoft Teams), and video conferencing software (Zoom, Microsoft Teams) to facilitate better communication and collaboration. Teach and apply digital ethics principles to students to ensure respectful and safe interactions in the online environment. Ensure that the platforms have strong privacy and security policies to protect students' data.

Design learning activities that encourage collaboration and active participation, such as group discussions, collaborative projects, and tasks that require contributions from all group members. Activate online discussion forums where students can ask questions, share ideas, and discuss the material in depth. Provide prompt and constructive feedback on students' questions and assignments. According to Lim and Morris (2009), quick feedback can enhance students' understanding and motivation to learn. Schedule regular virtual consultation sessions where students can interact directly with lecturers for guidance and clarification (Lim & Morris, 2009).

Utilize asynchronous communication tools such as email, discussion forums, and learning platforms that allow students to interact at different times, giving them more flexibility in learning. Use synchronous communication tools such as live chat, webinars, and video conferences for real-time interaction, which can increase social presence and engagement. Organize online social activities such as study groups, informal discussions, and community-based activities to build stronger relationships between students and lecturers. Create a personalized learning environment where lecturers understand the needs and learning preferences of each student. By implementing these strategies, it is expected that interactive communication in blended learning can be improved, thereby enhancing the quality of learning and student learning outcomes.

CONCLUSION

This research has explored implementing ethical approaches in blended learning teaching skills in the Macroeconomic Theory course at FKIP Universitas Jambi. The results show that despite challenges in interactive communication, student satisfaction and learning outcomes remain fairly good. This underscores the importance of ethical approaches in digital learning to build better interactions and support students' understanding of complex material.

This analysis provides valuable insights into how ethical principles can be applied in blended learning to enhance the quality of interactions and learning outcomes. By integrating findings from existing literature, this research reinforces the argument about the benefits of blended learning and emphasizes the importance of ethics in digital teaching. These findings can serve as a foundation for lecturers and higher education institutions in developing more inclusive, effective, and ethical teaching strategies.

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