

**STUDENTS' PERCEPTION TOWARDS COLLABORATIVE LEARNING  
APPROACH IMPLEMENTATION IN BLENDED LEARNING CLASS:  
A CASE STUDY IN THEORY AND PRACTICE OF ONLINE LEARNING  
(TPOL) CLASS AT PBI UII YOGYAKARTA**

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**ABSTRACT**

There is a contrast context of collaborative learning approach implementation in developed countries and developing countries in the sense of teacher and learner readiness, supportive facilities availability, curriculum compatibility, and so forth. In addition, teaching-learning culture between developed countries and developing countries is different in the matter of teachers and students' characteristics or preferences. These different conditions may result different responses to collaborative learning approach. The purpose of this study was to investigate students' perception on collaborative learning approach implementation in blended learning classroom in Indonesian higher education context. This study is a single instrumental case study research in which data were gathered from interview, document analysis, and observation. The study was conducted in TPOL class at PBI UII with 51 students involved. This study revealed that collaborative learning approach was implemented comprehensively in blended learning classroom. In the implementation, all determinant components of collaborative learning approach were covered. Moreover, the implementation of collaborative learning approach in blended learning classroom provided students with several advantages and challenges in learning.

*Keywords: student's perception, collaborative learning, blended learning*