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Students' Attitudes on Blended Learning-Based Instruction in Indonesian EFL Classroom

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ABSTRACT

This study explores the students' attitudes on blended learning-based instruction in Indonesian EFL classrooms. It employs a descriptive study using a purposive sampling technique and taking 34 respondents from EFL university students. The questionnaire and interview were used to collect data on the perception of EFL university students on blended learning-based instruction in the process of learning in the EFL classroom. The result of the study shows the students' perception of the integration of blended learning in the classroom. It falls into some categories: the usefulness of blended learning, the institutional support, the impact of blended learning on the students learning, and the percentage use of blended learning as well as challenges encountered in using blended learning. This research is expected to be of benefit to lecturers, students, and stakeholders to enrich knowledge and develop language skills and proficiency based on blended learning instruction in the Indonesian EFL classroom.

Keywords: Blended Learning; Attitude; EFL Classroom.

INTRODUCTION

The development of information and communication technology is increasingly in line with the shifting of traditional face-to-face learning practices towards a more open education through the use of information and communication technology as a learning medium (Anyam & Odey 2015). Bishop (1989) predicted that future education would be

flexible, open, and accessible to anyone who needed it regardless of gender, age, or previous educational experience. Whereas Mason R. (1994) argues that future education will be more determined by information networks that allow interaction and collaboration, rather than a face-to-face interaction in the school buildings. This is a pattern of potential challenges in the field of education that is clearly visible in front of the eye, whether consciously or unconsciously, and whose consequences and impacts cannot be ignored by stakeholders and people involved in the field of education, especially teachers.

The future of education in Indonesia is more likely to take the form of open education and training, with online learning education and training programs being implemented (Jafar & Rahman, 2019). Sharing learning resources together between educational and training providers in a network, the use of interactive information technology devices, such as Multimedia CD-ROMs, in education is gradually replacing television and video and making optimal use of internet technology in learning development. Learning that is focused on information and communication technology is gradually being mixed with traditional learning. It is here, the emergence of blended Learning (Bonk & Graham, 2006), also known as mixed learning, which is a style of education that blends conventional instruction with information and communication technology-based instruction. It blends conventional (face-to-face) learning with information and communication technology-based learning (Badaruddin, Noni & Jabu, 2019). Consequently, the learning structure becomes more flexible and less static as a result of Blended Learning.

While so common in literature, blended learning has no clear meaning and may therefore mean differently for other people as claimed by (Ruth Colvin Clark and Richard E. Mayer, 2008; Veronica & Samuel 2017). Graham (2006) divides blended learning into three categories: (1) blending face-to-face and online teaching, (2) blending modality of instruction (or delivery media), and (3) blending methods of instruction. As stated by Leahey and Ranchoux (2006),

Blended learning in CALL is the adaptation in a local context of previous CALL and non-CALL pedagogies into an integrated program of language teaching and learning drawing on different mixes of produce an optimum mix that addresses the unique needs and demands of that context (p. 385).

Blended learning, according to Mortera-Gutierrez (2006), is a method of instruction that combines online courses or computer-mediated courses with face-to-face instruction. Tucker (2012), for example, defines blended learning as any face-to-face courses combination and online courses. As a result, despite different conceptions of blended learning, the general points of agreement include: the use of some form of e-learning function in conjunction with a face-to-face form of learning, with the duration of time allocated online varying based on the desired outcomes

(Figure 1)

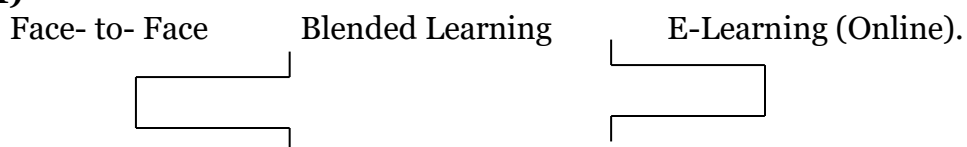


Figure1. Blended learning environment (İşigüzel, 2014, p. 109).

In the last decade, blended learning has attracted the attention of second language

educators and researchers, especially when it comes to teaching English as a Foreign Language.(Yang, Chuang, & Tseng, 2013; Tuncay & Uzunboylu, 2012; Miyazoe & Anderson, 2010; Liu, 2013; Siew-Eng & Muuk,2015; Shahrokni & Talaeizadeh, 2013).

According to Rossett (Graham et al., 2003), "Blended learning is the use of two or more distinct methods of training." Sharma (2010) offers three different BL concepts. The first definition encompasses both face-to-face and online instruction, while the second definition encompasses a variety of technologies. Similarly, Garrison and Kanuka (2004) define BL as "the thoughtful combination of classroom face-to-face learning experiences with online learning experiences."

Blended Learning models are one of the immediate factors constraining technology adoption in tertiary education over the next couple of years, according to the 2017 New Media Consortium Horizon Study (Adams Becker et al. 2017). According to the EDUCAUSE Curriculum Initiative's 2017 annual survey of higher education, Blended Learning is now one of the most important topics in teaching and learning. (EDUCAUSE 2017). Blended Learning, as relatively new learning and teaching paradigm compared to traditional classrooms, has its own appeal because it mixes two sides of various classroom contexts, namely online and offline.

There have been few studies on students' experiences in a blended learning setting, despite the fact that there have been several studies on students learning English as a Foreign Language Erdem and Kibar (2014). Their research in 2014 was one of the few findings on students' attitudes and roles in blended learning courses. They conducted a qualitative and quantitative analysis in a blended learning environment that included Facebook to better understand students' perspectives on blended learning. The findings revealed the students' positive attitudes toward blended learning implementation, implying that Facebook can be a useful tool for communication and interaction and that the blended learning atmosphere can be a good place to share homework and projects. Another research conducted by (Aladwan et al., 2018) in Jordan examines the attitudes of University of Jordan students towards the use of Blended Learning. This research selected 250 students who have taken blended courses that contain an aspect of knowledge, attitude, and preference in blended learning. The result indicated that the students have shown constructive attitude en route for blended learning, moreover, the electronic resources provided through blended learning courses are an effective way to help students improving their knowledge and skills.

These studies have shown that Blended Learning improves student learning in the classroom and that students have a constructive attitude concerning the use of Blended Learning in their classes. Blended learning becomes a trend in educational settings nowadays, not only at the high school level but also at the higher education level. However, further research is needed to explore the use of a blended learning approach in Indonesia and the student's attitude and achievement towards it.

Therefore, the researchers set out to answer the following questions in order to learn more about blended learning in an Indonesian EFL classroom:

1. What is the EFL students' perception of the implementation of Blended Learning-Based Instruction?
2. What are the challenges of using blended learning-based instruction to provide effective and meaningful instruction?

LITERATURE REVIEW

Blended Learning in English Language Teaching

The emergence of the so-called industrial revolution 4.0 has been attributed to the information technology revolution in relation to the industrial world (IR 4.0). Digitalization, the internet of things, the internet of people, big data, iCloud data, and artificial intelligence are some of the characteristics of the IR 4.0 era. All of these new technologies have caused havoc in a variety of areas, including education (Afrianto, 2018). In facing the industrial revolution 4.0, the Indonesian Ministry of Research Technology and Higher Education has specific policies and programs that support the industrial revolution in Indonesia one of which is Applying Hybrid/Blended Learning (Rentradi, 2015-2019). Hybrid e-learning combines conventional and digital learning to meet the needs of the new Industrial Revolution 4.0 technology era. (Syam, Basri, Abduh, & Patak, 2019). The blended learning model is the combination of face-to-face teaching and technology-based models and it is regarded as the 21st century model by educational researchers (Mehmet, 2011).

Blended learning is an alternative method that is highly relevant to the recent digital era, which integrates the traditional methods and methods based on multimedia technology (Zainuddin & Keumala, 2018). "Blended learning is thus a versatile approach to course design that encourages the mixing of various times and locations for learning, providing some of the conveniences of completely online courses without the utter lack of face-to-face contact," according to O'Connor, Mortimer, and Bond (2011). Several studies have shown that courses that use Blended Learning as a delivery method helps students learn better (Garnham & Kaleta, 2002; Lim & Morris, 2009; Boyle, Bradley Dziuban, et al., 2006; Chalk, Jones, & Pickard, 2003; Twigg, 2003a; O'Toole & Absalom, 2003). Blended Learning is also beneficial due to increased flexibility of access to learning that reinforces the student's autonomy, reflection, and powers of research Sharpe et al., 2006; Tam, 2000), and makes learning analysis and monitoring easier (Osguthorpe & Graham, 2003). Students become more inspired and active in the learning process as a result of blended learning, increasing their dedication and perseverance (Donnelly, 2010). Dziuban, Graham, Moskal, Norberg, & Sicilia (2018) found that BL improves student performance and satisfaction in general.

Blended learning was named one of the top ten emerging trends in the information industry by the American Society for Training and Development (ASTD). Furthermore, there is a widespread expectation that the use of BL for providing training at companies and higher education institutions will increase. Blended learning is the most common and easiest development of our educational agenda. It demonstrates an elegant solution to the challenges of adjusting learning and development to individual needs. It represents an opportunity to combine online learning's creative and technical advancements with conventional learning's best features of engagement and participation. Personal coaches' wisdom and one-on-one touch will help to support and strengthen it (Thorne, 2003). Also in English language teaching, blended learning has improved as a teaching method in the classroom (Liu, 2013). conducted research at Tsinghua University's Department of Foreign Languages and Literatures in Beijing, China. The study concentrated on the use of blended learning at the university level, especially in the EFL Writing Course. She discovered that integrating Blended Learning into her classroom is well-liked and beneficial to the students, as it enhances student-teacher and student-student interactions, decreases or even eliminates anxiety in

communication, motivates them to be more autonomous and independent learners, and improves their ability in academic English. She used questionnaires as one of her testing methodologies, but the questionnaire was not specifically designed to test the efficacy of Blended Learning as it applied to the Academic English Writing Course, but rather for a more general purpose. Teachers' reflections and students' evaluations during the Academic English Writing Class were two other methodologies she used to collect data from the study. Instead of using the questionnaire, the researcher was advised to do further research and use a pre-and post-test design to explore the effect of blended learning in writing.

Lalima & Dangwal, (2017) in Lucknow, Uttar Pradesh, India researched the title *Blended Learning: An Innovative Approach*. This research explores the use of Blended Learning in the Indian educational system and how to appropriately adapt it into the class. The trainees tend to choose the traditional teaching method and using the ICT tool as a supported item in the teaching process, instead of choosing the Blended Learning itself. Turns out, the implementations of Blended Learning in Indian educational settings need an effort, right attitudes, motivated teachers, and students to create a successful Blended Learning implementation. However, the most important issue that has to be considered in Blended Learning implementation is the development of the right type of attitudes that can be changed by the students, teachers, parents, or society. Organizing the right attitude can be used to raise awareness of the benefits of Blended Learning so that the right mindset is in place for its implementation in the classroom. As a result, if Blended Learning is introduced in a well-planned and structured manner with the appropriate attitudes, it has the potential to be the educational system of the future in India. Banditvilai (2012) investigates the enhancement of the student's language skills in 2 groups of students, the control group and experimental group to measure their developed language skills; listening, speaking, reading, and writing in an English for Specific Purposes (ESP) class in Thailand. This study examines how blended learning can be used to improve student's language skills in an Asian university setting, specifically Thailand. This study found that using a blended learning strategy in the classroom enabled students to build and practice English language skills outside of class whenever and wherever they had internet access, including repeating the lesson without being judged or pressured. Blended learning is a valuable concept to help teachers to achieve teaching goals more successfully in the class. However, the limitation of the study is used only in one class. Further study is needed to conduct the study to investigate different kinds of groups of students.

Learning processes in blended learning were investigated in another study (Shahrokni & Talaeizadeh, 2013). The findings of an investigation into learning processes in a blended learning environment using semi-structured interviews with 115 EFL learners and forum, logs, and chat scripts revealed that the most common tasks interesting to be used by the students in online learning are forum, messages, and chat, which enable them to share ideas both synchronously and asynchronously. Students prefer the implementation of the blended learning method because it helps them to accommodate the disadvantages of face-to-face courses, according to this finding. It's critical to back up the suggestion that colleges and universities incorporate online courses into their traditional face-to-face curricula with clear practical and theoretical ideas (Voos, 2003). Anderson and Miyazoe (2010) performed an exploratory study of 61 upper intermediate level Japanese EFL learners' usage of blogs, forums, and wikis in a

blended learning context. A mixed-method methodology was used to collect data, which included a survey, an interview, and text analysis, ensuring the study's validity by data collection triangulation methods. The blended learning instruction was found to be not only fun for the students but also helped them develop their writing skills significantly. The results have shown that students' ability to differentiate between different writing styles has improved.

MODELS AND DIFFERENT APPROACHES TO BLENDED LEARNING

[The Clayton Christensen Institute for Disruptive Innovation](#) identifies four models of blended learning: Rotation, Flex, À La Carte, and Enriched Virtual. Blended learning is an emerging field of research; the models have changed over time and maybe redefined in the future as more schools modify the defined models to meet the needs of students. The rotation model allows for more interaction between the teacher and the students. In their simplest terms, the four types of rotation models allow students to rotate between learning modalities within a given course or subject. In some cases, the teacher will dictate the rotation, while in others the student will have more control over the rotation. There are four variations on the rotation model: Station Rotation, Lab Rotation, Flipped Classroom, and Individual Rotation.

In the station rotation model, students rotate among stations in a single classroom. The teacher defines the stations. Common examples include online personalized learning, small group collaborative work, and teacher-led instruction. In this model, all students rotate among all stations as directed by the teacher. In the flipped classroom model, students complete the online learning component at home or off-site and then use their face-to-face time for guided practice with the teacher. The primary content delivery is the online content that the student accesses outside of the traditional classroom. The model is called "flipped" because in the traditional classroom, the teacher delivers the instruction in the classroom and the students practice at home. By flipping, students receive the instruction online at home and practice in the classroom with the teacher.

In the last rotation model, individual rotation, students have a personal "playlist" of activities from which they can select as they learn a concept or skill. Students have a choice in which activities they choose and different students may take very different paths to mastery. In the flex model, a student accesses most of the content online and progresses on a personalized schedule between online and offline activities. The teacher is used on an adaptive basis and provides support or alternative learning activities as needed. Online content is the primary driver of instruction. The flex model is often characterized by students being able to move at their own pace and finishing courses when they have shown mastery and not at the end of an academic term. In the flex model, both online and offline activities take place at the school. The flex model is often a whole-school model or a school-within-a-school model and does not happen at the individual classroom level.

The à la carte model is simply an online course that a student takes to supplement the face-to-face courses that he or she is taking at school. The most common examples are students with a high interest in a specialized field, e.g., marine biology. In this case, the student takes an online course in lieu of a study hall and is able to reach out to a science teacher as needed. The last model of blended learning, enriched virtual, allows for the least amount of interaction between the student and the teacher.

In this model, much like the flex model, online content is the primary driver of instruction. However, unlike the flex model, most of the learning takes place outside of the school; the student only accesses the face-to-face teacher periodically.

Finally, when it comes to implementing blended learning in Indonesia, there are only a few models and approaches that have been promoted. According to Arifin & As'ad (2019), in the Indonesian context, teachers at schools and universities are rarely found integrating technology-based instruction into their teaching and learning processes. They proposed three concepts for a blended learning environment: student engagement, collaborative learning, and flipped classroom. Badaruddin, Noni, and Jabu (2019) used Cloud Moodle-Based Blended Learning in the design of blended learning activities and found it to be effective because the model provides a comprehensive overview of the most important parts of the sequential features of an activity design. As a result, it will be much easier to support research on blended learning implementation models in Indonesia if student attitudes are taken into account.

BENEFITS AND CHALLENGES OF BLENDED LEARNING

There are many reasons that an instructor, trainer, or learner might pick blended learning over other learning options. Blended Learning increased pedagogical richness; increased access and flexibility to knowledge increased social interaction and increased cost-effectiveness. Blended learning systems provide an opportunity for reaching a large, globally dispersed audience in a short period of time with consistent, semi-personal content delivery. According to Akkoyunlu and Soylu (2004), blended learning combines the strengths and limitations of online learning with the strengths and weaknesses of face-to-face learning.

According to the reviewed studies, students' and teachers' attitudes toward blended learning are generally optimistic, and the advantages of blended learning generally outnumber the challenges. Through the tests, students gained a better understanding of the content of the online section, according to Kobayashi and Little (2011), and English communication skills were acquired by students with higher performance levels. Moodle, according to Sahin-Kizil (2014), facilitated successful learning and provided a beneficial learning environment for the students, especially in vocabulary and grammar. Similarly, learners were found to be able to improve their interpreting and language skills as well as broaden their general knowledge by using an online library (Chan, 2014). The other studies also emphasized the advantages of blended learning in terms of student development. According to Ferreria, Salinas, and Morales (2014), as opposed to the control group, the experimental group subjected to the blended learning model increased their language proficiency. To put it another way, the acquisition of language skills was aided by a blended learning design that included cooperative instruction and online activities. In Yang's (2012)'s research, after participating in the blended learning program, students in the experimental community of blended remedial reading programs strengthened and performed better on the reading exam.

Based on Sahin-Kizil (2014), using blended learning increased student engagement because they found it fascinating and challenging, which engaged them. Interaction and participation, which are an inextricable part of language classes, have played a role in the process and outcomes of some studies. Yang (2012) stated in another study that blended learning encouraged social engagement because students

seem to have more opportunities to identify their learning difficulties and receive individual input from various colleagues. Another important element to consider in blended learning studies is motivation. An online library can help students retain their motivation and enthusiasm while interpreting because blended learning courses provide students with multiple opportunities to practice interpreting (Chan, 2014). According to Mackenzie, Promnitz-Hayashi, Geluso, Delgado, Castellano, and Hinkelman (2011), Blended learning showed signs of increased learner self-efficacy and motivation because they had different lesson objectives, patterns of interaction, and styles of homework, variety of media, and variety of performance. Aside from the obvious advantages of blended learning, such as improved language proficiency, engagement, and encouragement, it also has a number of other advantages. Yang (2012) discovered that in a blended learning course, online reading activities helped students to thoroughly practice what they learned in the training without being constrained by time or place. Chan (2014) found that the online library gave students consistent home study resources that supplemented in-class learning and gave them many chances to practice at home with no restrictions.

While the majority of studies found blended learning to be beneficial, some of them also revealed some issues raised by teachers. Yang (2014) discovered that teachers are concerned about the shifting roles of students and teachers, a lack of group teamwork, lack of training in blended learning courses, and unfamiliarity with new programs. Nissen and Tea (2012) stated similarly that some teachers struggled to understand the blended learning course design, and that, as in conventional language learning courses, they considered face-to-face classes to be the most important; as a result, they rarely active in the blended learning environment as predicted. Al-Khalidi, (2021) stated that technology integration is an important factor in the modern educational system, as it allows teachers, administrators, and evaluators to continually evaluate the standard and style of integrating technology in a typical classroom application. Changing the position of teachers appears to be a significant challenge, as evidenced by Yang's research (2014)

In conclusion, despite the abundance of evidence demonstrating how beneficial blended learning is, it also creates and triggers more challenges to overcome. Teachers and students should be prepared for any challenges that may arise during the implementation of blended learning in their educational programs.

STUDENTS' ATTITUDE TOWARDS BLENDED LEARNING STRATEGY

Attitude is one of the branches of psychology which a study of an individual reaction towards something, either by their physical reaction, feelings, attitudes, and etc., (Abraham, 2011). For many years, many researchers have conducted research concerning human attitudes. One of them, in a book of Psychology of Attitudes, attitude is defined as the expression of psychological tendencies by evaluating a particular object or situation negatively or positively (Eagly & Chaiken, 1993). In addition, (Haddock & Maio, 2008) defined attitudes as an evaluative judgment to make a decision whether liking or disliking towards a stimulus object.

Concerning the students' attitude of the use of Blended Learning as the teaching strategy in the class is one of the most common topics to explore. Research conducted by Akbarov et al., (2018) investigates the students' attitudes towards the use of Blended Learning. 162 students have participated in the study, there were 100 females and 62 males. The study was a cross-sectional study by gathering data at a specific time point

and correlational study as well to investigate the relationship between various variables to blended learning. In the EFL context, the study found that students prefer Blended Learning to conventional classrooms. However, the students liked to take an English exam with the pencil-and-paper form than using the digital form. Besides, any conventional teaching approaches or forms of submitting assignments or tests should be retained by the instructor. In the end, the students need to be introduced to the Blended Learning method in the class. This study is also revealed that the students have a positive attitude towards blended learning in the EFL classroom and their learning preferences towards it.

The students' attitudes toward the introduction of blended learning in teaching English at Al-Quds Open University in Palestine were investigated in a case study conducted by (Bakeer, 2018). A sample of 60 undergraduate students was split into a control group and an experimental group that received different treatment to assess students' attitudes toward blended learning in English class, the potential of accessible technology to enhance language skills, and students' autonomy. Students' attitudes toward integrated learning in English class, the ability of accessible technology to improve language skills, and students' autonomy were all measured using the results. Students' attitudes toward the use of blended learning in English classes had a positive effect, enhancing students' language skills as well as their ability to learn independently, as well as and their desire to learn in class, according to the results of this report.

METHOD

As for sampling in this study, 34 respondents ranging from first, third, fifth, and seventh-semester students of Makassar State University (UNM) were taken purposively. Research instruments such as an online survey and an interview protocol are among the materials used. The online survey questions were sent to the study participants using a Google form. A survey is a form of data collection used in almost every discipline, especially in the social sciences (Aldridge and Levine, 2001). The interview protocol, which includes interview instructions, is the other approach used in this analysis. The interview requirements were defined in the interview guidelines, which stated the parameters or characteristics of the research subject or interviewee; it benefits as eyewitness memory, Fisher and Schreiber (2017). The open-ended questions in the interview session are close to those in the online survey session.

The information from the interviews was analyzed thematically, while the data from the online survey were descriptively analyzed. The process of recognizing themes that are patterned in a phenomenon is known as thematic analysis (Braun, Clarke, Hayfield, and Terry (2019), Guest, MacQueen, and Namey (2011), Boyatzi (1998). This suggests that the interview types' themes were chosen based on the questions asked in the online survey.

RESULTS AND DISCUSSION

Familiarity with blended learning

The majority of participants are familiar with the use of ICT or technology in their learning, as shown in Figure 2. However, not everyone is aware of blended learning.

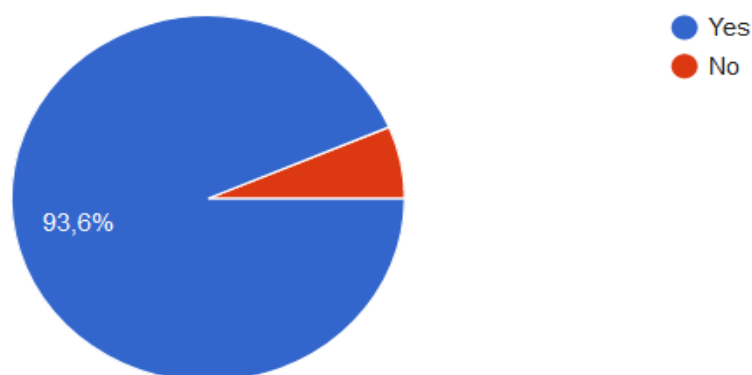


Fig. 2 Familiarity of blended learning

As shown in Figure 2, 93.6 percent of the participants have a good understanding of what blended learning is. According to the results, they can complete a wide range of learning tasks using blended learning. More significantly, they are capable of managing and administering all blended learning programs. Because 6.45% of participants have never heard of blended learning, they have a good understanding of how to use the Computer and other ICT-related activities. This information indicates that participants in this group have used ICT only in part or only in restricted ways.

Data from the interview revealed that participants were familiar with the following software used for blended learning such as Edmodo, Moodle, WebCT, Google Classroom, Web-based learning, and Hot potatoes. In addition, Edmodo was found to be the first to frequently used in the EFL classroom framework which contains a variety of free elements that students can use. The Edmodo components are focused on the different types of e-learning roles: instructors, students, administrators, and parents. Each function has a major impact on how the application is accessed, used, and managed.

THE USEFULNESS OF BLENDED LEARNING

The utility of blended learning is divided into three groups based on participant responses: very useful, useful, and minimal useful (see Figure 2). Students use integrated learning fascinatingly and thoroughly in their studies. Figure 2 shows the advantages of blended learning for students. Students report that blended learning allows them to complete assignments faster, access online learning tools, and quickly discuss their work. Students may use integrated learning to work in small groups online and to listen to other students' presentations if they are unable to attend face-to-face meetings. Students may also see their task's grade and ranking, as well as input from their lecturers. This indicates that blended learning is beneficial in facilitating the teaching and learning process starting from material presentation and discussion up until assessment management.

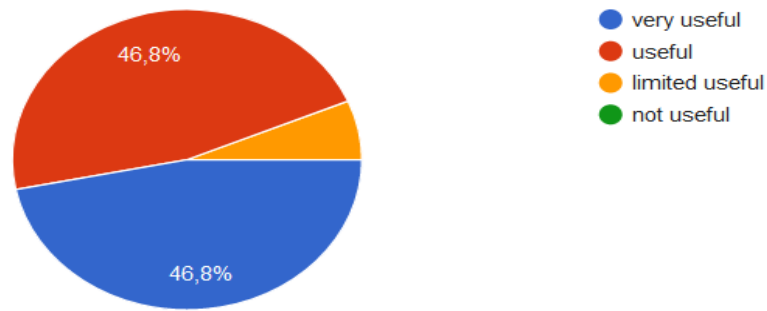


Fig. 3 Usefulness of blended learning

THE INSTITUTIONAL ATTITUDE TOWARDS THE USE OF BLENDED LEARNING

The responses to the question of institutional attitude differ from the responses of the entire study's participants. The institutional support can be seen in **Figure 4 below**.

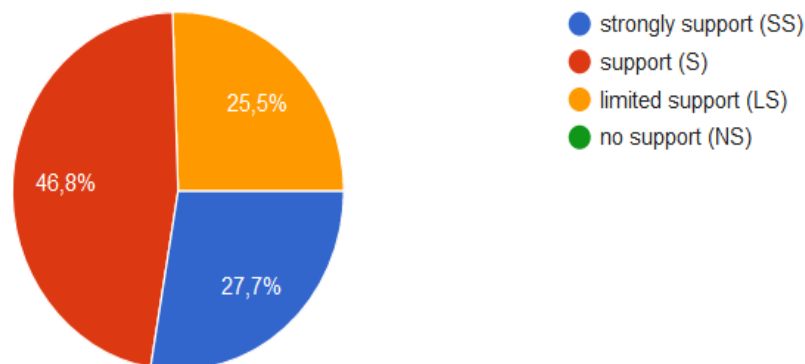


Fig. 4. Institutional attitude in implementing blended learning

The institutional supports can be seen in the responses of the participants. Budget, Wi-Fi equipment, and the introduction of blended learning teaching and learning are all examples of help. Participants claim that “the institution supports the budget” when it comes to the budget (Participant 7). Participants' thoughts on Wi-Fi equipment is as follows:

Participant 1: Wi-Fi is available on campus; for example, digital classroom management with Google Classroom and Moodle is possible.

Participant 11: Wi-Fi is available at the university.

Participant 5: Set up an internet connection

Participant 10: The institution offers internet access to students as part of the learning process.

Furthermore, a number of participants stated that the organization supports the use of integrated learning in the teaching and learning process. They remark:

Participant 1 : Improve the effectiveness of the learning process.

Participant 3 : We need to send an assignment through the internet.

Participant 4 : Increasing students' desire to learn

Participant 6 :The system begins to use mixed learning in the teaching and

learning process, for example, when assigning an assignment and content to students.

THE IMPACT OF BLENDED LEARNING ON THE STUDENTS' LEARNING

As shown in Figure 5, As a result of using blended learning, students' mastery of subject matter has a strong propensity to increase. Figure 5 shows that none of the participants thinks blended learning has a minor effect on their learning. They are all assured, however, that the availability of blended learning promotes increased subject knowledge and understanding. This indicates that blended learning improves student learning, especially content mastery. All of the participants in this study agree that the blended learning facilities will help them understand the subjects better.

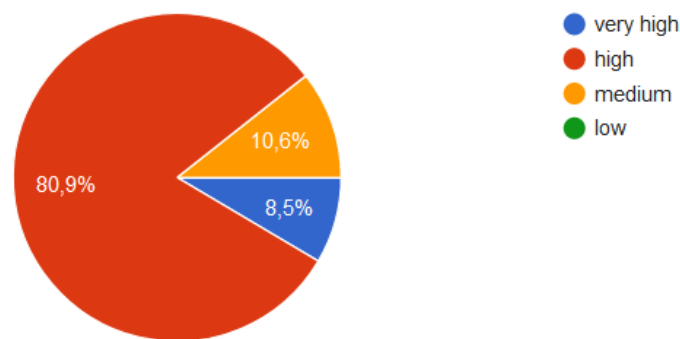


Fig. 5 - The impact of blended learning on students' learning.

CHALLENGES IN IMPLEMENTING BLENDED LEARNING

Even though participants reported that blended learning has a positive effect on their learning, they still face some difficulties in putting it into practice.

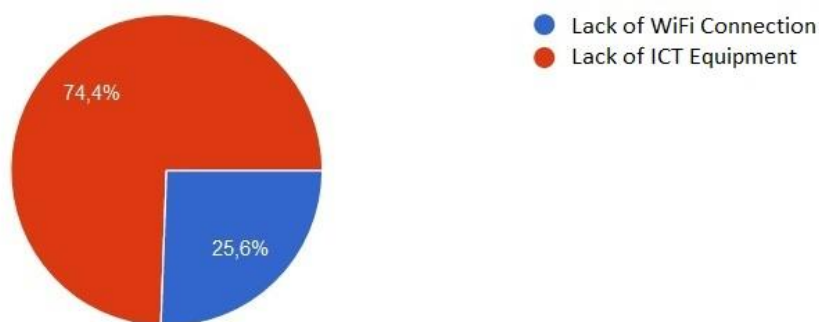


Fig. 6 - Challenges of using blended learning.

The responses of the participants fall into two groups. The majority of participants (74.4%) claim that having limited Wi-Fi access is one of the most difficult aspects of using blended learning in their studies.

"I feel OK downloading supplementary materials as well as uploading my assignment when I was at the campus. The thing is when I get back home to

my dorm, I couldn't do anything as I don't have any internet access” (participant 9).

She stated to confirm her Wi-Fi connection obstacle. The second issue is the shortage of ICT equipment; many teachers and students only have a small number of blended learning-compatible ICT equipment.

CONCLUSION AND SUGGESTIONS

A nation would undoubtedly make improvements in a variety of areas. Particularly now, Indonesia enters the technological age, where competition is becoming increasingly tight. Developing human resources is one of the areas of improvement that can be made. It is unquestionably difficult. In terms of education, the state must make lots of changes. The most basic is to change either teacher's and student's disposition and attitude toward technology progression today. Several items must be planned, for example, by altering current learning and teaching practices in the educational environment.

In addition, the university must be capable of honing and expanding student's abilities and competencies. Furthermore, universities should be able to move from a traditional approach to blended learning that meets the needs of today's society. Blended learning as the mixture of face-to-face classroom interaction with a computer or other technological devices-mediated instruction appears to be one of the answers to educational challenges at this point. Therefore, the government must provide services that are tailored to the needs of students and assist them in becoming more acquainted with blended learning.

The more students are familiar with the application of blended learning, the easier it would be for them to use it for their learning. In addition, the fewer obstacles they face when implementing blended learning, the more successful blended learning is for their learning. The greater the use of blended learning by lecturers, the better the students' study results, especially in terms of subject mastery. However, students' experience with blended learning does not guarantee that the educational demand will be met if any elements are missing. The organization should ensure that all of the necessary equipment is available. The organization should also provide administrative support and ensure that a Wi-Fi link is available.

The implications of the studies emerged as the final theme that emerged from the data. Under the consequences heading, the findings are divided into four subcategories: students' preparation, teachers' training, school and professional support, and incorporating integrated learning into programs. Because of their coordination and harmonizing role, teachers play an important role in student teaching. Before introducing learners to blended learning courses, teachers should provide them with the necessary information, taking into account their level of proficiency, the amount of time they have spent on the curriculum, the shortcomings of the program used, and the level of computer literacy. On the other hand, in order to educate students, teachers must first be qualified in order to organize blended learning workshops. Another issue in a blended learning program is school funding and technical support from organizations. Finally, after implementing all of the preceding implications and recommendations, the last but not least recommendation to be incorporated is to integrate blended learning into courses because it encourages autonomy, motivation, and engagement. Further researchers may deeply investigate

these three aspects of students learning factors.

It is proposed that more research be done in a variety of areas that are not the subject of this report. Further research may be conducted in the areas of teachers' perceptions of blended learning, policymakers' perceptions of blended learning, and clinicians' perceptions of blended learning implementation. The next research should focus on the ability of teachers and lecturers to use blended learning effectively. Future research should also take a more comprehensive approach, provide several sets of data, and be performed at different levels of educational institutions. This current study could serve as a foundation for potential student, lecturer, and educational stakeholder studies on blended learning implementation.

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