

# **BLENDED LEARNING OF ENGLISH SUBJECT DURING THE PANDEMIC: THE STUDY AT ALFIS ISLAMIC PRIVATE JUNIOR HIGH SCHOOL IN JAMBI**

## **THESIS**

**Submitted to the Board of Examiners In Partial Fulfillment of the Requirements for the Degree of Magister in English Language Education**



**DESTRIANA**

**805201002**

**ENGLISH LANGUAGE EDUCATION STUDY  
DEPARTMENT OF POSTGRADUATE PROGRAM  
STATE ISLAMIC UNIVERSITY OF  
SULTAN THAHA SAIFUDDIN**

**JAMBI**

**2023**

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SULTHAN THAHA SAIFUDDIN JAMBI  
Jl. Arif Rahman Hakim Telanaipura Jambi

Jambi, 14 February 2023

Supervisor I : **Dr. Alfian, M.Ed.**

Supervisor II : **Dion Eprijum Ginanto, M.A., Ph.D.**

Address : PPs Universitas Islam Negeri Sulthan Thaha Saifuddin Jambi

Jl. Arif Rahman Hakim Telanaipura Kota Jambi

#### OFFICIAL MEMO


*Assalamu'alaikum Warahmatullahi Wabarakatuh.*

After reading and making corrections according to the applicable requirements at the postgraduate program of the State Islamic University of Sulthan Thaha Saifuddin Jambi, we agree with the thesis of **Destriana NIM. 805201002** English Study Education, entitled "**Blended Learning of English Subject after Pandemic Crisis: the Study at an Islamic Private Junior High School in Jambi**". It has been possible to submit for a thesis examination as one of the requirements for obtaining a master's degree in English Study Education at the postgraduate program of the State Islamic University of Sulthan Thaha Saifuddin Jambi.

That's what we can convey to you, hopefully, useful for the interests of Religion and Nation.


*Wassalamu'alaikum Warahmatullahi Wabarakatuh.*

Supervisor I



**Dr. Alfian, M.Ed.**

Supervisor II



**Dion Eprijum Ginanto, M.A., Ph.D.**



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UNIVERSITAS ISLAM NEGERI (UIN)  
SULTHAN THAHA SAIFUDDIN JAMBI  
Jl. Arif Rahman Hakim Telanaipura Jambi

THESIS ORIGINALITY STATEMENT

The undersigned below:

Name : Destriana  
NIM : 805201002  
Place/ Date of Birth : Jambi/ 19 Desember 1992  
Study Program : English Study  
Thesis Title : Blended Learning of English Subject after Pandemic Crisis:  
the Study at an Islamic Private Junior High School in Jambi

I hereby state that the thesis entitled "Blended Learning of English Subject after Pandemic Crisis: the Study at an Islamic Private Junior High School in Jambi" is my original work except for the quotations which sources have been stated in accordance with applicable regulations. If this statement is not true, then I am fully responsible for it in accordance with applicable law in Indonesia and the provisions of postgraduate the State Islamic University Sulthan Thaha Saifuddin Jambi, including the revocation of the degree I obtained through the thesis.

Thus the statement I make truthfully without coercion from any party.

Jambi, February 9<sup>th</sup>, 2023



Destriana

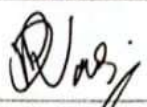

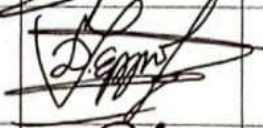
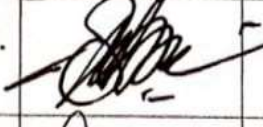
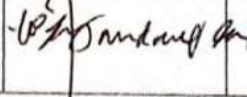
APPROVAL OF THESIS EXAMINATION

The thesis entitled: "Blended Learning of English Subject during the Pandemic: at Alfis Islamic Private Junior High School in Jambi" was examined on Thesis Examination at the Postgraduate State Islamic University of Sulthan Thaha Saifuddin Jambi, on:

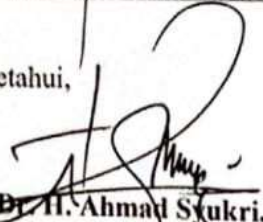
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Name : Destriana  
ID : TBI. 805201002

It has been revised according to the results of the trial above and has been accepted as part of the Requirement for the Degree of Magister in English Language Education Program at the Postgraduate State Islamic University of Sulthan Thaha Saifuddin Jambi.

Examiner Team

No	Names	Signatures	Date
1.	Dr. Diana Rozelin, M.Hum. (Chairwoman)		11/04 - 2023
2.	Dr. Alfian, M.Ed. (Supervisor I)		13/04 - 2023
3.	Dion Efrijum Ginanto, M.A., Ph.D. (Supervisor II)		11/04 - 2023
4.	Agus Salim, S. TH.I., M.A., M.IR., Ph.D. (Examiner I)		05/04 - 2023
5.	Dr. Iswandary Kaslan, M.A. (Examiner II)		31/03 - 2023

Mengetahui,

  
Prof. Dr. H. Ahmad Syukri, SS, M.Ag  
NIP. 1967 1021 199503 1 001

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## Motto

تُكَذِّبَانِ رَبِّكُمَا آلَاءِ فَبِأَيِّ

The meaning: "Thus, which of the favors of your God (Allah) will you deny?"<sup>1</sup>

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<sup>1</sup> Q.S. Ar-Rahman 55: 13.



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## Dedication

اللَّهُ بِسْمِ

الْعَالَمِينَ رَبِّ لِلَّهِ الْحَمْدُ

My thanksfull to Allah, for all the abundance of Allah grace so that I had completed this thesis. I dedicate this work to:

1. Great father (Rahimahullah) and mother who directs, supports and prays for me all the time. May Allah grant them happiness in the world and the afterlife.
2. My beloved husband Andi Yulian, S. Kom. and my cute baby boy Ammar Shodiq Hafidzan for all the best supports and motivations given to me.
3. My siblings and best friends, thank you for being an influential figure who always provide encouragement, motivation and inspiration in my life.
4. My campus, at the Sulthan Thaha Saifuddin State Islamic University College Jambi. It's my place to add insight and knowledge.
5. Religion and Nation

## ABSTRACT

The study is aimed to describe **Blended Learning of English Subjects during the pandemic: The Study at Alfis Islamic Private Junior High School in Jambi**. It explores the teaching practice of blended learning, especially the teaching strategy and the use of technology in teaching. This study also explores the supporting and inhibiting factors on teaching English through blended learning.

The study elaborates the teachers used integrated technology in teaching English through blended learning. Teachers use technology in teaching is considered low especially when it comes to teach online. At the same time, the teachers are forced to master how to use technology in teaching due to the demand of the current condition during the pandemic. The teachers are also forced to have more strategies in teaching through blended learning. Therefore, the EFL teachers must improve skills in technology and teaching strategy use through blended learning which planned well in teachers' lesson plan. In a part, the teachers considered the teachers' strategy such as in the pre activity, core activity and closing activity. However, the study on blended learning during the pandemic is still lacking. The current studies were mainly focus on the practice of online learning in urban school. Hence, there is still need to explore the practice of blended learning in a private non-urban school setting.

This study used a descriptive qualitative method with a case study, collecting data in a natural setting on primary data sources. Informants were selected using a purposive sampling technique. Data collection techniques were carried out by in-depth interviews and documentation.

The results of the study showed that the practice of blended learning at Alfis school was still in the process of achieving effective learning in general. It was based on the findings that EFL teachers were still challenged to upgrade knowledge in technology use. They planned teaching strategy before implementing it in the learning process. The results also showed that teaching English through blended learning needed several supporting factors and faced few inhibiting factors. It aimed to give contribution both in practice and theory for teachers in teaching using blended learning.

Keywords: blended learning, teaching English, supporting factors



## ABSTRAK

Penelitian ini mendeskripsikan **Blended Learning of English Subject after The pandemic Crisis: The Study at an Islamic Private Junior High School in Jambi**. Studi ini menjelaskan praktik pengajaran *blended learning* terutama pada strategi pengajaran dan penggunaan teknologi dalam pengajaran. Studi ini juga mengeksplorasi faktor pendukung dan penghambat pengajaran bahasa Inggris melalui *blended learning*.

Studi ini menjelaskan bahwa guru menggunakan integrasi teknologi dalam mengajar bahasa Inggris melalui *blended learning*. Guru yang menggunakan teknologi dalam pengajaran masih minim terutama ketika harus mengajar secara online. Pada saat yang sama, guru dipaksa untuk menguasai bagaimana menggunakan teknologi dalam mengajar dikarenakan tuntutan kondisi saat ini selama pandemi. Guru juga dituntut memiliki lebih banyak strategi dalam mengajar melalui *blended learning*. Oleh karena itu, guru bahasa Inggris harus meningkatkan keterampilan dalam teknologi dan penggunaan strategi pengajaran melalui *blended learning* yang direncanakan dengan baik dalam RPP guru. Di dalam rancangan pembelajaran, guru mempertimbangkan strategi pembelajaran seperti pada kegiatan awal, kegiatan inti dan kegiatan penutup. Namun, kajian *blended learning* selama pandemi masih kurang. Studi terakhir lebih banyak difokuskan pada praktik pembelajaran online di sekolah perkotaan. Oleh karenanya, masih dibutuhkan untuk mengeksplorasi praktik pembelajaran campuran di lingkungan sekolah swasta yang bukan di perkotaan.

Penelitian ini menggunakan metode kualitatif deskriptif dengan studi kasus, pengumpulan data secara alami pada sumber data primer. Informan dipilih dengan menggunakan teknik *purposive sampling*. Teknik pengumpulan data dilakukan dengan wawancara mendalam dan dokumentasi.

Hasil penelitian menunjukkan bahwa praktik *blended learning* di sekolah Alfis masih dalam proses pencapaian pembelajaran efektif secara umum. Hal ini berdasarkan temuan para guru bahasa Inggris tertantang untuk meningkatkan pengetahuan dalam penggunaan teknologi. Mereka merencanakan strategi pengajaran sebelum mempraktikkan proses pembelajaran. Studi ini juga menunjukkan bahwa pengajaran bahasa Inggris melalui *blended learning* memiliki beberapa faktor pendukung dan faktor penghambat. Hal ini bertujuan untuk memberikan kontribusi baik secara teori maupun praktik bagi guru dalam mengajar dengan menggunakan *blended learning*.

Kata Kunci : *blended learning, teaching English, supporting factors*.

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## Acknowledgment

الرَّحِيمِ الرَّحْمَنِ اللَّهُ سَمِ

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Alhamdulillah, first of all, the writer would like to give praise and gratitude for the grace and abundance of Allah *Subhana Wata'ala* so that the writer can finish this thesis.

Furthermore, the writer sends shalawat and greetings to the great prophet Muhammad *shallallahu 'alaihi wasallam* to get intercession at the end of the day.

This thesis was compiled from the research findings conducted by the writer at Alfis Private Islamic Junior High School entitled “Blended Learning of English Subject after The pandemic Crisis : the Study at a Private Islamic Junior High School in Jambi”. The preparation of this thesis is a requirement for obtaining a master of education degree aimed at the English master program at the State Islamic University Sultan Thaha Saifuddin Jambi. Furthermore, by completing this thesis, the writer would like to express her gratitude and highest appreciation to:

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Jambi, 01 January 2023

The writer,



Destriana

NIM: 805201002

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## APPENDIX

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## CHAPTER I INTRODUCTION

### A. Background of the Study

The development of science and technology currently provides a comprehensive impact on Education, including learning strategy development. The use of technology, such as the internet, to improve educational outcomes has increased significantly<sup>2</sup>. In addition, teachers and students must be digitally literate to employ Information Communication Technology (ICT) applications and procedures as teaching and learning tools<sup>3</sup>. Today, the schools' educational systems after the crisis of The pandemic frequently use technology as a way to learn. It becomes problematic for some teachers who still did not have competences in technology. Nevertheless as a result, It created the best teacher in an emergency in the learning process. The study on teachers using technology in teaching is considered low especially when it comes to teach online. At the same time, the teachers are forced to master how to use technology in teaching due to the demand of the current condition after The pandemic crisis. Therefore, teachers need to upgrade their skills in technology in improving teaching activities<sup>4</sup> through blended learning in order to follow the development of educational system nowadays. Similar case to the students, when it comes to online teaching, students need to also equip themselves some skills of learning using technology.

---

<sup>2</sup> Fauziyah Harahap et al., "The Effect of Blended Learnig on Student's Learning Achievement and Science Process Skills in Plant Tissue Culture Course," *International Journal of Instruction* 12, no. 1 (August 2018): 521-538, <https://files.eric.ed.gov/fulltext/EJ1201370.pdf>

<sup>3</sup> Gusti Nur Hafifah & Gunadi Harry Sulistyo, "Teachers' ICT Literacy and ICT Integration in ELT in the Indonesian Higher Education Setting," *Turkish Online Journal of Distance Education* 21, no.3 (July 2020): 186-198, <https://dergipark.org.tr/en/download/article-file/1181894>

<sup>4</sup> Khatoony, Shiva, and Maede Nezhadmehr, "EFL teachers' challenges in integration of technology for online classrooms during Coronavirus (COVID-19) the pandemic in Iran," *AJELP: Asian Journal of English Language and Pedagogy* 8, no.2 (June, 2020): 89-104, <https://ojs.upsi.edu.my/index.php/AJELP/article/view/3523/2500>.

To achieve the condition, teachers and students need some effort to develop their knowledge related to the technology use in online or blended learning. As stated in the Qur'an Surah Al-Mujadalah (58), verse 11:

"Allah elevates those who believe and have the knowledge to several degrees.<sup>5</sup>" (Q.S Al-Mujadalah:11)

The statement shows how crucial people improve knowledge to several degrees. In this research, the best instructors have a must to upgrade and develop their ability to achieve a better comprehension of Education today like the use of technology to interact learners in learning English through blended learning.

Blended learning in this study elaborates teachers' experiences in teaching English used technology as online learning and considering face to face meetings used classroom teaching strategy. As guidance on global discussion, an online teacher serves as both a designer and a facilitator in online learning<sup>6</sup>. In addition, online teachers allocate learning strategies to design and deliver materials<sup>7</sup>. However, in the context of the study, the teachers not only have strategies in online learning as prerequisite knowledge, but the teachers also have varied teaching strategies through blended learning to apply in classrooms. Furthermore, teachers are involved in various sites due to their professional activities<sup>8</sup>. Hence, they also have essential roles in determining learning strategies appropriate to the situation and students' characters through blended learning. The current study investigated Blended learning of English subject after the the pandemic crisis: the study at an Islamic private junior high school in Jambi.

---

<sup>5</sup> Q.S. Al-Mujadalah/ 11: 3.

<sup>6</sup> Florence Martin et al., "Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses," *The Internet and Higher Education* 37 (April 2018): 52-65, <https://www.sciencedirect.com/science/article/abs/pii/S1096751617301355>

<sup>7</sup> Martin et al., "Student Perception," 55-56.

<sup>8</sup> Charlotta Hilli, "Extending classrooms through teacher collaboration in Virtual Learning Environments," *Educational Action Research* 28, no. 4: 700-715, <https://www.tandfonline.com/doi/abs/10.1080/09650792.2019.1654901>



Some studies showed that blended learning was applied at schools<sup>9</sup>. Blended learning uses a management system that blends traditional face-to-face classroom learning with online learning<sup>10</sup>. In a part, online learning as inside of blended learning indicates social networking services in learning practice among teachers and students<sup>11</sup>. The global information shows social networking services are now an authentic and daily literacy exercise, which might be effective in English as a foreign language (EFL) instruction. It can be beneficial to additional students' learning in various subjects<sup>12</sup>. In the case of the study, EFL teachers follow the development of the educational system nowadays. Teachers as facilitators used technology in a blended learning strategy as a crucial tool in teaching strategy. It guides the teaching strategy of learning implementation in the classroom. It is a crucial point in the research, so the study aims to investigate how EFL teachers' teaching through blended learning in the school.

As a strong point, researchers have a similar investigation related to the study of teachers' teaching through blended learning in Education. The early research analyzed the concept and process of blended learning<sup>13</sup>. It had the same discussion of the current research, which investigated more

<sup>9</sup> Peter J Fadde & Phu Vu, "Blended online learning: Benefits, challenges, and misconceptions. Online learning: Common misconceptions, benefits, and challenges," *Department curriculum and instruction* (2014): 33-48, <http://peterfadde.com/Research/blendedonline13.pdf>.

<sup>10</sup> Fadde and Vu, "Blended online learning," 40

<sup>11</sup> Akhmad Habibi, et al., "Building an Online Community: Student Teachers' Perceptions on the Advantages of Using Social Networking Services in a Teacher Education Program," *Turkish Online Journal of Distance Education* 19, no.1 (January 2018): 46-61, <https://dergipark.org.tr/en/download/article-file/409517>.

<sup>12</sup> Lantip Diat Prasojo et al., "Managing Digital Learning Environments: Student Teachers' Perception on the Social Networking Services Use in Writing Courses in Teacher Education Muhaimin and Higher Education, INDONESIA," *TOJET: The Turkish Online Journal of Educational Technology* 16, no. 4 (October 2017): 1-14, <https://eric.ed.gov/?id=EJ1160635>.

<sup>13</sup> Bruggeman Bram et al., "Experts speaking: Crucial teacher attributes for implementing blended learning in higher Education," *The Internet and Higher Education* 48, (2021) 100772: 1-12, <https://www.sciencedirect.com/science/article/abs/pii/S1096751620300488>.

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about the blended learning of English subject looks like in the research site. In addition, the other researchers also consider the impact of learners' outcomes in the learning process. Thus, the researchers conducted students' views on advantages, limitations, and suggestions for improving blended learning in English language teaching<sup>14</sup>. It became a considered part of the investigation when current research also investigated the supporting and inhibiting factors in blended learning teaching through teachers' note and observation. However, the researchers also needed to elaborate on what the English blended learning's teaching looked like in the research site. Then, current research must investigate EFL teachers' teaching experience of implementing blended learning through interviews and observing teachers' teaching strategy on lesson plan.

In addition, the use of technology is crucial in both teaching and learning. Especially during the pandemic, the learning process still sometimes conducted both online and offline learning. Teachers from several schools even implement blended learning for their daily routines. However, the study on teaching through blended learning is lacking especially in the context of Indonesia. There must be a research conducted to see whether the implementation of blended learning is effective in response to after-crisis phenomenon. Therefore, the researcher is interested to conduct a research on blended learning of English subject, to gain more information whether or not teaching using blended learning is the solution especially for the English subject at schools during the pandemic.

The school research site of this study was at Alfis Islamic Private School. The research comprised EFL teachers' teaching through blended learning. This study came to examine the practice of English teaching

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<sup>14</sup> Abdul Wahed Q. Al Zumor1 et al., "EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations, and Suggestions for Improvement," *English Language Teaching* 6, no. 10 (September 2013): 95-110, <https://eric.ed.gov/?id=EJ1077093>.

through the blended learning including the supporting and inhibiting factors in it. Therefore, this study is believed to contribute to implementation of teaching English through blended learning especially for middle school context.

## **B. Research Questions**

In this study, the researcher wants to know EFL teachers' teaching practice on blended learning strategy at Alfis Islamic school. This study is therefore aimed to answer the following questions:

1. What kinds of experience do EFL teachers' have implementing blended learning at a private Islamic school in Jambi during the The pandemic?
2. What are the supporting and inhibiting factors of English teaching through blended learning at a private Islamic school in Jambi during the The pandemic?

## **C. Research Objectives**

This research has some aspects of objectives.

1. It provides teachers' experiences relates to the teaching strategy and media use in English in order to make easier in learning English through blended learning.
2. It also provides supporting and inhibiting factors in teaching English through blended learning at the research site by investigating teachers' experiences in teaching English through blended learning.
3. It can also be used as a reference for EFL teachers to teach English based on students' need and interest through blended learning.
4. It allows the researcher to get a reference to investigate more about blended learning in English teaching at other schools.

## **D. Research Contribution**

This study is intended to examine the EFL teachers' teaching experiences through blended learning at a private Islamic school in Jambi. It is needed to know whether or not the teaching English through blended

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learning run to the effectivity of learning process. Thus, it can be references for other schools especially EFL teachers in conducting teaching trough blended learning for middle school context.

The purpose of the study is also aimed at seeking information on supporting and inhibiting factors of English teaching through blended learning at a private Islamic school in Jambi after the The pandemic crisis. This study is aimed at giving contribution both in practice and theory which later could be used for teachers in teaching using blended learning. In addition, this study also contributed to the theory that could be used by the teachers and practitioners when they encountered any problems in the classroom when they teach English using blended learning.

#### **E. Research Focus/Limitation**

The study focus is mainly at a private Islamic junior high school to get the findings using a qualitative approach. The qualitative research focused the study based on the background problems encountered in the study as a case study. The current issue was the challenges in upgrading abilities in education development through blended learning. It is limited to English teachers when they planned teaching strategy and used technology in blended learning. The researcher however conducted the interview with the teachers and several observation for the pre-teaching and after teaching process although the researcher did not look into the observation in teaching process at classroom. Therefore, researcher investigated the teaching process as well as when looking directly through observations of lesson plan and teachers' notes before and after the teaching process through blended learning.

Besides that, the study is also limited on how the inhibiting and supporting factors in English teaching through blended learning. To create a more focus on the study, the researcher conducted an observation and analysis on teachers note and lesson plan before and after the teaching process at school. During the observation process, the researcher was also able to ask for clarification to the teachers if needed.

## CHAPTER II REVIEW OF LITERATURE

### A. Blended Learning

Blended learning implies a mixture or combination of online and face to face learning<sup>15</sup>. To different people, blended learning means other things<sup>16</sup>. Most researchers define blended learning as combining online learning with asynchronous and face-to-face with online synchronous instruction<sup>17</sup>. Online learning means using social networking services with asynchronous and synchronous instruction. Asynchronous means online learning, allowing students to view instructional materials whenever teachers need them through google classroom, live worksheets, moodle, google Forms, what's App, etc. On the other side, face-to-face with online synchronous instruction implies face-to-face meetings with direct instruction through virtual.

In addition, the researcher also defined blended learning as a hybrid, which means they use Massive Open Online Courseware<sup>18</sup>. But, it is as like a blended learning program in an institution. However, the other type of blended learning implied a flip classroom in some schools. It becomes

<sup>15</sup> Johannes C Cronje, "Towards a New Definition of Blended Learning," *Electronic Journal of e-Learning* 18, no. 2 (2020): 114-121, <https://www.academicpublishing.org/index.php/ejel/article/view/1896>.

<sup>16</sup> Charles R Graham et al., "Developing models and theory for blended learning research. *Blended learning: Research perspectives*," (New York & London: Anthony G. Picciano & Charles R Graham, 2013), 13-33, [https://books.google.co.id/books?hl=id&lr=&id=JfMJAgAAQBAJ&oi=fnd&pg=PA13&dq=Graham,+C.+R.,+Henrie,+C.+R.,+%26+Gibbons,+A.+S.+\(2013\).+Developing+models+and+theory+for+blended+learning+research.+Blended+learning:+Research+perspectives,+2,+1333.&ots=LB5QgFtIzN&sig=OjXr3cCYKoLiPIRjVfKlRNCIZwo&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=id&lr=&id=JfMJAgAAQBAJ&oi=fnd&pg=PA13&dq=Graham,+C.+R.,+Henrie,+C.+R.,+%26+Gibbons,+A.+S.+(2013).+Developing+models+and+theory+for+blended+learning+research.+Blended+learning:+Research+perspectives,+2,+1333.&ots=LB5QgFtIzN&sig=OjXr3cCYKoLiPIRjVfKlRNCIZwo&redir_esc=y#v=onepage&q&f=false).

<sup>17</sup> Peter J Fadde & Phu Vu, "Blended online learning: Benefits, challenges, and misconceptions. Online learning: Common misconceptions, benefits, and challenges," *Department curriculum and instruction* (2014): 33-48, <http://peterfadde.com/Research/blendedonline13.pdf..>

<sup>18</sup> Johannes C Cronje, "Towards a New Definition of Blended Learning," *Electronic Journal of e-Learning* 18, no. 2 (2020): 114-121, <https://www.academicpublishing.org/index.php/ejel/article/view/1896>.

critical for researchers to define blended learning as Face-to-face and integrated technology. It indicates the combination of formal meetings in the class and online resources, showing the use of platforms to deliver blended learning<sup>19</sup>. The platforms used for learning can be google classroom, zoom, Google Meet, Live worksheets, Google Forms, etc. The flip classroom in a blended learning is growing popular in the classroom nowadays as a new method that combines online and face-to-face components. Hence, it was appropriate in the current blended learning application at the research site.

The implementation of blended learning has various techniques in education. The strategies create benefits and challenges in the field. This educational technique of blended learning combines regular classroom instruction with computer-mediated activities via tablets, cellphones, and other technological gadgets that capture students' attention more successfully than traditional face-to-face or online lessons<sup>20</sup>. In other related study, the finding explored the learning activities which described interactions, cooperation, and sharing cores through social networking services<sup>21</sup>. The condition showed the effective blended learning in learning process. It was related with other research that explored teachers and

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<sup>19</sup> Cronje, "Towards a New Definition," 114-121.

<sup>20</sup> Roberto Capone et al., "Blended learning, flipped classroom and virtual environment: challenges and opportunities for the 21st-century students," *Proceedings of EDULEARN17 Conference* pp. 10478-10482 (July 2017): 1-5, [https://www.researchgate.net/profile/RobertoCapone4/publication/318299598\\_Blended\\_Learning\\_Flipped\\_Classroom\\_and\\_Virtual\\_Environment\\_Challenges\\_and\\_Opportunities\\_for\\_the\\_21st\\_Century\\_Students/links/59612b26aca2728c11d9e2e0/Blended-Learning-Flipped-Classroom-and-Virtual-Environment-Challenges-and-Opportunities-for-the-21st-Century\\_Students.pdf](https://www.researchgate.net/profile/RobertoCapone4/publication/318299598_Blended_Learning_Flipped_Classroom_and_Virtual_Environment_Challenges_and_Opportunities_for_the_21st_Century_Students/links/59612b26aca2728c11d9e2e0/Blended-Learning-Flipped-Classroom-and-Virtual-Environment-Challenges-and-Opportunities-for-the-21st-Century_Students.pdf).

<sup>21</sup> Lantip Diat Prasajo et al., "Managing Digital Learning Environments: Student Teachers' Perception on the Social Networking Services Use in Writing Courses in Teacher Education Muhaimin and Higher Education, INDONESIA," *TOJET: The Turkish Online Journal of Educational Technology* 16, no. 4 (October 2017): 1-14, <https://eric.ed.gov/?id=EJ1160635>.

students have high-quality interactions to remove time, location, and situational obstacles through a teaching method of blended learning<sup>22</sup>.

Furthermore, few authors ironically argue that blended learning theory does not include the whole concept of learning<sup>23</sup>. In the related of the study, the idea of blended learning uses more research problems and theories. Therefore, the researcher needed to examine the applied blended learning model to categorize research results. It was supported by a related study which showed that a blended learning model describes a system that takes into its known and can be applied to further research of its characteristics<sup>24</sup>. The blended learning model comprises components that can be used as evaluation guidelines, including the learning environment, media, and instructional components<sup>25</sup>. This study uses a blended learning strategy to solve issues in the school educational system, especially in learning English. The research will use the view to investigate more teachers' experiences of blended learning strategy in teaching practice.

Achieving success in online learning needs collaboration between the learner, the instructor, the other students, and the technology<sup>26</sup>. Therefore, interaction or collaboration has been recognized as one of the most crucial aspects of learners' successful learning experiences in an online learning

<sup>22</sup> Fauziyah Harahap et al., "The Effect of Blended Learnig on Student's Learning Achievement and Science Process Skills in Plant Tissue Culture Course," *International Journal of Instruction* 12, no.1 (August, 2018): 521-538, <https://files.eric.ed.gov/fulltext/EJ1201370.pdf>.

<sup>23</sup> Johannes Cronje, "Towards a New Definition of Blended Learning," *Electronic Journal of e-Learning* 18, no.2 (2020): 114-121, Cronje, J. (2020). Towards a New Definition of Blended Learning. *Electronic Journal of e-Learning*, 18(2), pp 114-121.

<sup>24</sup> Manjot Kaur, "Blended learning-its challenges and future." *Procedia-social and behavioral sciences*, 09, no. 93 (October 2013): 612-617. <https://www.sciencedirect.com/science/article/pii/S187704281303351X>

<sup>25</sup> Kaur, "Blended learning", 615

<sup>26</sup> Dee L Fabry, "Designing Online and On-Ground Courses to Ensure Comparability and Consistency in Meeting Learning Outcomes", *Quarterly Review of Distance Education* 10, no. 3 (2009): 1-10, <https://anitacrawley.net/Resources/Articles/Fabry2009.pdf>

environment<sup>27</sup>. In addition, both teachers and students will regularly interact in delivering materials online and offline. Hence, teachers and students can commonly integrate face-to-face instructions with online learning, and most learning resources are available online<sup>28</sup>.

This research elaborates a blended learning strategy with asynchronous categorization into the use of Social Networking Services (SNS), which contains google classroom and what's App. The SNS supplementary applications help teachers and students learn English<sup>29</sup> by having more sources and materials to understand. Besides that, EFL learners can also improve their English through media and technology such as television, tape recorders, and social media sites like YouTube<sup>30</sup>. The research problem clarified what the blended learning practice looked like in face-to-face instructions as a current rule of the school educational system.

Recently, blended learning is a learning strategy used by teachers in the classroom. What the blended learning looked like in teaching English was the most crucial thing to discuss and investigate in the research. The topic of discussion was not only focused on what blended learning looked like in teaching English but also discussed what the supporting and inhibiting factors were covered it. The teaching strategy of blended learning for EFL teachers in the study was adapted to students' characters in the school environment.

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<sup>27</sup> Moon-Heum Cho & Joon Kim, "Students' self-regulation for interaction with others in online learning environments," *The Internet and Higher Education* 17, (April 2013): 69-75, <https://doi.org/10.1016/j.iheduc.2012.11.001>.

<sup>28</sup> Heather Kauffman, "A review of predictive factors of student success and satisfaction with online learning", *Research in Learning Technology* 23 (July 2015): 1-13, <https://doi.org/10.3402/rlt.v23.26507>.

<sup>29</sup> Akhmad Habibi et al., "Building an Online Community: Student Teachers' Perceptions on the Advantages of Using Social Networking Services in a Teacher Education Program," *Turkish Online Journal of Distance Education*, 19 no.1 (January 2018): 46-61, <https://dergipark.org.tr/en/download/article-file/409517>.

<sup>30</sup> Alfian, "Students' Voice: A Need Analysis on Teaching and Learning English at Islamic University", *IJET (Indonesian Journal of English Teaching)* 8, no.2 (February 2020): 63-72, <http://repository.uinjambi.ac.id/id/eprint/575>.



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## B. Teaching Strategies and Technology use in Blended learning of English Subject

Blended learning strategy of English subject is a practical which has some factors influence to the uptake of a blended learning<sup>31</sup>. These elements include teachers' attitudes regarding technology use, student ability levels, teacher preparation, teacher and student accessibility to technology, and cost. Each of these elements is crucial when deciding whether to use a blended learning strategy in language classrooms.

The teaching strategy in blended learning has been crucial practical technique, including the benefits of both synchronous and asynchronous learning strategies<sup>32</sup>. At the same time, the blended learning strategy combines online and traditional learning methods. This part aims to promote students' engagement in the learning process rather than during asynchronous discussions. There are several elaborations of teaching in blended learning from some experts.

Firstly, The previous related study conducted the three teaching strategy in blended learning based on the learner's needs, the environment, and the type of information<sup>33</sup>. The models afford continuous learning solutions that blend learning, performance support, and knowledge management. Partially, The scope of the eLearning system

<sup>31</sup> Albiladi, Waheeb S., and Khlood K. Alshareef. "Blended learning in English teaching and learning: A review of the current literature." *Journal of Language Teaching and Research* 10, no.2, (March 2019): 232-238, <http://academypublication.com/issues2/jltr/vol10/02/03.pdf>.

<sup>32</sup> Lorico DS. Lapitan Jr et al., "An effective blended online teaching and learning strategy during the COVID-19 the pandemic," *Education for Chemical Engineers* 35, (April 2021). 116-131, <https://www.sciencedirect.com/science/article/pii/S1749772821000129>.

<sup>33</sup> Larry Bielawski & David Metcalf, "*Blended elearning: Integrating knowledge, performance, support, and online learning*. Human Resource Development," (United States: HRD Press, Inc., 2003), 67, [Larry\\_Bielawski\\_David\\_Metcalf\\_Blended\\_E-LearninBook4You\(1\).pdf](http://www.hrpress.com/Book4You/1/Bielawski_Metcalf_Blended_E-LearninBook4You(1).pdf)

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contains attitudes, concepts, facts, processes, and procedures. In addition, the scope supported elaborate coaching and mentoring, online help, and job aids. Then, knowledge management contains more knowledge transfer from performers, best practices, and lessons learned<sup>34</sup>. One teaching design with the flexibility to accommodate learning, performance, and knowledge solutions indicated the instructional of Prepare me, Tell me, Show me, Let me, and Help me. The university learners can solve it independently or add to an existing learning design. Unfortunately, it is more proper to apply only to universities rather than schools.

Besides that, the researchers also conducted teaching strategy in blended learning containing three-stage Assure and Plomp learning systems. Partially, Assure, and Plomp elaborated on modesty and student involvement<sup>35</sup>. The processes for combining the Assure and Plomp models are preliminary research, prototyping stage, and assessment stage. In the preliminary research stage, the model analyses learners and states the learning goal. The prototyping contains instructional strategies, technology, media, and learning materials. Then, the model includes instructional strategies, learner participation, and evaluation<sup>36</sup>. However, the strategy elaborates less on character building in religious activities before class which has been an icon in Islamic institutions.

However, the other teaching strategy in blended learning, the Discover, Learn, Practice, Collaborate, and Assess (DLPCA) refers to the integration among teachers, students, and technologies to combine as challenges in Education<sup>37</sup>. Partially, the teaching strategy in blended

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<sup>34</sup> Bielawski & Metcalf, "Blended Learning", 74.

<sup>35</sup> Setiyawan Adhi et al., "Developing a Blended Learning Model in Islamic Religious Education to Improve Learning Outcomes," *International Journal of Information and Education Technology* 12, no. 2 (February 2022): 100, <http://www.ijiet.org/vol12/1592-IJiet-3075.pdf>.

<sup>36</sup> Adhi, et al., "Developing a Blended Learning", 22.

<sup>37</sup> Lorico DS. Lapitan et al., "An effective blended online teaching and learning strategy during the COVID-19 the pandemic", *Education for Chemical Engineers*, 35

learning of Discover, it explained that students were asked to find all the learning materials prepared for assigned topics in the learning management system. Furthermore, students were expected to learn concepts and calculations through pre-recorded courses, videos and other materials, such as notes, web links and other resources. Next, students were given time to view short video courses before practising online classes. Then, the collaborative component was expected to impact students' engagement with the facilitator and peer discussion. Finally, assess component was given to test students' comprehension of the topic as a course learning outcome.

In addition, the technology use in blended learning is also a critical strategy to design in order to achieve the effective of blended learning.<sup>38</sup> The effective blended learning design could make students understand the learning course. The teachers could use integrating technology to achieve the effective blended learning. At the same time, the integrating technology use should be suit with the curriculum design. However, not all teachers especially of English subject delivered materials using internet in the middle school context.

Besides that, technology use is considered as the use of innovation technology in blended learning process. There is one example of the application of technology in learning offered by North American Council for online learning which is blended blended learning, not only focusing on face-to-face activities in the classroom but also uses web-based technology to support learning activities in the classroom<sup>39</sup>. The blended

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(April 2021): 116-131,  
<https://www.sciencedirect.com/science/article/pii/S1749772821000129>.

<sup>38</sup> Zhu, Meina, Sarah Berri, and Ke Zhang. "Effective instructional strategies and technology use in blended learning: A case study." *Education and Information Technologies* 26.5 (2021): 6143-6161, <https://link.springer.com/article/10.1007/s10639-021-10544-w>.

<sup>39</sup> Chaeruman, U. A. (2011). Implementing Blended Learning: A Case-Based Sharing Experience. Diakses dari <http://www.teknologipendidikan.net/2011/06/21/implementing-blended-learning-a-case-based-sharingexperience/> accessed at 05 Februari 2018.

learning combines face to face with online learning that uses internet in its application. The application of technology use in blended learning could be varied in teaching activities. This study elaborates the technology use such as the use of canva, quizzes, flipbook, online liveworksheets and others as independent learning for students in asynchronous of blended learning.

As literate, Asynchronous learning defines as a method of learning that occurs indirectly and employs an independent learning approach<sup>40</sup>. For instance, it uses Learning Management Systems such as Worksheets, Google Classroom, WhatsApp, Google Forms, etc. Meanwhile, Synchronous learning is a type of learning that involves direct interactions between students and teachers while also utilizing internet tools like conferences and online chat rooms<sup>41</sup>. Video conferencing systems like google meet or zoom refer to synchronous learning. In DLPCA, The asynchronous teaching component was accomplished via broadcasting pre-recorded lecture videos on Youtube, allowing students to study and grow at their leisure<sup>42</sup>. Partially, the asynchronous teaching are also parts of instructional strategies.

As literate, instructional strategies are components used in instructional activities to achieve instructional objectives<sup>43</sup>. This section shows the learning process, such as learning goals, steps, techniques, time, media, and assessments. The technology used are learning strategies to interact among teachers and students. Hence, the teaching strategy of blended learning in DLPCA is appropriately guided in the research.

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<sup>40</sup> Rasmitadila Rusi Rusmiati Aliyah et al., "The perceptions of primary school teachers of online learning during the COVID-19 the pandemic period: A case study in Indonesia," *Journal of Ethnic and Cultural Studies* 7, no. 2 (July 2020): 90-109, <https://www.ejecs.org/index.php/JECS/article/view/388>.

<sup>41</sup> Aliyyah et al., "The perceptions", 99.

<sup>42</sup> Lorico DS. Lapitan et al., "An effective blended online teaching and learning strategy during the COVID-19 the pandemic", *Education for Chemical Engineers* 35 (April 2021):116-131, <https://www.sciencedirect.com/science/article/pii/S1749772821000129>.

<sup>43</sup> Aliyyah et al., "The Perceptions", 90-109.

### C. The advantages and disadvantages of Blended learning

The related research explored the advantages of the blended learning process; It is significant from passive to active learning<sup>44</sup>. To do the activity, teachers as facilitators must place students in circumstances that force students to read, speak, listen and think. It gave learners the option of having a discussion or individual learning. In part, blended learning allows students to have many sources of material in learning, a crucial thing during students have differentiated learning. It was supported with related study that found blended learning should be based on learner's need<sup>45</sup>. In reality, studies show that blended learning improved students' chances of completing courses by decreasing dropout rates, raising exam scores, and boosting student motivation compared to fully online or even fully face-to-face courses<sup>46</sup>. Therefore, the study also showed the advantages of blended learning to improve students' motivation in learning which used technology innovation to differentiate students.

The related study also explored a topic that became more interesting through group discussion and practice in a blended learning process<sup>47</sup>. The teachers led on-site learning with teaching instruction in blended learning as facilitators. From other research, traditional classrooms supported learning with certain preferences, especially for students who depend on the teachers-centred method<sup>48</sup>. However, the study indicated a student-centred method in which teachers are facilitators during students' learning process. The teachers facilitated students learning by using innovative methods like the use of technology innovation to differentiate

<sup>44</sup> Manjot Kaur, "Blended learning-its challenges and future." *Procedia-social and behavioral sciences* 09, no. 93 (October 2013): 612-617. <https://www.sciencedirect.com/science/article/pii/S187704281303351X>

<sup>45</sup> Abdul Wahed Q et al., "EFL Students' Perceptions", 95-110.

<sup>46</sup> Kaur, M, ""Blended learning-its challenges and future.", 612-617.

<sup>47</sup> Kaur, M, "Blended learning-its challenges and future", 612-617.

<sup>48</sup> Al Zumor Abdul Wahed Q et al., "EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement." *English Language Teaching* 6, no. 10 (2013): 95-110. <https://files.eric.ed.gov/fulltext/EJ1077093.pdf>.

students. Additionally, it allowed for the progressive development of complicated or challenging concepts and theories<sup>49</sup>.

In other side, the related study also found the disadvantages of blended learning in teaching English at institution<sup>50</sup>. But the findings of the study showed the low percentage of blended learning drawbacks in teaching English for students. EFL learners faced challenges in terms of the use of the internet for supplementary reading<sup>51</sup>. It showed the challenges for teachers to give reading materials which suit with the students need and interest. Another challenge also identified by other researchers in a research that showed blended learning was not appropriate if the materials given as online did not match with the students' characteristics and need<sup>52</sup>. The study showed that students need appropriate materials in learning English through blended learning.

In addition, the other research resulted that few students could be the passive absorbers in learning English through blended learning but more engage in the construction the knowledge<sup>53</sup>. However, the finding also showed that there was drawback in teaching English through blended learning although a bit percentage of challenges. Lastly, several studies also investigated more about blended learning in teaching English and found several problems faced by institutions such as a lack of internet

<sup>49</sup> Bubaš Goran & Dragutin Kermek. "The prospects for blended learning in Croatian academic institutions." *CARNet Users Conference Zagreb*, 06 (2004): 1-8. [h3\\_full-with-cover-page-v2.pdf](#).

<sup>50</sup> Asaad Hamza Sheerah, Hebah. "Using blended learning to support the teaching of English as a foreign language." *Arab World English Journal (AWEJ) Special Issue on CALL 6* (October 2020). [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3675965](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3675965).

<sup>51</sup> Asaad Hamza Sheerah, Hebah. "Using blended learning to support the teaching of English as a foreign language." *Arab World English Journal (AWEJ) Special Issue on CALL 6* (2020): 191-211. [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3675965](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3675965).

<sup>52</sup> Kintu, Mugenyi Justice, Chang Zhu, and Edmond Kagambe. "Blended learning effectiveness: the relationship between student characteristics, design features and outcomes." *International Journal of Educational Technology in Higher Education* 14.1 (2017): 1-20. [https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s4123901700434?fbclid=IwAR1gaKVKhPA9liFMkt\\_1gZDBSppNEi3keC4hss6aO0wxPyB2fRQ8te3074](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s4123901700434?fbclid=IwAR1gaKVKhPA9liFMkt_1gZDBSppNEi3keC4hss6aO0wxPyB2fRQ8te3074)

<sup>53</sup> Asaad, H, "Using blended learning", 191-211

connectivity and confusing instructions<sup>5455</sup>. It because not all the students have the same absorption in learning English through online learning as part of blended learning.

#### D. The Supporting and Inhibiting Factors in Blended Learning

In implementing blended learning, several factors explain the implementation of blended learning which could be supporting and inhibiting factors in the implementation<sup>56</sup>. These factors influenced the sustainability of blended learning, which was effective. One of the factors that influenced the effectiveness of blended learning was the blended learning model. The blended learning model offered a great way for facilitators and students to have greater flexibility and accessibility without sacrificing face-to-face contact<sup>57</sup>. It is because the supporting factors were important for a blended learning application. Blended learning would not run well if there were no supporting factors that strengthen its implementation. Besides that, the other researcher also elaborated on the effective way of blended learning from the blended learning approach. A blended learning approach was effective and had a low-risk strategy for addressing the issue posed by the transformative changes that technological advancements bring to higher education<sup>58</sup>.

The supporting factors of blended learning implementation implied support from leaders, the existing facilities, and the teachers' eagerness to

<sup>54</sup> Al Zumor, A. W. Q., Al Refaai, I. K., Eddin, E. A. B., & Al-Rahman, F. H. A., "EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations, and Suggestions for Improvement," *English Language Teaching* 6, no.10 (September 2013): 95-110, <https://eric.ed.gov/?id=EJ1077093>.

<sup>55</sup> Banditvilai, Choosri. "Enhancing students language skills through blended learning." *Electronic Journal of e-Learning* 14.3 (2016): pp223-232. <https://academic-publishing.org/index.php/ejel/article/view/1757>.

<sup>56</sup> Wijanarka, Bernardus Sentot et al. "Supporting and Inhibiting Factors for The Application of Blended Learning for Professional Vocational Teacher Education in Indonesia." [http://elektro.um.ac.id/ceie/2013/download\\_pdf/if/18.pdf](http://elektro.um.ac.id/ceie/2013/download_pdf/if/18.pdf)

<sup>57</sup> Manjot Kaur, "Blended learning-its challenges and future." *Procedia-social and behavioral sciences* 09, no. 93 (October 2013): 612-617. <https://www.sciencedirect.com/science/article/pii/S187704281303351X>

<sup>58</sup> Hancock, S., & Wong, T. "Blended Learning" . (July 2012) [http://sites.wiki.ubc.ca/etec510/Blended\\_Learning#cite\\_note-3](http://sites.wiki.ubc.ca/etec510/Blended_Learning#cite_note-3)

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improve knowledge continuously<sup>59</sup>. The studies elaborated on some supporting factors in blended learning implementation. The supporting factors described internal and external factors in the context of the study. It explained that the blended learning implementation could be applied as long it had supporting factors. In addition, the other research also elaborated on the supporting factors in blended learning implementation as internal factors. The related study showed supporting factors as internal factors in blended learning implementation, as the strongest reason to do at the research site. Students' internal factors indicated enthusiasm in the learning process, which implied confidence, discipline, initiative and responsibility<sup>60</sup>.

Nevertheless, the related studies have not more detailed investigated how the involvement of stakeholders in a blended learning process. The supporting factors could be investigated on both internal and external factors of blended learning implementation. Hence the researcher investigated more from the internal and external factors of blended learning implementation at the research site.

However, the related study also showed the inhibiting factors implied students' low motivation, new paradigm challenge, and not seriously doing eLearning<sup>61</sup>. The researchers elaborated on the inhibiting factors in blended learning implementation in another case. Partially, students had low participation in learning because they did not have more capacity to understand and had limited of time and effort to learn more about eLearning. Not only that, It was difficult for headmasters and teachers to

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<sup>59</sup> Wijanarka, Bernardus Sentot et al. "Supporting and Inhibiting Factors for The Application of Blended Learning for Professional Vocational Teacher Education in Indonesia." [http://elektro.um.ac.id/ceie/2013/download\\_pdf/if/18.pdf](http://elektro.um.ac.id/ceie/2013/download_pdf/if/18.pdf)

<sup>60</sup> Kusuma, Jaka Wijaya et al. "An Application of Blended Learning to Increase Attention and Independence of Learning of Face-To-Face Learning at SMP IT Bina Bangsa." *Attractive: Innovative Education Journal* 4.1 (2022): 173-183. <file:///C:/Users/ASUS/Downloads/345-1-1986-1-10-20220405.pdf>

<sup>61</sup> Wijanarka, Bernardus Sentot et al. "Supporting and Inhibiting Factors for The Application of Blended Learning for Professional Vocational Teacher Education in Indonesia." [http://elektro.um.ac.id/ceie/2013/download\\_pdf/if/18.pdf](http://elektro.um.ac.id/ceie/2013/download_pdf/if/18.pdf)



change conventional learning to eLearning. The study elaborated on eLearning use of its blended learning implementation.

Contrast with the inhibiting factors from other related studies showed from the limitation of students' mobile phones and parents' complaints<sup>62</sup>. Some students still did not have their mobile phones and quota. Thus, it inhibited the blended learning process when there was instructional learning online. Because of that, there were few parents complaints because their children had difficulty in learning when they had independent learning online. The inhibiting factor was the consideration of blended learning implementation, which decided what was effective or not to do for the next step. Therefore, the researcher investigated the supporting and inhibiting factors of blended learning implementation to know more about which was effective to do for the next.

### E. Review of Previous Studies

Studies on blended learning have been available<sup>63</sup>. Blended learning has been a popular educational method. Teachers can employ online resources in their daily classroom activities to engage students and aid them in becoming more active and effective learners through blended learning<sup>64</sup>. In addition, blended learning also ensures both learning accessibility and flexibility<sup>65</sup>. The studies of blended learning result in many advantages in the implementation.

According to the literature, there are four stages for performing blended learning; activity level, course level, program level, and

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<sup>62</sup> Wijaya et al., "An Application of Blended", 173-183.

<sup>63</sup> Pardede Parlindungan, "Pre-Service EFL Teachers' Perception of Blended Learning," *Journal of English Teaching* 5, no.1 (February 2019): 1-14, <https://eric.ed.gov/?id=EJ1314970>.

<sup>64</sup> Abdul Wahed Q. Al Zumor1 et al., "EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations, and Suggestions for Improvement," *English Language Teaching* 6, no.10 (September 2013): 95-110, <https://eric.ed.gov/?id=EJ1077093>

<sup>65</sup> Mohamed Farrag Badawi, "Using Blended Learning for Enhancing EFL Prospective Teachers' Pedagogical Knowledge and Performance," *Online Submission* (Maret 2009): 1-31, <https://eric.ed.gov/?id=ED504993>

institutional level<sup>66</sup>. In particular, the activity level of blended learning has been more like a learning activity that contains both face-to-face and online components. The learners took part in a lesson in class and in online. Moreover, technology is used as a tool to make learning activities more authentic. In the other part, the course level implied a combination between face-to-face and online activities with online materials given. They were not overlapping, although they were sorted orderly. The last institutional level implied the institutional commitment to mixing face-to-face and online instruction. For instance, the University of Phoenix students started learning face to face until the end, but there were online activities. The previous related study, however, described the blended learning of teaching English in some higher education. It would be curious whether it applied in some schools nowadays. Hence, the current study investigated blended learning of English subject in one private Islamic junior high school in Jambi.

In addition, the other research conducted blended learning to develop language skills, motivation and learning engagements and effectively improve the English learning environment<sup>67</sup>. Partially, the students' skills of English, like speaking, reading, listening and writing skills, were developed through a blended learning process instead of only traditional meetings or fully online approaches. Moreover, the students were motivated to interact and engage in the learning process. Besides, the result of the related study showed blended learning created a positive impact on students' learning outcomes which effectively improved the teaching and learning process.

However, the related study resulted in more advantages of blended learning than drawbacks in its application. The results from each research

<sup>66</sup> Badawi, M. F, "Using Blended Learning", 31

<sup>67</sup> Waheeb S. Albiladi & Khlood K. Alshareef, "Blended learning in English teaching and learning: A review of the current literature," *Journal of Language Teaching and Research* 10, no. 2 (March 2019): 232-238, <http://academypublication.com/issues2/jltr/vol10/02/03.pdf>.

were if same or different based on the research site where the researcher investigated. Nevertheless, the previous study's aim was similar to this one. But this study focused on data from teachers' preparation in using media and teaching strategy through blended learning which got from teachers' observation and note.

Furthermore, the researchers also integrated cooperative learning into the combined blended learning design model<sup>68</sup>. It is similar to the study, which only discusses collaborative learning as using technology in teaching English through blended learning. The related study showed teachers should integrate technology in classrooms. This study resulted in that teachers as a facilitator facilitate and motivate students in the learning process which got from teachers' preparation related to teaching activities in a lesson plan. In addition, the other research also conducted students' attitudes toward blended learning in the English context<sup>69</sup>. It is similar to the study that linked whether to send English assignments online or in person. Therefore, the researchers of this study intend to get more information related to cooperative learning on blended learning used in teaching English. It also elaborates on the intrinsic motivation of EFL learners for this strategy.

Finally, there were more studies to discuss blended learning in teaching English in universities, few studies to discuss it at schools, and still fewer findings used blended learning in teaching English at junior high schools. Therefore, the study investigated what blended learning of English subject looked like after the pandemic crisis at an islamic private junior high school.

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<sup>68</sup> Chantelle Bosch et al., "Integrating cooperative learning into the combined blended learning design model: implications for students' intrinsic motivation," *International Journal of Mobile and Blended Learning (IJMBL)* 11, no.1 (2019): 58-73, <https://www.igi-global.com/article/integrating-cooperative-learning-into-the-combined-blended-learning-design-model/215366>.

<sup>69</sup> Azamat Akbarov et al., "Students' Attitudes toward Blended Learning in EFL Context," *Acta Didactica Napocensia* 11, no.1 (2018): 61-68, <https://eric.ed.gov/?id=EJ1177040>.

## CHAPTER III RESEARCH METHODS

### A. Research Context

The study used qualitative research to describe the blended learning after the The pandemic crisis on teaching practice. The current research used descriptive qualitative research. The qualitative research focused the research based on the background problems encountered in the research as a case study. The research was conducted with a subjective inquiry about interview research. The qualitative research elaborates the procedure which results descriptive data in spoken and written from participants, namely the EFL teachers at Alfis private junior high school in Jambi (pseudonym). The study explored teachers' experiences on how the use of technology and teaching strategy in blended learning.

### B. Research Method

Qualitative research is an activity that locates the observer in the world. The researcher emphasized it as a type of educational research. In qualitative research, the researcher found the problems which were still dynamic or temporary<sup>70</sup>. The problems found were from particular objects, studied as a case study which was intensively focused by the research. The data of the case study could be obtained from various sources. A case study would be meaningful if it found something or certain aspects that need to be studied intensively and in depth apart from general information. A proper case study must be conducted in the real life of the subject being investigated. However, case study data could be obtained from the case studied and from all parties who know the case well. In addition, it was also supported from a theory that a case study could use data from a variety of sources, but the cases that could be investigated

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<sup>70</sup> Hennink Monique, Inge Hutter, and Ajay Bailey. *Qualitative Research Methods* (London: Sage, 2020), 29.

were limited<sup>71</sup>. The limitation of the study investigated what the blended learning in teaching English looked like through teachers' preparation such as the teaching strategy and media use which observed through teachers' interviews and lesson plan. Besides that, the study also limited how the supporting and inhibiting factors of blended learning of English teaching at the research site.

Furthermore, descriptive data method used in the research meant to describe all data regarding the blended learning of English subject after The pandemic crisis at an Islamic private junior high school in Jambi. The research was then analyzed and compared with the current reality. The type of research used in qualitative research was interviews which obtained information through face-to-face questions and answers between researcher with using interview guidelines, with English foreign language teachers at Alfis Islamic private junior high school in Jambi. Besides that, the study also explored the information through teachers' lesson plan in validating the interview data.

In the study, the researcher relies on participants' views; asks general questions and the participants' experiences; collects data consisting of words from participants; describes and analyzes those words, and conducts them in a subjective<sup>72</sup>. In the case of the study, the researcher investigated what the blended learning of English subject looked like and what supporting and inhibiting factors covered it. The teachers were from Alfis Islamic junior high school. To get the data of the research, the researcher gave freedom to the teachers to answer the questions

<sup>71</sup> Hennink Monique, Inge Hutter, and Ajay Bailey. *Qualitative Research Methods* (London: Sage, 2020), 29, [https://books.google.co.id/books?hl=id&lr=&id=\\_InCDwAAQBAJ&oi=fnd&pg=PP1&dq=Hennink+Monique,+Inge+Hutter,+and+Ajay+Bailey.+Qualitative+Research+Methods+\(London:+Sage,+2020\),+29.&ots=3ueKmOreB&sig=VKHPB3dcyghNDNM09\\_LY6d2K7Q&redir\\_esc=y#v=onepage&q=Hennink%20Monique%20Inge%20Hutter%20and%20Ajay%20Bailey.%20Qualitative%20Research%20Methods%20\(London%3A%20Sage%202020\)%2029.&f=false](https://books.google.co.id/books?hl=id&lr=&id=_InCDwAAQBAJ&oi=fnd&pg=PP1&dq=Hennink+Monique,+Inge+Hutter,+and+Ajay+Bailey.+Qualitative+Research+Methods+(London:+Sage,+2020),+29.&ots=3ueKmOreB&sig=VKHPB3dcyghNDNM09_LY6d2K7Q&redir_esc=y#v=onepage&q=Hennink%20Monique%20Inge%20Hutter%20and%20Ajay%20Bailey.%20Qualitative%20Research%20Methods%20(London%3A%20Sage%202020)%2029.&f=false).

<sup>72</sup> John W Cresswell and Cheryl N Poth. *Qualitative inquiry and research design: Choosing among five approaches*, trans. Thousand Oaks, ed. Sage publications (United State of America, 2016): 35, *Second\_Edition\_QUALITATIVE\_INQUIRY\_and\_R.pdf*.

according to their intentions. The researcher asked questions which were unstructured, open, flexible. It classified interviews as one of the qualitative research methods and explained that the research focused on questions created on determine responses to particular circumstances.

The site for this study was Alfis Islamic junior high school in Southern Jambi Province, Indonesia. The Alfis junior high school was the first private Islamic school in Jambi. The school excelled in morals with the integrity of knowledge and skills. The current quantity students in Alfis junior high school is 405 students. The school had identical routines, which were different from other private schools. There were religious routines implemented between instructional and extracurricular learning activities. It made the school a popular place to learn about religion in depth while gaining access to more broad knowledge. It also produced students who excelled in their interests and skills until recently. Thus researcher was interested in taking it as a research site.

Approximately 27 teachers exist at Alfis Islamic junior high school. But, this study focused on purposive samplings. The researcher collected samples based on various research criteria, such as the researcher's capacity and willingness to engage in the study or their specific understanding of the subject<sup>73</sup>. The criteria were taken from the EFL teachers at this site to participate in this research. It related to the purpose of the study, which was to investigate what blended learning practice looked like in teaching English. Apart from the small number of EFL teachers in the research site, it was also crucial for the researcher to know the views of the principal and the vice principal on the curriculum side. It was done to confirm and explore more perceptions about implementing blended learning strategy at this research site as research support.

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<sup>73</sup> Neetij Rai, and Bikash Thapa, "A study on purposive sampling method in research," *Kathmandu: Kathmandu School of Law*, 5 (2015), no:1-13., [https://d1wqtxts1xzle7.cloudfront.net/48403395/A\\_Study\\_on\\_Purposive\\_Sampling\\_Method\\_in\\_Researchwithcoverpagev2](https://d1wqtxts1xzle7.cloudfront.net/48403395/A_Study_on_Purposive_Sampling_Method_in_Researchwithcoverpagev2).

To access research sites, the researcher asked for a research letter from the university's academy and then asked permission from the principal as a stakeholder at the research site. There were five participants available for the research. They were the principal, the vice principal on the curriculum side, and the EFL teachers of Alfis school. Mostly, they had more than 15 years of English teaching experience. The data were as follows:

Table 2. Data of Participants (Pseudonyms)

Number	Name(Pseudonyms)	Gender	Age	Length of Teaching Experience	Profession
1	RK	Woman	40	18 years	Teacher
2	DK	Man	37	16 years	Teacher
3	SS	Woman	38	17 years	Teacher
4	HY	Man	35	15 years	Vice Principal
5	TK	Man	55	20 years	Principal

### C. Resources of Data

Data was information or materials collected through a data collection method, processed, and analyzed to provide new results. The data source was the place where the research data was gathered. In the qualitative approach, interviews and practicals were primary data sources. Meanwhile, the secondary data provided documents, files, etc<sup>74</sup>. Both of

<sup>74</sup> Manohar, Pawar, *Data Collecting Methods and Experiences: A Guide for Social Writers*, ed. Sterling Publishers Pvt (India, 2004), 17, [https://books.google.co.id/books?hl=id&lr=&id=vJE1GovaMgC&oi=fnd&pg=PP15&dq=M+anohar,+Pawar.+Data+Collecting+Methods+and+Experiences:+A+Guide+for+Social+Writers.+India:+Sterling+Publishers+Pvt.+Ltd,+2004.&ots=PbCRjd2dtq&sig=pSXFzOFaxCEQp9cQbU06iBAV7yl&redir\\_esc=y#v=onepage&q=Manohar%2C%20Pawar.%20Data%20Collecting%20Methods%20and%20Experiences%3A%20A%20Guide%20for%20Social%20Writers.%20India%3A%20Sterling%20Publishers%20Pvt.%20Ltd%2C%202004.](https://books.google.co.id/books?hl=id&lr=&id=vJE1GovaMgC&oi=fnd&pg=PP15&dq=M+anohar,+Pawar.+Data+Collecting+Methods+and+Experiences:+A+Guide+for+Social+Writers.+India:+Sterling+Publishers+Pvt.+Ltd,+2004.&ots=PbCRjd2dtq&sig=pSXFzOFaxCEQp9cQbU06iBAV7yl&redir_esc=y#v=onepage&q=Manohar%2C%20Pawar.%20Data%20Collecting%20Methods%20and%20Experiences%3A%20A%20Guide%20for%20Social%20Writers.%20India%3A%20Sterling%20Publishers%20Pvt.%20Ltd%2C%202004.)

them could be data sources for research. However, the research would be focused on the primary data.

In this research, the primary data sources were doing interviews taken from three English teachers of Alfis Islamic school, the principal, and the vice principal on the curriculum side to obtain data. The primary data required was the blended learning of English subject, and the supporting and inhibiting factors of teaching English through blended learning at Islamic private school. Meanwhile, the secondary data sources were information related to the participants, the research site, teachers' lesson plan and school documents. The data sources in this research were categorized into:

1. Place contributes data through observation. This data source provides an overview of the situation, learning conditions, or others related to the problems discussed in the study. The place of data source were in Alfis junior high school in Jambi.
2. Participant contributes data through interviews as a data source. The data sources were the principal, the vice principal on the curriculum side, and three English teachers from Alfis Islamic private school in Jambi.
3. The document was a data source that displayed information such as letters, numbers, pictures, and other symbols. In addition, the data sources contained the teachers' lesson plans of the Alfis Islamic private school.

This research elaborated on blended learning of English subject after the The pandemic crisis at one Islamic private school in Jambi. The study elaborated on the effectiveness of the combined learning method in teaching EFL learners. The case study focused on what blended learning of English subject looked like and what supporting and inhibiting factors covered it.

The research obtained the data by considering the participants and the site based on the situation and condition and evaluating the learning



process from teachers' experience and lesson plan. Following the rules of data sources which consisted of primary and secondary data sources<sup>75</sup>, the researcher focused on primary data sources. The researcher acquired the data by doing interviews. The researcher also got access to interviews as data sources. The researcher used a semi-structured interview technique in doing interviews. A semi-structured interview technique was not done strictly and the interview questions determined and formulated before the interview using the interview guide<sup>76</sup>. Hence, the researcher should require a specific previous study at the research site because the interview questions were related on the previous knowledge.

In addition, the researchers got the sources of the previous knowledge from the stakeholders by observing the field. Firstly, the researcher got the issue of blended learning implementation from the current government rule in Education. Second, the researcher found that the research site follows the development in the educational system currently. Then, the researcher found the case of the study when the teachers must upgrade skills of technology use in teaching English in order to follow the development of the educational system through blended learning at the research site. Next, the researcher also encouraged more knowledge about teaching and learning English in the school by having more literature on the blended learning theory. Lastly, the researcher found the teaching strategy use of blended learning's teaching through interviews with EFL teachers and investigating the teachers' lesson plans in validating the interviews data.

<sup>75</sup> Susan Diemert Moch and Marie F. Gates, *The Researcher Experience in qualitative research*, trans. Thousand Oaks, ed. Sage Publication (California, 2000), 26, [https://books.google.co.id/books?hl=id&lr=&id=yi85DQAAQBAJ&oi=fnd&pg=PP1&dq=Die mert+and+Gates,+The+Researcher+Experience&ots=pU25hbl2I&sig=vCjuhIWg8nKEGC a0TgAaA40YhTs&redir\\_esc=y#v=onepage&q=Diemert%20and%20Gates%2C%20The%20Researcher%20Experience](https://books.google.co.id/books?hl=id&lr=&id=yi85DQAAQBAJ&oi=fnd&pg=PP1&dq=Die+mert+and+Gates,+The+Researcher+Experience&ots=pU25hbl2I&sig=vCjuhIWg8nKEGC a0TgAaA40YhTs&redir_esc=y#v=onepage&q=Diemert%20and%20Gates%2C%20The%20Researcher%20Experience).

<sup>76</sup> Kallio Hanna et al., "Systematic methodological review: developing a framework for a qualitative semi-structured interview guide", *Journal of advanced nursing* 72, no.12 (January, 2016): 2954-2965, <http://usir.salford.ac.uk/id/eprint/39197/1/jan13031%20Martin%20Johnson%20June%202016.pdf>.

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## D. Techniques of Data Collection

The main objective of the research was to acquire data. The researcher comprehended the data collection techniques to obtain the relevant data using the following standards<sup>77</sup>:

### 1. Observation

The observation method is a data collection technique that requires the researcher to run into the field observing things related to the site, participants, activities, time, events, goals and feelings<sup>78</sup>. In the study, the researcher did observation based on the situation and condition at Alfis junior high school regarding the blended learning of English subject after the the pandemic crisis. The researcher reported the data she found into her journal throughout the process of data collection. The researcher did observation for the pre-teaching and after teaching process. The researcher conducted an observation and analysis on teachers note and lesson plan during the teaching preparation process at school.

### 2. Interview

An interview is a structured dialogue between two or more people about issues. There are three techniques of Interviews. One side has the role of information seeker, while the other is the information provided regarding an investigation issue<sup>79</sup>. They were structured, semi-structured, and unstructured interviews. Partially, the researcher used a semi-structured interview technique: face-to-face Interviews. Through this technique, the researchers

<sup>77</sup> Manohar S. Pawar, *Data Collecting Methods and Experiences: A Guide for Social Writers*, ed. Sterling Publishers Pvt (India, 2004), 17, [https://books.google.co.id/books?hl=id&lr=&id=vJE1GovaMgC&oi=fnd&pg=PP15&dq=M+anohar,+Pawar.+Data+Collecting+Methods+and+Experiences:+A+Guide+for+Social+Writers.+India:+Sterling+Publishers+Pvt.+Ltd,+2004.&ots=PbCRjd3bAq&sig=uQHdoe8ikL9DF6nWCKtheyks&redir\\_esc=y#v=onepage&q=Manohar%2C%20Pawar.%20Data%20Collecting%20Methods%20and%20Experiences%3A%20A%20Guide%20for%20Social%20Writers.%20India%3A%20Sterling%20Publishers%20Pvt.%20Ltd%2C%202004.](https://books.google.co.id/books?hl=id&lr=&id=vJE1GovaMgC&oi=fnd&pg=PP15&dq=M+anohar,+Pawar.+Data+Collecting+Methods+and+Experiences:+A+Guide+for+Social+Writers.+India:+Sterling+Publishers+Pvt.+Ltd,+2004.&ots=PbCRjd3bAq&sig=uQHdoe8ikL9DF6nWCKtheyks&redir_esc=y#v=onepage&q=Manohar%2C%20Pawar.%20Data%20Collecting%20Methods%20and%20Experiences%3A%20A%20Guide%20for%20Social%20Writers.%20India%3A%20Sterling%20Publishers%20Pvt.%20Ltd%2C%202004.)

<sup>78</sup> Pawar, *Data Collecting*, 31.

<sup>79</sup> Pawar, *Data Collecting*, 35.

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investigated more based on open-ended questions instead of following a formalized list of questions. The researchers used interview protocols in interviewing the participants. The data sources were from the principal and vice principal on the curriculum side and three English teachers from an Islamic private junior high school. This activity was conducted at Alfis Islamic private junior high school.

### 3. Documentation

Document study was a qualitative data collection method in which some facts and data were stored in the material in the documentation<sup>80</sup>. In this session, the researcher obtained the documentation of the teachers' lesson plans at Afis Islamic private schools in Jambi. It described the series of activities of teachers and students in a learning process and how the assessment was applied to measure students' comprehension of learning materials.

## E. Techniques of Data Analysis

In data analysis, the researcher used narrative analysis technique in the form of events which elaborated a series of early, middle and final research. The researcher used the approach of narrative analysis to organize and present the data found in a description form as narrative data. It aimed to find out more specific results and provide the researcher's convenience in describing the research findings.

Narrative research is a study of people's lives through experiences as stories to discuss the meaning of those experiences for people. It was one way to get relevant research findings<sup>81</sup>. Data analysis was done by

<sup>80</sup> Manuel Guzman, *What is Documentation*, ed. Huridocs (Switzerland, 2001), 13, [https://books.google.co.id/books?hl=id&lr=&id=Z4pcf0o1Z0UC&oi=fnd&pg=PA4&dq=Guzman,+Manuel.+What+is+Documentation.+Switzerland:+Huridocs,+2001.&ots=eSWxZAJV0&sig=6GD8KJvz7J374xYRnSgP5eO6Ju4&redir\\_esc=y#v=onepage&q=Guzman%2C%20Manuel.%20What%20is%20Documentation.%20Switzerland%3A%20Huridocs%2C%202001.](https://books.google.co.id/books?hl=id&lr=&id=Z4pcf0o1Z0UC&oi=fnd&pg=PA4&dq=Guzman,+Manuel.+What+is+Documentation.+Switzerland:+Huridocs,+2001.&ots=eSWxZAJV0&sig=6GD8KJvz7J374xYRnSgP5eO6Ju4&redir_esc=y#v=onepage&q=Guzman%2C%20Manuel.%20What%20is%20Documentation.%20Switzerland%3A%20Huridocs%2C%202001.)

<sup>81</sup> Puvnestari, *Qualitative Research: Data Collection and Data Analysis Techniques* (Kedah: UUM Press, 2008),

organizing the data in data entry and storage, segmenting, coding and developing category systems, identifying the relationships into themes and patterns, corroborating and validating results, and making conclusions. The data analysis used in the research was the Burke and Christensen model.

Data analysis was done in qualitative research at the time of data collection and after the data collection was completed within a particular time. In data collection, the researcher used interviews and documentation to analyze the data.

#### 1. Observation

The observation occurred for the pre-teaching and after teaching process. The researcher conducted an observation before the teaching process through teaching strategy and technology use in a lesson plan. Then, the researcher also analyzed on teachers' note related to the supporting and inhibiting factors after implementing the teaching process through blended learning.

#### 2. Interview

This interview occurred in an informal classroom, school, or another site. The time was based on the participant's and researcher's condition and situation. The questions of interviews covered the research's theory of empirical inquiry of blended learning perspectives. The discussions reflected EFL teachers' ideas and abilities in responding to the questions and their real feelings relating to the research. At the time of the interview, the questions were prepared well based on the guidance from the previous related studies. Experts suggested that the best study should tape-

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9. [https://books.google.co.id/books?hl=id&lr=&id=vu\\_xDwAAQBAJ&oi=fnd&pg=PR12&dq=Puvnestari,+Qualitative+Research:+Data+Collection+and+Data+Analysis+Techniques+\(Kedah:+UUM+Press,+2008\),+9.&ots=Oj6sZroh6P&sig=viICBIMwCLMxjUuD6xRvZUnwY&redir\\_esc=y#v=onepage&q&f=false](https://books.google.co.id/books?hl=id&lr=&id=vu_xDwAAQBAJ&oi=fnd&pg=PR12&dq=Puvnestari,+Qualitative+Research:+Data+Collection+and+Data+Analysis+Techniques+(Kedah:+UUM+Press,+2008),+9.&ots=Oj6sZroh6P&sig=viICBIMwCLMxjUuD6xRvZUnwY&redir_esc=y#v=onepage&q&f=false)

record the interview to avoid losing crucial information<sup>82</sup>. Then, the researcher recorded the interview to get the transcribed interview without losing the data.

### 3. Documentation

Qualitative research might require this criterion if it had significant results for those not participating in the study and readers could relate the findings to their own experiences<sup>83</sup>. For documentation, the researcher prepared some criteria to analyze the data. The criteria were from teachers' preparation such as the teaching strategy and technology use which stated in teachers' lesson plans. The teachers' lesson plan contained pre-activity, core, and closing activities. In addition, the researcher explored using the learning management system as the school learning system in a blended learning strategy. Then, the researcher also analyzed some information through teachers' evaluation of students' learning assessments in traditional and online classes which got from teachers note and observation.

Researchers summarized and analyzed the concept of analyzing the data through interviews as follows<sup>84</sup>:

<sup>82</sup> Burke Johnson & Larry Christensen, *Research Method, Design, and Analysis*, (Pearson Library of Congress Publication, New York, 2008), 373, <https://www.pearsonhighered.com/assets/preface/0/2/0/5/0205944566.pdf>.

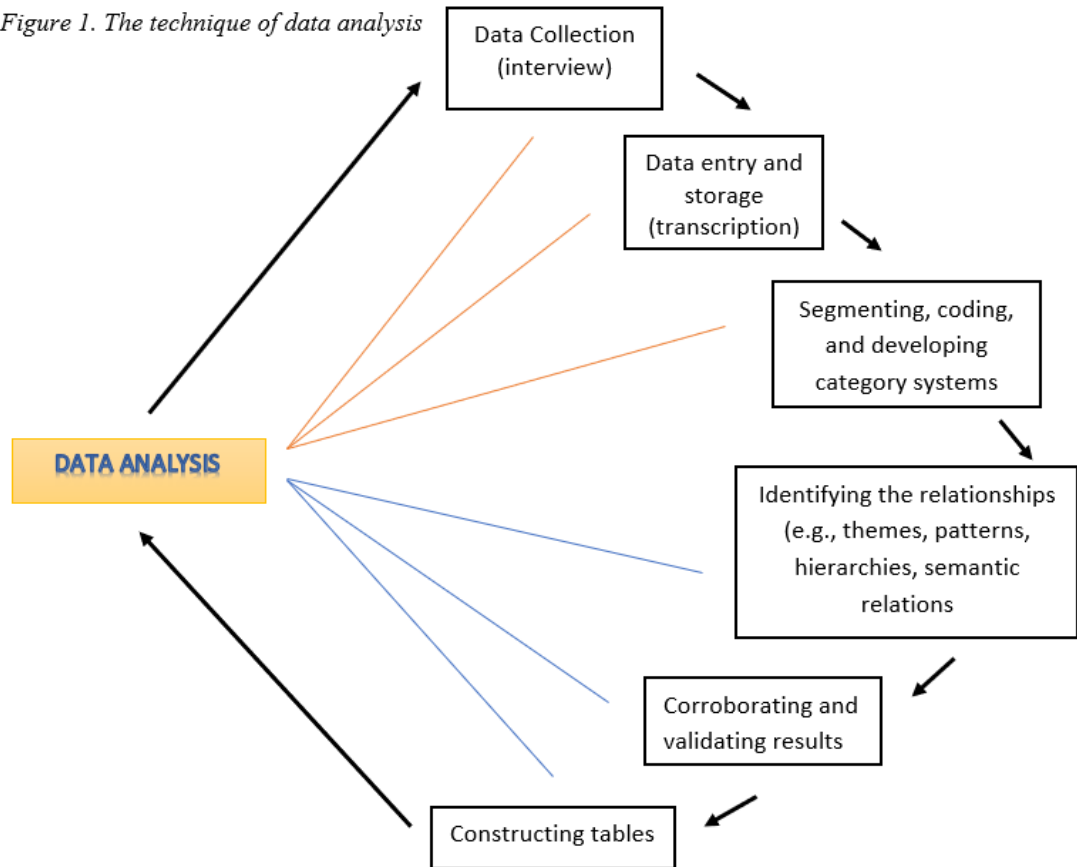
<sup>83</sup> Diane G. Cope, "Methods and meanings: credibility and trustworthiness of qualitative research," *Oncology nursing forum* 41, no. 1 (January 2014): 89-91 <https://web.s.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=0190535X&AN=93340461&h=fsRF3%2bZsd3osIhN2yBNJq3%2bmKITB41nHTvFwllifWA9a5aYPocfnwk2SLGnFGDkq0mvPrIzn%2bOarOfZvfy%2fqA%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d0190535X%26AN%3d93340461>.

<sup>84</sup> R Burke Johnson & Larry Christensen, *Educational research: Quantitative, qualitative, and mixed approaches*, 7<sup>th</sup> Edition, ed. Sage publications (New York: 2019), 147, [https://books.google.co.id/books?hl=id&lr=&id=VdWuDwAAQBAJ&oi=fnd&pg=PT23&ots=iXmpVIKf2S&sig=c2JCVmtmNDVgSDQAC4HuuP5Gy4&redir\\_esc=y#v=onepage&](https://books.google.co.id/books?hl=id&lr=&id=VdWuDwAAQBAJ&oi=fnd&pg=PT23&ots=iXmpVIKf2S&sig=c2JCVmtmNDVgSDQAC4HuuP5Gy4&redir_esc=y#v=onepage&).

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Figure 1. The technique of data analysis



The first step that researchers did was the data collection in interpretation by doing interviews. The researcher went into the coding process to have reliable data collection. Words were sorted into groups and then structured into "themes" that "emerge" as if no one could see them once they've been coded<sup>85</sup>. The interview questions were formulated based on the research questions' statement and the research's purpose. The researcher considered giving all interviews in the Indonesian language, including responding in Indonesian, to make it easier to understand the questions and avoid misunderstanding. The duration of the interviews is approximately twenty-five minutes until thirty-five minutes for each interviewee. The researcher transcribed the interview scripts

<sup>85</sup> Elizabeth A. St. Pierre & Alecia Y. Jackson, "Qualitative data analysis after coding", 20, no. 6 (June 2014): 1-5, <https://journals.sagepub.com/doi/abs/10.1177/1077800414532435?journalCode=qixa>.

translated into English and then returned them to the interviewees via email to review the hands and add additional information. After doing the steps, the researcher did coding as the next step in data collection.

The researcher used a qualitative coding method to get the data analyzed in this study. Coding was dissecting qualitative text data to understand what it contains before putting it back together meaningfully<sup>86</sup>. The researcher read the transcripts carefully to code the content to the categories of practical inquiry theory. Furthermore, the researcher also ensured that the result of transcriptions found answers to the research questions and the purpose of the research.

Finally, at the end of the step, the researcher analyzed and reanalyzed the individual result data by identifying the relationships, themes, patterns, and semantic relations of the responses in transcriptions. It started with the topic until the specific content of the participants. After that, the researcher formulated and reported the result by constructing tables and corroborating and validating results with the supervisors. The conclusion was carried out regularly throughout the research process in the beginning. It was a verification based on the data analyzed. As a result, the writer continued to describe conclusions throughout the research process.

Besides interviews, the findings were analyzed and categorized from the data collection through documentation. Using the document as supporting data for data analysis in qualitative research was also essential. A copy was a textual or non-textual carrier or container of information. It was textual if it was mainly composed of written words, such

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<sup>86</sup> John W Creswell & Cheryl N Poth, *Qualitative inquiry and research design: Choosing among five approaches*, trans. Thousand Oaks, ed. Sage publications, (California, 2016), 181, [https://books.google.co.id/books?hl=id&lr=&id=DLbBDQAAQBAJ&oi=fnd&pg=PP1&dq=Creswell,+J.+W.,+%26+Poth,+C.+N.+\(2016\).+Qualitative+inquiry+and+research+design:+Choosing+among+five+approaches.+Sage+publications.&ots=hs36bHNPY&sig=WEwkIQIRma7IB0cp4n6GjnlKVC&redir\\_esc=y#v=onepage&q=Creswell%2C%20J.%20W.%2C%20%26%20Poth%2C%20C.%20N.%20\(2016\).%20Qualitative%20inquiry%20and%20research%20design%3A%20Choosing%20among%20five%20approaches.%20Sage%20publications](https://books.google.co.id/books?hl=id&lr=&id=DLbBDQAAQBAJ&oi=fnd&pg=PP1&dq=Creswell,+J.+W.,+%26+Poth,+C.+N.+(2016).+Qualitative+inquiry+and+research+design:+Choosing+among+five+approaches.+Sage+publications.&ots=hs36bHNPY&sig=WEwkIQIRma7IB0cp4n6GjnlKVC&redir_esc=y#v=onepage&q=Creswell%2C%20J.%20W.%2C%20%26%20Poth%2C%20C.%20N.%20(2016).%20Qualitative%20inquiry%20and%20research%20design%3A%20Choosing%20among%20five%20approaches.%20Sage%20publications).

as books, magazines, statistical reports, legal documents, catalogues, and administrative records<sup>87</sup>. The document of this study contained teachers' syllabus and lesson plan, which elaborates the English teaching strategy on blended learning. The researcher divided them into specific themes to describe related to the results of the interviews. Then in this study, the participants' names were pseudonyms because all participants' findings existed in the data analysis process.

## F. Trustworthiness of Data

Trustworthiness refers to reliability in data, interpretation, and procedure employed to verify a study's quality<sup>88</sup>. The researcher had a deep analysis of the participant quotes in collecting data. As literate, the participant quotes helped readers understand the substance of the experience<sup>89</sup>. The research findings took the truth of data with criteria of credibility and authenticity.

To establish trustworthiness, the researcher firstly focused on transcribing the data which had been collected and making the data to be reliable and valid data. Then, to make it strong and avoid misunderstanding the interview result, the researcher performed member

<sup>87</sup> Manuel Guzman, *What is Documentation*, ed. Huridocs (Switzerland, 2001), 13, [https://books.google.co.id/books?hl=id&lr=&id=Z4pcf0o1Z0UC&oi=fnd&pg=PA4&dq=Guzman,+Manuel.+What+is+Documentation.+Switzerland:+Huridocs,+2001.&ots=eSWxZAJV0&sig=6GD8KJvz7J374xYRnSgP5eO6Ju4&redir\\_esc=y#v=onepage&q=Guzman%2C%20Manuel.%20What%20is%20Documentation.%20Switzerland%3A%20Huridocs%2C%202001.](https://books.google.co.id/books?hl=id&lr=&id=Z4pcf0o1Z0UC&oi=fnd&pg=PA4&dq=Guzman,+Manuel.+What+is+Documentation.+Switzerland:+Huridocs,+2001.&ots=eSWxZAJV0&sig=6GD8KJvz7J374xYRnSgP5eO6Ju4&redir_esc=y#v=onepage&q=Guzman%2C%20Manuel.%20What%20is%20Documentation.%20Switzerland%3A%20Huridocs%2C%202001.)

<sup>88</sup> R Burke Johnson & Larry Christensen, *Educational research: Quantitative, qualitative, and mixed approaches*, 7<sup>th</sup> Edition, ed. Sage publications (New York, 2019), 147, [https://books.google.co.id/books?hl=id&lr=&id=VdWuDwAAQBAJ&oi=fnd&pg=PT23&ots=iXmpVIKf2S&sig=c2JCVmtmNDVgSDQAC4HuuP5Gy4&redir\\_esc=y#v=onepage&q](https://books.google.co.id/books?hl=id&lr=&id=VdWuDwAAQBAJ&oi=fnd&pg=PT23&ots=iXmpVIKf2S&sig=c2JCVmtmNDVgSDQAC4HuuP5Gy4&redir_esc=y#v=onepage&q)

<sup>89</sup> Diane G. Cope, "Methods and meanings: credibility and trustworthiness of qualitative research", *Oncology nursing forum* 41, no.1 (January 2014): 89-91 <https://web.s.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=0190535X&AN=93340461&h=fsRF3%2bZsd3osIhN2yBNJq3%2bmKITB41nHTvFwllifWA9a5aYPocfnwk2SLGnFGDkq0mvPrIzn%2bOarOfFZvfy%2fqA%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d0190535X%26AN%3d93340461.>



checking by sending the interview result to chosen participants. Lastly, the participants were allowed to remark on the findings.

### G. Data Collecting Instruments

Data collection instruments are used as measuring tools or guidelines for collecting data. In qualitative research, the basic instrument for data collection was done through observation, questioning, and data collection<sup>90</sup>. To obtain the data of the research, the researcher used several related instruments through observation, interviews and documentation.

1. Observation guidelines. Observation was used in data collection of the research through observation. Observation was carried out as school visit before conducting research and holding meetings with stakeholders of the school. The observation was carried out to observe the participants of the research. The researcher was involved in activities at the research site.
2. Interview guidelines. The researcher used guidelines in doing interview with related informants to find out some data of the school educational system and teaching practice. The interview guide of the research helped the researcher to ask questions obtain the accurate data. It aimed to create an interview process which the goal was achieved.
3. Documentation notes. Documentation was carried out to obtain data or variables in letters, transcripts, books, minutes of meeting, etc. The researcher described documents as data source to support in validating data.

The data collecting instruments of the research entitled: “Blended Learning of English Subject after The pandemic Crisis: The Study at an Islamic Private Junior High School in Jambi” was attached in appendix 1.

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<sup>90</sup> Stecher Bricka and Goldenberg, Data Collection Instruments: New Concepts and Research Needs (California: Beckman Center, 1995), 154.

The data collecting instruments was adopted from a research conducted by Saeed entitled "Teachers' Perception on the Use of the Blended Learning"<sup>91</sup>, for Dissertation of Houston Baptist University in 2020. The study elaborates teachers' experiences in teaching English through blended learning at the research site.

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<sup>91</sup> Saeed, N, "Teachers' Perceptions on the Use of the Blended Learning (Doctoral dissertation, Houston Baptist University)," (PhD.diss., Houston Baptist University, America,2020), 24.

## CHAPTER IV RESEARCH FINDINGS

### A. Description of the Research Location

The researchers used the description of the research location to describe the state of the research location. Therefore, the researchers represented the state of the Alfis Islamic Junior High School Jambi Province. The description of the research in question included the school's brief history, the school building, the principal profile (goals, visions, and mission), the activity centre, social affairs, and the school's achievements. A more detailed explanation were explained as follows.

#### 1. History of Alfis Islamic Junior High School Jambi Province

Jami' Alfis Jambi Foundation is a Foundation engaged in Education and Social Affairs based in Jambi, Jalan Sultan Thaha No. 58 B Telanaipura Jambi, was established on July 25, 1988, on the initiative of Mr. H. Masjchun Sofwan, S.H, Mrs. Hj. Juniwati T. Masjchun Sofwan and Mr Drs. H. Abdurrahman Sayoeti. The first time, founders of foundation built kindergarten and Elementary Schools, namely Alfis Islamic Kindergarten and Alfis Islamic Elementary School. They are stated as the first Islamic schools in Jambi Province.

In 1988, H. Masjchun Sofwan and H. Abdurrahman Sayuti, the principal founders of the Alfis Jambi Islamic school, had the lofty goal of establishing a foundation engaged in education. He achieved his goals little by little from these ideals in his dream. The proof is that a school was established within the Jami 'Alfis Foundation Jambi, starting from the kindergarten level in the Islamic Center and continuing with the elementary level, called the main building.

Besides the school building, it was built next to the Alfis Mosque, the Alfis Mosque Jambi. At that time, only 78 students were enrolled, but as the new school year progressed, interest in

this Islamic school increased for Islamic schools at the kindergarten and elementary levels. Then little by little, with the help of the local government, especially the governors, development slowly began to develop with noble ideals. Finally, the number of students grew from study groups, Kindergarten, Elementary School 1, and Elementary School 2. In 1997 the founders began to think about and succeeded in building school buildings for junior high school and Islamic high school levels, Alfis Jambi. Until now, students from the study groups of kindergarten, Elementary School 1, Elementary2, and Alfis Islamic Junior and Senior High School Jambi have more than 2,000 students, with teachers ranging from around 200 to more.

This school is the origin of the first Islamic school in Jambi. In the past, the founders of the Alfis Islamic school thought about making children in Jambi go to Islamic schools without having to stay overnight in Islamic boarding schools. The founders thought of this noble intention so that the children of their generation have good morals toward their parents and others. Therefore, children can have reasonable religious provisions while balancing the world's knowledge and science development. This school can be considered an elite school with a standard fee that is not too high or too low. The founders of the past now have had a noble goal not just to make a profit but to have a noble intention to have as many Jambi children as possible who can attend school. Islamic nuance.

The activities of Alfis Islamic Kindergarten and Elementary School children in 1988 were borrowing and using the Islamic Center building of the Alfis Grand Mosque. Therefore, in addition to adding to the benefits of the existence of the Islamic Center, it is also to prosper the Alfis Grand Mosque with the routines of Alfis Islamic Kindergarten and Elementary School students carrying out religious activities there, such as reciting the Koran and praying.

Furthermore, in 1989, at the initiative of Mr. H. Masjchun Sofwan, S.H, as the Governor of Jambi then, the Alfis Islamic Elementary School building located at Jl. Sultan Thaha No. 58 B is in the mosque's courtyard next to the PDAM Tirta Mayang Jambi Fort.

Due to the high public interest in sending their children to Islamic schools, in 1990, Drs. Abdurrahman Sayoeti, as the Governor of Jambi at that time, assisted in the construction of the Alfis Islamic Elementary School building at the location of the Islamic Center of the Alfis Mosque, Jambi. In 1993, Alfis Islamic Middle School was founded. Alfis Islamic Junior High School students at the beginning of its establishment consist of 50 people. Current Alfis Islamic Junior High School students period 2012/2013 consists of 421 people

## 2. School Buildings

Along with the needs and time of the learning process, in 1993, the Alfis Islamic Middle School was established, occupying the second floor of the Alfis Islamic Elementary School building at the Islamic Center of the Alfis Mosque, Jambi. In 1997, with their own/self-funded funds, the Alfis Islamic Junior High School building on HOS Cokroaminoto Street was gradually filled with school equipment. The school equipment consists of the Principal's Room, Teacher's Room, Classroom, Health Centre Room, Laboratory, toilet, *Wudhu* Place, Pendopo, Canteen, Field Sports, Hall, etc. Simultaneously with the establishment of the Alfis Islamic Middle School, the Al-Iskandary Mosque was also established with the personal assistance of Mr. H. Masjchun Sofwan, S.H.

As for further development in 2001, there was an additional classroom for the Alfis Islamic Junior High School and a Teacher Council Room by the Regional Government stage 1 Jambi on Jalan HOS Cokroaminoto Simpang Kawat. With its funds and self-

management during the Jambi Governor, Mr. H. Zulkifli Nurdin. Furthermore, Mr. Drs. H. Hasan Basri Agus, on his initiative, the Jambi Level 1 Regional Government, helped add two classrooms to the Alfis Islamic Junior High School in Simpang Kawat. At that time, the Jami 'Alfis Foundation management was very grateful for the assistance initiative of each governor who led the Jambi Province.

The Alfis Islamic Junior High School in Jambi is on Jalan HOS Cokroaminoto. This location is strategically located from the city center, where it can be reached from all nearby directions, such as *Telanai, Sipin, Pasar, Kota Baru, Mayang, and Simpang Rimbo*. This location is in the Simpang Wire area, and the building is behind the Alfis Jambi Islamic play group-kindergarten-elementary school building from the main door. This location is next to the *STIE Muhamadiyah* building and *SMP N 11 Jambi City*. On the other side of the Alfis Islamic Junior High School building is the closest road to the Sipin area.

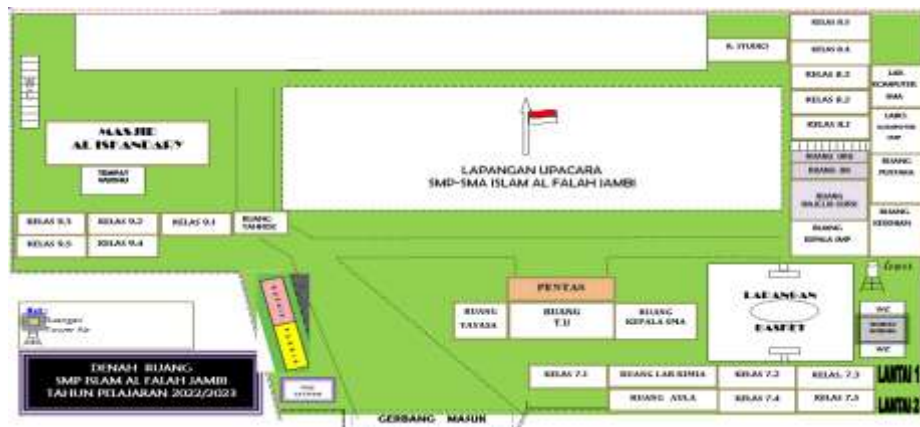
Moreover, this school building has a distance not far from the fighting monument. Therefore, the fighting memorial is often the center of travel for the Qur'an completion event at Alfis Islamic Middle School Jambi from the last few years before Covid. This school, of course, also has a short distance to shopping centres and other shops that are needed and available in the city.

The number of classes explains the description of the building and the school environment as many as 15 rooms, one teacher's office, one principal's room, one vice principal's room, one counselling room, one student's health centre room, one junior high school administration room, one junior high school payment room, one science laboratory room. In addition, one computer laboratory room, one standard students' cooperation room for middle-high school students, one library room, joint art performances, joint ceremony field, basketball court, junior high school toilets for junior

high school students, junior high school toilets for junior high school students, Al-Iskandary Mosque for congregational prayers with Alfis Jambi Islamic junior high school, a place for ablution for students, junior high school *Tahfidz* room, one shared hall for junior and senior high school, standard art room, 1 *PMR room* with junior high school, one scout room with junior high school, 1 Islamic junior high school student council room Alfis, student parking lot, teacher parking lot, and one pavilion.

The teacher's office is located between the Alfis Islamic Middle School and High School Jambi. The ceremonial field is in the center of the green area to approach the art stage. The administrative room is located in front of the main door of the Alfis Islamic Junior High School building, accompanied by a tuition fee payment area beside the administration room and in front of the foundation meeting room. Student parking is located on the outskirts of the building after the security post from the front door and right next to the toga park before the student cooperative. The basketball court is in front of the 7th-grade building and next to the principal's office. At the same time, the 7th-grade building and *Tahfidz* room are located right next to the school mosque.

Picture of Alfis Islamic Middle School Room Plan Jambi



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### 3. Profile of the principal regarding research

Previously, Alfis Islamic Junior High School and Senior High School had one principal with the same regulations. From the previous four generations of principals until there was a change in regulations and policies for appointing principals in the 5th generation, separating junior and senior high school principals. Of course, there are many changes to the system in its operation, adapted to the needs of education both at the junior high and high school levels.

From the four previous generations, principals who have operated schools are Harmoni (1994-2000), Syahrial Rosa (2000-2004), Sapli Makmur (2004-2012), and Syihabuddin (2012-2020). Each school principal has worked every four years, but several principals have worked more than once from the previous generation. Currently, the junior high school principal who leads with the promised tenure is Tukirat (2020-2024). Mr. Tukirat has worked for approximately two years by changing the school curriculum from 2013 to independent. The condition is because the principal has graduated from the training provided by the government for the main level of the driving school to move the school into a driving school. This driving school is a school that uses an independent curriculum that favors the use of technology in its learning process, such as the use of blended learning methods in the learning process. In addition, the principal has a vision and mission to put the school forward to become a school at the forefront in the fields of morals and knowledge as well as the skills possessed. Field of education

Following the Foundation's program referring to the vision and mission of the Foundation, School Units with Islamic nuances were established with a 100% general and 100% religious curriculum.

Table 1. Vision and Mission at Alfis Islamic Junior High School



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<p>Vision:</p> <p>The realization of Islamic symbols and the development of Human Resources (HR) from an early age towards faith and purity, as well as high technological knowledge through the successful management of educational, social, business, and legal assistance activities with Islamic nuances based on the Al-Quran and Hadith.</p>
<p>Mission:</p> <ol style="list-style-type: none"> <li>1. Improving the performance of Islamic leadership that is independent, strong, has the spirit of Pancasila, forward-thinking, adaptive to the progress of the times, has an insight of excellence, has a high work ethic, and is communicative to spur achievement.</li> <li>2. Improving the operational quality of the Foundation through strengthening planning, target stages, clarity of objectives, and evaluation.</li> <li>3. I am increasing shared responsibility by involving all components of the Foundation.</li> <li>4. Increase commitment, discipline, motivation, and performance of all employees, teachers, and students.</li> <li>5. Improving the quality of insight, knowledge, and morals of the implementation of activities through:           <ul style="list-style-type: none"> <li>-Selection integrated administration, technical ability Islamic Religious Ability and psychotic.</li> <li>-Training/upgrading, counselling, internships, comparative studies, and work meetings (Raker)</li> </ul> </li> </ol>
<p>Motto:</p> <p>“TAQWA, CERDAS DAN TERAMPIL “</p>

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## B. Finding of the research

The study's results were taken through observation, interviews, and documentation with the sources of the study, namely the principal, the vice principal and three EFL teachers at Alfis Islamic private junior high school in Jambi. The process of collecting data was conducted through observation in the beginning of the research, interviews and documents. The data source of document was needed in validating the interviews data.

The research questions include (1) teaching English through blended learning after the the pandemic crisis at Alfis private Islamic junior high school in Jambi, and (2) the supporting and inhibiting factors of teaching English through blended learning at Alfis private Islamic junior high school.

### 1. The Practice of Blended Learning Implementation at Alfis Islamic Junior High School

The practice of blended learning at Alfis Islamic Junior High School Jambi occurred one year after the the pandemic crisis in 2021. This blended learning of English teaching explained several sub-themes of explanation. Among them were teachers' preparation in learning and teachers' experience on blended learning implementation.

#### 1.1 Teachers' Preparation Process on Blended Learning

In line with the related study, the current study's learning design used by teachers in schools has learning innovations<sup>92</sup>. The learning design of the current study had learning objectives that must be achieved as learning outcomes at the meeting. This learning design used blended learning. The teachers' preparation process on blended learning consisted of pre-

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<sup>92</sup> Bahri Arsad et al., "Blended learning integrated with innovative learning strategy to improve self-regulated learning", *Journal of Physics Conference Series*, 14. No.1, (November, 2021): 1-16, <http://eprints.unm.ac.id/22633/1/8.%20JI%20arsad%202021.pdf>.

activity, core-activity, closing activity and assessments. The followings were the results of the teachers' preparation.

### **a. Strategy on Pre-activity**

In line with the related study, before the teachers designed a lesson, several considerations were made to support the actions that would be applied in learning<sup>93</sup>. Teachers in the current study had their concerns in designing what steps would be involved in learning. The teachers could use the discussion method for learning outcomes produced in the meeting. This method was one that the teachers effectively designed to prioritize the process rather than the results. In addition, the teachers considered the relationship between core and basic competence to be achieved in learning. The expected achievement of core and basic competence could be adjusted to the conditions of students in generation z, commonly referred to as the current millennial generation. In supporting the existing learning design, the teacher asked students to have the insight and knowledge of the prerequisites before taking part in learning so that learning outcomes in the learning design run well. Informant SS described the situation as an English teacher at Alfis Islamic Junior High School.

"Before learning, I provide additional learning as well as material in the form of links via whats app group or google classroom. Then, it would be discussed in the next meeting."<sup>94</sup>

"I did brainstorming related to the materials to guide students' thoughts to the core discussion later."<sup>95</sup>

<sup>93</sup> Putri Annisa, "EFL TEACHERS' UNDERSTANDING IN DEVELOPING LESSON PLAN", *Indonesian EFL Journal* 2. no. 1 (January, 2016): 1-11, file:///C:/Users/ASUS/Downloads/lesson%20plan.pdf.

<sup>94</sup> Interviewed with informant SS, on 08 August 2022

<sup>95</sup> Interviewed with informant RK, on 08 August 2022

"As teachers usually do, this is a chance for me to have a learning approach like doing absence, classroom phrases and ice breaking before learning."<sup>96</sup>

The findings described how teachers in the current study designed lesson plans as the pre-activity of teachers' preparation—starting from the things considered before determining action in the pre-activity at class. The related study indicated pre-activity before explaining the materials. In line with the related study, the pre-activity of teachers' preparation was more about stating learning objectives for the meetings and giving motivation related to the learning goals<sup>97</sup>. It was an effective tool to do to the learning approach. However, the current study also described practices for learning pre-activity preparation. It elaborated on doing absence, classroom phrases and brainstorming related to the material sent in the last time as prerequisite knowledge for students.

### **b. Strategy on Core-activity**

The core activity is the primary process of learning. In the teachers' preparation, teachers designed core-activity related to the learning goals for the meeting. The core activity influenced how the students achieve knowledge and skills at the end of the learning process. The core activity of the findings described the learning process as individual and group discussion. The followings were the learning process described by English teachers at Alfis Islamic Junior High School in the core activity.

<sup>96</sup> Interviewed with informant DK, on 15 August 2022

<sup>97</sup> Putri Annisa, "EFL TEACHERS' UNDERSTANDING IN DEVELOPING LESSON PLAN", *Indonesian EFL Journal* 2. no. 1 (January, 2016): 1-11, file:///C:/Users/ASUS/Downloads/lesson%20plan.pdf.

“ I gave some explanations with integrated technology in the class to make the learning interesting. There was a way I asked them to answer as an individual, but more activity was done in a group discussion.”<sup>98</sup>

“Teachers should consider the way of knowledge delivery based on students’ characteristics and motivation in the core activity. I considered an individual skill and collaborative.”<sup>99</sup>

Informant SS and RK have similar responses regarding the learning process applied in the core activity of teachers’ preparation. Meanwhile, Mr DK also has his opinion related to the discussion. “In the core activity, I focus on the process when students achieve the knowledge. If the student as an individual couldn’t achieve the materials of the meeting, then I ask other students to help as peer assessments.”<sup>100</sup>

The findings discussed how English teachers applied the learning strategy of core activity in the class. The action described the ways of learning as individual and collaborative. The main activity was a process of learning which was interactive, full of challenges, inspirative, attractive, and actively motivated students to engage in the learning process<sup>101</sup>. The related study elaborated on the core actions as how teachers managed classroom interest, whether in individual activity, with peers or in groups during the learning process<sup>102</sup>. The previous related study resulted in a varied way of teachers.

<sup>98</sup> Interviewed with informant SS, on 08 August 2022

<sup>99</sup> Interviewed with informant RK, on 08 August 2022

<sup>100</sup> Interviewed with informant DK, on 15 August 2022

<sup>101</sup> Regulation of Ministry of Education and Culture No. 65/ 2013

<sup>102</sup> Putri Annisa, "EFL TEACHERS' UNDERSTANDING IN DEVELOPING LESSON PLAN", *Indonesian EFL Journal* 2. no. 1 (January, 2016): 1-11, file:///C:/Users/ASUS/Downloads/lesson%20plan.pdf.

In line with the previous study, the activities were all together in the learning process of this study. The research finding also discussed the individual way of learning and collaborative learning, which were correlated with each other. In individual learning, teachers planned to give questions related to the materials and then do group discussions for the next activity.

### **c. Strategy on Closing activity**

The closing activity was the ending of teaching applied in the meeting. This activity decided the conclusion or summary which take along the learning process. The following were the results of interviews related to learning activity.

“I like to have a comment when students conclude the learning materials. It can be positive and challenge comments.”<sup>103</sup>

“In the closing activity, I usually ask students to make a sum based on students’ comprehend, then tell the next plan to do for the next meeting.”<sup>104</sup>

From the findings, Mrs RK and Mrs SS have a similar action what they did in the closing activity. The teachers in the study tend to facilitate students in which encourage them to comprehend their achievements or knowledge along the process. It was supported with a theory found in closing activity, teachers and students summarized all materials, did reflection on learning activities, and gave feedback and result of learning process<sup>105</sup>. Moreover, the previous related study described closing activity as making conclusion of all materials learned, doing feedback, and informing homework

<sup>103</sup> Interviewed with informant RK, on 08 August 2022

<sup>104</sup> Interviewed with informant SS, on 08 August 2022

<sup>105</sup> Regulation of Ministry of Education and Culture No. 65/ 2013

and activity for the next meeting<sup>106</sup>. The results of the previous research were almost the same as the current research, nevertheless it was not found that giving homework was an obligation that must be carried out, but as independent learning to improve ability and as prerequisite knowledge that studnets must have to face the next meeting. In the current study, There were some steps done by English teachers at this research site on closing activity along the learning process. They were asking students to conclude or make a sum related to the learning, giving feedback and telling the next activity for the next meeting.

#### **d. Strategy on Assessment**

Assesment is a tool to measure students' comprehending relate to something. The way of assessment in the study was varried based on the English teachers' experience. The preparation in the beginning considered the ongoing learning process to the evaluation of learning. Teachers in the study have their own opinion in evaluating learning. Informant RK described her perception of it. "In addition, to evaluate students' skills, I prioritize absorbing knowledge from the results obtained because each individual varies in their thinking absorption capacity.." <sup>107</sup>

However, others informants have different perceptions of the learning evaluation of students.

"To evaluate learning, I adjust the assessment results with the skills gained in groups and individually. Both in terms of using technology and collaboration in groups." <sup>108</sup>

<sup>106</sup> Putri Annisa, "EFL TEACHERS' UNDERSTANDING IN DEVELOPING LESSON PLAN", *Indonesian EFL Journal* 2. no. 1 (January, 2016): 1-11, file:///C:/Users/ASUS/Downloads/lesson%20plan.pdf.

<sup>107</sup> Interviewed with informant RK, on 08 August 2022

<sup>108</sup> Interviewed with informant SS, on 08 August 2022

“In assessment, teachers set rubric which guided students in a practice, then observed them during the process.”<sup>109</sup>

The findings discussed the situation of assessment in blended learning. It was similar with the previous related study which resulted assessment using rubric to assess students' learning outcome through practice and observation<sup>110</sup>. The related study reflected on the result of the current study. However, the current study had the same way to assess students' learning outcome from different teachers' opinion regarding learning design in blended learning. Instead, informant SS emphasized technology as additional online learning for students, where students could learn it anywhere as general knowledge that must be possessed before or after learning at school. Therefore, from informant RK, it was essential to consider the characteristics and absorption of different learners in learning something. In fact, it was as additional way for teachers to assess how students able to absorb the lesson. The teachers used rubric of assessment and giving students instruction to do practice, while teachers do observation during the process.

The following were the screenshots of teacher's preparation in a lesson plan<sup>111</sup>. In line with the related study, lesson plan comprised on identity school, learning goals, learning activities and assessments<sup>112</sup>. All items were crucial in a lesson plan to guide teachers in learning process.

<sup>109</sup> Interviewed with informant DK, on 15 August 2022

<sup>110</sup> Putri Annisa, "EFL TEACHERS' UNDERSTANDING IN DEVELOPING LESSON PLAN", *Indonesian EFL Journal* 2. no. 1 (January, 2016): 1-11, file:///C:/Users/ASUS/Downloads/lesson%20plan.pdf.

<sup>111</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.

<sup>112</sup> Putri Annisa. "EFL TEACHERS' UNDERSTANDING", 1-11.



However, teachers in the current study elaborated the lesson plan based on the development of educational system nowadays. Teachers' preparation in the current study implied general information, core components and attachments. Partially, the general information comprised the school identity, learning competences, Pancasila student profile, facilities and infrastucture, students target, and learning model. Then, core components comprised learning goals, meaningful understanding, trigger question, learning activity, assessments and reflection. Lastly, attachments consisted of materials, enrichments and remedial, reading materials, glossary and bibliography.

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Figure 4.1

## Lesson plan screenshot of blended learning Activities<sup>113</sup>

**MODUL AJAR**

**A. INFORMASI UMUM**

1. **Identitas Sekolah**  
 Nama Sekolah : SMP Islam Al Falah Jambi  
 Nama Penyusun : Parsadisa Harahap, S.Pd.I.  
 Fase/Kelas : D / VII  
 Alokasi Waktu : 2 x pertemuan (4 JP)
2. **Kompetensi Awal**  
**Elemen Menyimak-Berbicara**  
 Pada akhir Fase D, peserta didik menggunakan bahasa Inggris berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat pandangan dengan guru, teman sebaya dan orang lain dalam berbagai konteks familiar yang formal dan informal. Dengan pengulangan penggunaan kosakata, peserta didik memahami ide utama dan detail relevan dari diskusi atau presentasi mengenai berbagai macam topik yang familiar dan dalam konteks kehidupan di sekolah dan di rumah. M menjelaskan dan memperjelas jawaban mereka menggunakan struktur ki dan kata kerja sederhana.
3. **Profil Pelajar Pancasila**  
 - Beriman dan bertaqwa kepada Tuhan Yang Maha Esa  
 - Kreatif dalam membuat dialog sederhana (menghasilkan karya yang orisinal)  
 - Berakhlak kritis dalam menyimak kalimat yang dibuat siswa lain menurut emoticon yang dibentok guru
4. **Sarana dan Prasarana**  
 In focus dan laptop  
 Internet  
 LKPD Digital
5. **Target Peserta didik**  
 Peserta didik reguler
6. **Model Pembelajaran**  
 Blended learning, PBL

**B. KOMPONEN INTI**

1. **Tujuan pembelajaran**
  1. Peserta didik mampu menggunakan 'like' dan 'don't like' dalam kalimat sederhana
  2. Peserta didik mampu menggunakan 'like' dan 'don't like' dalam dialog sederhana
  3. Peserta didik mampu menghasilkan dialog orisinal menggunakan 'like' dan 'don't like' dengan tema yang berbeda
  4. Peserta didik mampu mempresentasikan dialog tersebut dengan pelafalan yang benar
2. **Pemahaman bermakna**  
 Peserta didik bisa mempresentasikan dan memuliskan 'like' dan 'don't like' dalam k dan dialog sederhana tentang kehidupan sehari-hari menggunakan bahasa Inggris
3. **Pertanyaan pemantik**
  1. Buatlah ekpresi wajahmu untuk suka dan tidak suka!
  2. Lihatlah gambar yang diberikan guru, apakah kamu suka atau tidak, berikan alasan

**4. Kegiatan pembelajaran**

**Pertemuan 1 :**

**A. Pendahuluan ( 10 menit)**

1. Guru meminta peserta didik menyiapkan kelas
2. Guru bersama peserta didik mengucapkan salam dan berdo'a
3. Guru memeriksa kehadiran dan kesiapan peserta didik.
4. Guru menanyakan kabar dan memotivasi peserta didik sebelum memulai pelajaran
5. Guru menanyakan sekilas pemahaman peserta didik terkait pembelajaran sebelumnya
6. Guru menginformasikan tujuan pembelajaran dan manfaat dari materi yang akan dipelajari
7. Guru mengaitkan materi dengan pengalaman peserta didik.

**B. Kegiatan Inti (60 menit)**

1. Guru menayangkan materi *flipped book* di dalam LKPD digital yang telah dikirimkan melalui whats app group sebelumnya untuk dipelajari secara mandiri.
2. Guru meminta siswa memperhatikan emoticon yang ditunjukkan guru dan menanyakan maksud/ arti emoticon itu
3. Guru meminta siswa membuat kalimat sederhana menggunakan emoticon tersebut
4. Guru menanyakan beberapa pertanyaan terkait materi yang ada di dalam canva
5. Guru memberikan feedback dari jawaban peserta didik
6. Guru menampilkan youtube yang ada di canva digital terkait materi
7. Guru menanyakan peserta didik terkait tayangan youtube
8. Guru memberikan contoh emoticon beserta dialog terkait emoticon
9. Guru meminta peserta didik berdiskusi secara berpasangan menentukan tema yang akan diambil dan menginformasikan kepada guru
10. Peserta didik berpasangan membuat dialog sederhana menggunakan emoticon yang dipelajari tadi.
11. Peserta didik berpasangan unjuk kerja di depan kelas dan diapresiasi hasil kerjanya.
12. Peserta didik bersama guru mendiskusikan hasil kegiatan hari ini.

**C. Penutup (10 menit)**

1. Peserta didik menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam memahami kosa kata baru.
2. Guru memberikan apresiasi kepada seluruh peserta didik yang telah bekerja dengan baik.
3. Guru bersama peserta didik berdo'a sebelum menutup kegiatan.

**Pertemuan 2 :**

**A. Pendahuluan ( 5 menit)**

1. Guru meminta peserta didik menyiapkan kelas
2. Guru bersama peserta didik mengucapkan salam dan berdo'a
3. Guru memeriksa kehadiran dan kesiapan peserta didik
4. Guru menanyakan kabar dan memotivasi peserta didik sebelum memulai pelajaran
5. Guru menanyakan sekilas pemahaman peserta didik terkait pembelajaran sebelumnya
6. Guru menginformasikan tujuan pembelajaran dan manfaat dari materi yang akan dipelajari

**B. Kegiatan Inti (30 menit)**

1. Peserta didik berpasangan unjuk kerja di depan kelas dan diapresiasi hasil kerjanya (melanjutkan)
2. Guru menayangkan quizzes terkait materi
3. Peserta didik bersama-sama menjawab ulang quizzes yang telah dikirimkan sebelumnya
4. Peserta didik bersama guru mendiskusikan hasil kegiatan hari ini.

<sup>113</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.

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Attachment 2<sup>114</sup>

D. Penutup (5 menit)

1. Peserta didik menjawab pertanyaan guru tentang pengalaman dan kesulitan mereka dalam memahami kosa kata baru.
2. Guru memberikan apresiasi kepada seluruh siswa yang telah bekerja dengan baik.
3. Peserta didik bersama guru berho'a sebelum menutup kegiatan.

E. Asesmen

Individu, berkelompok  
Jenis asesmen : Tertulis, Ujraik kerja

Writing rubric assessment

Members: ..... Class: .....

No	Criteria	3	2	1	Score
1	Idea	Ideas flow logically and nicely from one person to other person.	Ideas flow somewhat logically from one person to other person.	Ideas do not flow logically and nicely most of the time.	
2	Grammar	Less than 5 errors	6-10 errors	More than 10 errors	
3	Vocabulary	Uses beyond the previously learned vocabulary.	Uses the previously learned vocabulary.	Uses less of the previously learned vocabulary.	

f. Refleksi pendidik dan peserta didik

a. Refleksi pendidik

1. Adakah peserta didik yang membutuhkan perhatian khusus?
2. Adakah takaya pembelajaran yang harus diulang pada pertemuan selanjutnya?
3. Bagaimana antisipasi peserta didik?

b. Refleksi peserta didik

1. Apakah materi yang dititikulasikan sudah cukup jelas?
2. Adakah bagian yang belum dipahami?

C. LAMPIRAN

1. Lembar kerja peserta didik

1. EMOTICON



II. MATERI

Like and don't like

We can use like and don't like to say things are good or bad.

I like chocolate.

She likes cats.

We don't like vegetables.

How to use them

Use like and don't like for I, you, we and they.

I like apples.

You like the park.

We don't like snakes.

They don't like the rain.

<sup>114</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.

## Attachment 3<sup>115</sup>

Use like and doesn't like for he, she and it.

He likes chocolate.

She doesn't like the zoo.

It doesn't like cold water.

Make questions with do for I, you, we and they and with does for he, she and it.

Do you like bananas? Yes, I do.

Does he like the beach? No, he doesn't.

What vegetables do they like?

### III. English Task (Making Dialog)

Theme : Like and Don't Like ( )

Grade : VII

Group :

Members :

#### 2. Penyelesaian dan remedial

##### Penyelesaian

Untuk peserta didik yang berminat belajar dan mengeksplorasi topik lebih jauh, kegiatan akan diberikan waktu khusus dengan soal yang berbeda

##### Remedial

Untuk peserta didik yang kesulitan belajar topik ini, akan diberikan waktu khusus untuk mengulang aktivitas yang sudah dikerjakan dengan lembar kerja yang sama (drilling)

#### 3. Bahan bacaan pendidik dan peserta didik

##### Bahan bacaan pendidik

Buku Guru Bahasa Inggris Kelas VII SMP/MTs Kurikulum Merdeka

Buku Siswa Bahasa Inggris Kelas VII SMP/MTs Kurikulum Merdeka

##### Bahan bacaan peserta didik

Buku Siswa Bahasa Inggris Kelas VII SMP/MTs Kurikulum Merdeka

#### 4. Glosarium

##### -Pertanyaan pemantik

Pertanyaan pemantik adalah salah satu teknik dalam public speaking. Seorang pembicara biasanya menggunakan pertanyaan pemantik agar para peserta dapat dengan mudah mengikuti topik yang sedang dibicarakan. Pertanyaan pemantik juga dapat mengaitkan topik yang sedang dibicarakan dengan ingatan para pendengar.

##### -Asesmen

Menurut (AS Hornby, 1986), Assessment adalah suatu upaya untuk menentukan nilai atau jumlah.

##### -Penguasaan

Penguasaan : adalah pengalaman atau kegiatan peserta didik yang melampaui persyaratan minimal yang ditetapkan oleh kurikulum dan tidak semua peserta didik dapat melakukannya.

##### -Remedial

Remedial berhubungan dengan perbaikan; pengajaran ulang bagi siswa yang hasil belajarnya jelek

## 5. Daftar Pustaka

### 1. Gambar Emoticon

<https://in.images.search.yahoo.com/search/images; vlt=AwrPksYYPi6oEv5He7H Ax.; vlu=Y29;bw=NzZzMEcG9zAzEEduRpZAMEcVjA3Nj? p=gambar+emoticon &fr=mcafee>

<https://learnenglishkids.britishcouncil.org/grammar-practice/and-dont>

### 2. Gambar es-krim

<https://in.images.search.yahoo.com/search/images?p=gambar+es+krim&fr=mcafee&type=E210IN91215G91643&imgurl=https%3A%2F%2Fcdn.idntimes.com%2Fcontent-images%2Fcommunity%2F2017%2F08%2Fpelato-fd5da0ed288e3d4cf14991d1379ed5d0.jpg#id=3&curl=https%3A%2F%2Fcdn.idntimes.com%2Fcontent-images%2Fcommunity%2F2017%2F08%2Fpelato-fd5da0ed288e3d4cf14991d1379ed5d0.jpg&action=click>

### 3. LKPD digital (PDF)

#### Flipped book

<https://www.flipbookpdf.net/web/site/42e1dc7f0be4049293cd24174db3e5d6f665de43202209.pdf-08b413c250fc651c90e30410ffac43cda6d0adcc.html#page/6>

#### Youtube

<https://www.youtube.com/watch?v=RmfTy2Q2JDE>

#### Quizz

<https://quizizz.com/join?gc=45153827>

Mengetahui  
Kepala Sekolah

Jambi, Juli 2022  
Guru Mapel

Tukirat, S.Pd.

Parsaulian Harahap, S.Pd.I.

<sup>115</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.

## 1.2 The blended learning process of English subject at Alfis Islamic Junior High School

The blended learning of English subject from the findings was part of the discussion in the practice of blended learning implementation after the discussion of teachers' preparation in learning. The blended learning implementation was taken from the teachers' views and experiences during the implementation. The implementation of blended learning implied the discussion of teaching strategy and the technology use of blended learning implementation.

Blended learning at the Alfis Islamic Junior High School has been implemented for one year since the The pandemic. It was exactly in March 2021. The following information was from the principal of the school.

"Implementation of blended learning during the the pandemic at Alfis Islamic Junior High School Jambi. This blended learning lesson was implemented in March 2021. The background of this blended learning is the solution due to our country's situation. The situation shows there was a covid 19 outbreak."<sup>116</sup>

The Vice principal has supported the information from the Principal related to the blended learning implementation at Alfis Islamic Junior High School. "The pandemic requires us to keep our distance. Therefore, blended learning was a solution to existing conditions which must obey the health protocols during the learning process at school."<sup>117</sup>

The condition above described the problem-solving in the practical of early blended learning at Alfis Islamic Junior High School. Therefore, the practical of the current blended learning followed the development of the education system in a new

<sup>116</sup> Interviewed with Informant Principal, on 01 September 2022.

<sup>117</sup> Interviewed with Informant Vice Principal, on 01 September 2022.

curriculum. The following information was from informant RK, an English teacher at Alfis Islamic Junior High School. "The latest blended learning is a learning method that teachers can use as a form of freedom to innovate in learning. It is a development in the education system."<sup>118</sup>

RK also described the purpose of the current development of the education system. "The innovation certainly leads to differentiated students to produce differentiated student skills."<sup>119</sup>

The blended learning of English subject was carried out in the different strategy use by the English teachers in the study.

#### **a. Teaching Strategy**

In line with a theory in the previous related study, the implementation of blended learning has variations in its teaching methods<sup>120</sup>. In the current of the study, the English teacher carried out blended learning using various media in the learning process. The learning process that is structured aims to make learning exciting and structured. Implementing blended learning in discovery shows how teachers express energetic feelings in their knowledge. The following were the results of interviews regarding the practical of early blended learning until currently at Alfis Islamic Junior High School.

"I taught students to use online learning media I want to use before applying them so that students understand what they had to do when doing online learning with these media."<sup>121</sup>

<sup>118</sup> Interviewed with informant RK, on 08 August 2022

<sup>119</sup> Interviewed with informant RK, on 08 August 2022

<sup>120</sup> Bahri Arsad et al., "Blended learning integrated with innovative learning strategy to improve self-regulated learning." *Journal of Physics: Conference Series* 14. no. 1 (2021), <http://eprints.unm.ac.id/22633/1/8.%20JI%20arsad%202021.pdf>.

<sup>121</sup> Interviewed with informant DK, on 15 August 2022

"Teachers must have several ways of channeling knowledge according to the characteristics and skills possessed by students. For example, as I said before, using Canva or quizzes as online learning for students."<sup>122</sup>

From the findings, informant DK has the similar way with informant SS related to online teaching strategy. Teachers explained the importance of prerequisite knowledge that must be possessed before starting the learning process. The strategy use was based on the characteristics possessed by students.

In addition, the finding also described that teachers have the freedom to express learning activities with exciting activities. Enjoyable learning activities that were designed were adapted to the conditions of the class and students. The following was the interview with informant RK to support the description. "In a blended learning class, I invite students to be active and interactive in the learning process using technology, such as showing learning videos and asking some questions related to videos and others, or answer questions online."<sup>123</sup>

Informant SS has a correlation view with informant RK about the practical of blended learning. "Before applying the approach, I do diagnostic assessments with students through sharing their feelings related to the learning."<sup>124</sup>

The finding also implied blended learning resulting from conducting previous diagnostic assessments. Diagnostic

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<sup>122</sup> Interviewed with informant DK, on 15 August 2022

<sup>123</sup> Interviewed with informant RK, on 08 August 2022

<sup>124</sup> Interviewed with informant RK, on 08 August 2022

assessments were more focused on non-cognitive observation to find out how students' characters participate in the teaching they enjoy.

According to informant RK, he focused on collaborative learning using technology in a class. It has a similar purpose to informant DK. For example, he explained to use the discussion method in a class after getting materials online. Informant DK described the practical of blended learning when he taught in the class.

"While in class, I asked some questions related to the existing material to create an intense and interesting discussion in group learning. Technically, they are doing peer assessment from one group to another when discussing previously described material face-to-face or from online learning links."<sup>125</sup>

Informant SS likewise conveyed blended learning implementation in the class. Of course, implementing blended learning classes was not the same for one teacher to another. But they have the same purpose of engaging students in effective learning.

"Previously, I gave material and displayed student worksheets to be understood first through google classroom. When learning in class face-to-face, the children had prerequisite knowledge before taking lessons. There were brainstorming activities to direct children to achieve learning goals later at the meeting."<sup>126</sup>

From the findings, Mrs. SS and Mrs. RK favored using google classroom in implementing blended learning from the learning process. The condition strengthened the relationship between understanding the implementation of

<sup>125</sup> Interviewed with informant DK, on 15 August 2022

<sup>126</sup> Interviewed with informant SS, on 08 August 2022



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blended learning and school processes. In other side, the two informants also have a variety of learning methods applied to blended learning. Then, it also determines the differences in the media used in blended learning. Meanwhile, from the findings obtained for Mr. DK, the use of the google classroom platform was included in the implementation of blended learning. At the same time, the other participants described the performance of blended learning as being able to use other social media that still helped the implementation of blended learning.

However, the findings obtained from the discussion of the implementation of blended learning in this school compared the implementation of blended learning from the early implementation to the present. It has gradually changed policies. However, it showed that schools follow the development of policies decided by the government in education. "The previous blended learning covered short duration in face-to-face learning considering government policy related to the The pandemic. Students have been divided into two attendance groups day by day."<sup>127</sup>

Informant DK has a similar perception regarding the early practical of blended learning until now.

"Previously, students learned face to face and online. When students come to school, other students learned through google classroom, and vice versa. But it's different from the current practice of blended learning. All students come to school, but they have additional

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<sup>127</sup> Interviewed with informant SS, on 08 August 2022

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learning as prerequisite knowledge for students before entering school."<sup>128</sup>

The early practice of blended learning implied limited face-to-face meetings with online learning. Limited face-to-face meeting was a form of policy taken by the government in line with changes considering the The pandemic in the city of Jambi<sup>129</sup>. As a result, students and teachers started to recognize blended learning and follow the implementation process. Then, the discussion in the findings referred to implementing the latest blended learning in schools, which was adjusted to the government's policies in the education sector of the city of Jambi and was also a school decision. "However, considering the latest regulations from the government and school conditions, the blended learning I did was a face-to-face learning strategy that used online learning as additional learning before entering class. But the duration was much longer than the previous condition."<sup>130</sup>

The next discussion of findings described the learning activities in the blended learning implementation. The learning activities implied technology use in the learning process. The technology carried out by the English teacher of Alfis Islamic Junior High School Jambi in this discovery was regarding the use of learning media as a support for difference learning for the profile of Pancasila students, namely Faith, fear of God Almighty and noble character, global diversity, cooperation, critical reasoning, creativity,

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<sup>128</sup> Interviewed with informant DK, on 15 August 2022

<sup>129</sup> KEPUTUSAN BERSAMA MENTERI PENDIDIKAN, KEBUDAYAAN, RISET, DAN TEKNOLOGI, MENTERI AGAMA, MENTERI KESEHATAN, DAN MENTERI DALAM NEGERI REPUBLIK INDONESIA

<sup>130</sup> Interviewed with informant RK, on 08 August 2022

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and independence<sup>131</sup>. It was supported with the current study found that one informant argued "Technology is critical as a learning tool or media that supports my class activities. Like using power point presentation, displaying learning links from youtube, and using quizzes."<sup>132</sup>

Another informant conveyed almost the same perception, who stated that technology use was essential as a supporting media in a blended learning class. It seems like the learning steps taken were the same as the formal meetings; It was just that the technology use and the duration of time were different.

In this finding, the researcher also investigated more into what kind of learning activities have been done in class as a form of blended learning strategy applied in school. In line with the previous related study, the use of google classroom in a blended learning guided the students centered in self regulated learning<sup>133</sup>. It was similar with the current of the study which showed that teachers used learning activities focusing on students as the learning center to observe the process. Nevertheless, the teacher's job was to be a facilitator who required students to be more involved in the learning process. It was supported by a theory in a related study, teachers serves as both a designer and a facilitator in online learning<sup>134</sup>. However, the current study

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<sup>131</sup> Profil Pelajar Pancasila, <https://pusatinformasi.guru.kemdikbud.go.id/hc/en-us/articles/6824920439705-Profil-Pelajar-Pancasila>.

<sup>132</sup> Interviewed with informant RK, on 08 August 2022

<sup>133</sup> Jamiludin et al., "The Use of Google Classroom Application in a Blended Learning Environment." *Journal of Physics: Conference Series*, 1752. no. 1 (2021), <https://iopscience.iop.org/article/10.1088/1742-6596/1752/1/012066/pdf>.

<sup>134</sup> Florence Martin et al., "Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses," *The Internet and Higher Education* 37, no. 1 (April 2018): 52-65, <https://www.sciencedirect.com/science/article/abs/pii/S1096751617301355>.

used blended learning which implied face to face meetings in addition to online learning. The learning activities carried out by an English teacher of Alfis Islamic Junior High School Jambi were varied to support an effective learning process. So it was by what was conveyed by the following informant SS:

“The learning activities that I have done in class were varied. First, the activities were showing PowerPoint and then asking and answering questions related to the material. Then, I showed the learning view through YouTube. After that, I conducted discussions, made presentations, conducted peer assessments, did quizzes, and did exercises through google forms and live worksheets. And asked students to answer the questions in front of the class.”<sup>135</sup>

Furthermore, informant DK added. “The activities that can be applied in the classroom vary. For example, teachers can use several learning methods, such as problem-based, inquiry, or other methods.”<sup>136</sup>

According to Mrs. SS and Mr. DK, teachers implemented various classroom learning strategies to use appropriate learning methods. Informant SS explained in more detail what forms of activity had been applied in class. In contrast, informant DK explained that all learning activities were used and adjusted to the learning methods applied in class. The available options showed that both informants explained more about learning activities more often involved in blended learning.

In other discussions, the learning strategy was carried out by an English teacher of Alfis Islamic Junior High School

<sup>135</sup> Interviewed with informant SS, on 08 August 2022.

<sup>136</sup> Interviewed with informant DK, on 15 August 2022

Jambi, discussing problem-based learning methods. The following informant DK conveyed it:

"However, I tend to use problem-based learning, which also emphasizes the use of technology to encourage students' abilities in finding information and problem solutions, and then students can be skilled at presenting the results obtained from the discussions that have been carried out."<sup>137</sup>

The statement from informant DK about learning activities was supported by the following informant SS: "Of all the activities, the most frequently used are showing powerpoint screen, conducting prerequisite questions related to the material, showing learning materials through YouTube, conducting discussions, and presentations."<sup>138</sup>

These findings explained that teachers prefer activities focusing on students as objects that must be observed in the learning process. From the existing learning achievements, the teacher was a solution so that students understand the skills they must master in everyday life. On the other hand, different things were found in the responses of informant DK, which explained, in general, the learning strategies that were often used. However, the informant RK also briefly explained the critical points in the learning that she applied to learn. "The activities I do in class vary, but the most important thing is to provide prerequisite knowledge and break the ice before starting learning so that class discussions come alive."<sup>139</sup>

The findings showed the importance of having a variety of learning strategies in the classroom to create a pleasant atmosphere in the classroom. In line with a related study that

<sup>137</sup> Interviewed with informant DK, on 15 August 2022

<sup>138</sup> Interviewed with informant SS, on 08 August 2022

<sup>139</sup> Interviewed with informant RK, on 08 August 2022

teachers should be creative in an innovation learning so that students felt satisfied in learning<sup>140</sup>. The analogy of the conditions found in the current study that the teacher expected was when students feel longing and curious about what learning activities they did in class.

In addition, blended learning in the current study was undoubtedly involved in creating all the learning strategies described in the discovery. Technically, the teacher used a variety of learning for differentiated students according to the needs and conditions understood by professional teachers. The other informants also conveyed similar opinions regarding the blended learning strategy in learning English at Alfis Islamic Junior High School Jambi:

"Previously, I set the activity plan to be carried out at the next meeting and sent the material and student's worksheets to Google Classroom to be learned by students before entering the next lesson so that more or fewer students got the prerequisite knowledge in the learning process in class later."<sup>141</sup>

The statement of informant SS was regarding the learning strategy carried out by another informant, RK. "When learning in the class, I asked general questions regarding the material sent through google classroom so that children are actively involved in the learning process."<sup>142</sup>

From the various learning strategies described in the findings, blended learning applied was essential in perfecting a pleasant classroom atmosphere, especially by making the

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<sup>140</sup> Bahri Arsad et al., "Blended learning integrated with innovative learning strategy to improve self-regulated learning", *Journal of Physics Conference Series*, 14. no.1 (November, 2021): 1-16, <http://eprints.unm.ac.id/22633/1/8.%20JI%20arsad%202021.pdf>.

<sup>141</sup> Interviewed with informant SS, on 08 August 2022

<sup>142</sup> Interviewed with informant RK, on 08 August 2022

class more active and innovative because it already has the previous prerequisite knowledge. It was supported with a related study, face to face interaction in a blended learning kindly motivated for both teachers and students which gave a human touch to the learning process<sup>143</sup>. The related study also explored social skills such as colloborative, sharing, and respecting other's opinion were more developed in a face to face meeting. It was similar with the current study which teachers focused on students' need and satisfaction in learning. Moreover, students who were absence in attendance could also study the material and quizzes independently at home so that when they were at school, they could ask for more feedback from the concerned teacher.

The next thing that the teacher discusses was how to apply discussion in the application of blended learning. The researcher asked more about implementing practical discussions in the application of blended learning based on the teacher's experience. The findings showed different conditions when the discussion was conducted online or offline. "The way I make the discussion more interesting is to give breaking ice to the pre-activity so that students get an idea of what to discuss later in class."<sup>144</sup>

Informant DK prefer to use the learning discussion in the classroom. It was also similar regarding informant RK related to blended learning strategy in class discussion. "In my opinion, in online discussions, students are more daring to ask if something is not understood in the material provided,

<sup>143</sup> Dangwal Kiran Lata, "Blended learning: An innovative approach", *Universal Journal of Educational Research* 5. no. 1 (2017): 129-136, <https://files.eric.ed.gov/fulltext/EJ1124666.pdf>.

<sup>144</sup> Interviewed with informant DK, on 15 August 2022

but children have not been able to contribute more in answering questions, so the discussion does not go well."<sup>145</sup> Furthermore, informant DK added. "Students tend to prefer discussions that are carried out in person in class rather than online because they find it difficult to string words when they want to express personal opinions online."<sup>146</sup>

According to informants, teachers prefer to do discussions in face-to-face meetings rather than online discussions. Therefore, it explored activities where they could give more materials online and discuss them in class.

The findings show differences in results in previous studies in several universities and schools that have previously implemented blended learning. This finding showed that students prefer to conduct intense discussions face-to-face with the teacher and friends in the class. Researchers observed several factors related to the discovery. First, the object of learning in this study is junior high school students who still need intense interaction in the learning process. From intense direct discussions, the object of learning feels directly guided about the learning he previously got or studied independently. From these interactions, the findings show that teachers are trying to shape the characteristics of students who favor the profile of Pancasila students. As a facilitator, the teacher certainly must guide the continuity of the learning process for students to grow and develop. Informant RK describes her way of discussion in class. "But when discussions are carried out in class, students can interact directly and express opinions

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<sup>145</sup> Interviewed with informant RK, on 08 August 2022

<sup>146</sup> Interviewed with informant DK, on 15 August 2022



without having to overthink correct and concrete answers so that class discussions run interestingly."<sup>147</sup>

Furthermore, informant SS conveyed what was carried out by RK regarding the discussion technique in the learning activity. "The discussion is carried out using the design's problem-based learning method. This method is implemented by providing brainstorming related to learning, finding problems, and solving problems in group discussions."<sup>148</sup>

From the findings in the study, researchers found a discussion of media and applications used to support the sustainability of blended learning applications. The media that has been described helps students understand the material to be studied. Learning media is made as attractive as possible to motivate students later in the learning process. Teachers must innovate in making media according to the needs of differentiated students. Informant DK described her way of using media in learning English. "I use Canva as an online learning tool to provide knowledge that children should have previously, use quizzes in doing assignments, and do presentations on face-to-face learning in class."<sup>149</sup>

In addition, the findings show that schools provide a way for students to follow the independent learning process online through a predetermined application. However, do not rule out other ways that can be taken if there are obstacles in the process. Informant SS described the application used to support blended learning implementation.

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<sup>147</sup> Interviewed with informant RK, on 08 August 2022

<sup>148</sup> Interviewed with informant SS, on 08 August 2022

<sup>149</sup> Interviewed with informant DK, on 15 August 2022

"Schools use Google Classroom as additional online learning for students. Here the teacher can send several links to learning materials, discussions, instructions for doing exercises and daily tests, and observing learning through YouTube or learning videos."<sup>150</sup>

From the findings, google classroom is one solution that the principal can take to facilitate the application of blended learning. However, not all school teachers apply it due to obstacles or other reasons. Therefore, another solution can be reached by using whats app to help students get material and quizzes to study independently at home.

The findings analyzes the teaching strategy use in blended learning implementation by English teachers at Alfis Islamic Junior High School. The strategy use tend to focus on the learning purpose of currently educational system. The currently educational system suggested teachers to do innovation in teaching in order to facilitate differentiate students in an differentiate learning. The researchers from related study argued the learning strategy in which elaborated a variety of media and learning sources was the highest precentage of the aspect needed in a blended learning<sup>151</sup>. The related study showed innovation in learning which improve students' learning outcome in animal physiology course. However, the current study showed the teaching strategy which using innovate media as attractive as possible to motivate students in the learning process. The

<sup>150</sup> Interviewed with informant SS, on 08 August 2022

<sup>151</sup> Bahri Arsad et al., "Blended learning integrated with innovative learning strategy to improve self-regulated learning", *Journal of Physics Conference Series*, 14. no.1, (November, 2021): 1-16, <http://eprints.unm.ac.id/22633/1/8.%20JI%20arsad%202021.pdf>.

strategy was used to build the classroom atmosphere better in learning independently and facilitated by teachers.

### **b. The technology used in blended learning**

Using the latest technology in schools has shown significant changes throughout curriculum development. This school follows the path of technological progress suggested by the curriculum so that many teachers are not blind to technology and its developments in the learning process desired for the new generation. However, it does not rule out the possibility that a few senior teachers still have difficulty using the latest technology in changing learning. It can slowly be adjusted with the training, which is undoubtedly not instant results. The following are the results of interviews with informants related to the use of technology in the blended learning process. "Back to a strong desire and determination as a teacher who must continue to learn always to upgrade the knowledge and become a teacher who can lead students to their nature."<sup>152</sup>

The informant SS explained her perception of technology use in learning. The application of blended learning in the current study was identical to the use of technology in its implementation. It was supported with the related study found that teachers used integrated technology in blended learning implementation<sup>153</sup>. Nevertheless, online learning was carried out as additional learning to support the creativity

<sup>152</sup> Interviewed with informant SS, on 08 August 2022.

<sup>153</sup> Al-Hunaiyyan Ahmed et al., "Towards an Efficient Integrated Distance and Blended Learning Model: How to Minimise the Impact of COVID-19 on Education", *International Journal of Interactive Mobile Technologies* 15, no. 10 (2021). [https://www.researchgate.net/profile/AhmedAlHunaiyyan/publication/351852196\\_Towards\\_an\\_Efficient\\_Integrated\\_Distance\\_and\\_Blended\\_Learning\\_Model\\_How\\_to\\_Minimize\\_the\\_Impact\\_of\\_COVID-19\\_on\\_Education/links/62d091f428bd252b39f53248/Towards-an-Efficient-Integrated-Distance-and-Blended-Learning-Model-How-to-Minimize-the-Impact-of-COVID-19-on-Education.pdf](https://www.researchgate.net/profile/AhmedAlHunaiyyan/publication/351852196_Towards_an_Efficient_Integrated_Distance_and_Blended_Learning_Model_How_to_Minimize_the_Impact_of_COVID-19_on_Education/links/62d091f428bd252b39f53248/Towards-an-Efficient-Integrated-Distance-and-Blended-Learning-Model-How-to-Minimize-the-Impact-of-COVID-19-on-Education.pdf).

and interest of students in learning something that could produce skills in social life. The use of technology in learning helped all school members to advance the school following the development of existing education. Informant RK described her perception related to blended learning. "In my opinion, blended learning is a learning method that follows the times following the nature of generation z. Students and teachers must also develop and innovate in their learning."<sup>154</sup>

This research showed that school have not upgraded their knowledge to use learning platforms. However, school in the current study was more accustomed to using free applications with easy access. In the findings, the research site of the current study used applications that were generalized in online learning to provide material and link assignments. Informant SS described the situation beforehand in the blended learning process. "Applications used by schools related to blended learning from before are also using google classroom and what's app."<sup>155</sup>

Informant DK has a similar description of the current practice of blended learning regarding technology use.

"...For current conditions, teachers and students conduct face-to-face learning directly at school and can also use the What's app and Google Classroom as additional learning before participating in learning at school. Such as providing student worksheets or video links and materials sent via google classroom or what's app group so that students can have prerequisite knowledge before starting learning."<sup>156</sup>

<sup>154</sup> Interviewed with informant RK, on 08 August 2022

<sup>155</sup> Interviewed with informant SS, on 08 August 2022

<sup>156</sup> Interviewed with informant DK, on 15 August 2022

The application of blended learning produced several skills possessed by students and teachers in using technology. The technology used varies, such as the use of youtube, live worksheets, canvas, quizzes, and others. Informant RK described the situation. "Until now, students understand more about the use of technology such as learning from videos on YouTube, live worksheets designed by teachers, or quizzes related to learning materials."<sup>157</sup>

In addition, teachers in the study also used media innovations that support learning through technology. The use of the technology described in learning can be carried out during face-to-face learning at school or during online learning. In addition, technology was also essential to support global insight and student knowledge when learning something with specific sources that can be accessed on the internet. Informant RK, as an English teacher at Alfis Islamic Junior High School, described the current situation related to the blended learning process.

"Currently, we use blended learning methods in schools. The school uses traditional learning methods, face-to-face but still involves online learning. It describes one of the characteristics of the latest generation of learning that makes technology important in the learning process."<sup>158</sup>

Informant SS supported the statement of informant RK regarding the technology used in learning. "Students can upgrade knowledge and information or technical issues by

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<sup>157</sup> Interviewed with informant RK, on 08 August 2022

<sup>158</sup> Interviewed with informant RK, on 08 August 2022

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using technology and online learning suggested by the current education office."<sup>159</sup>

Like other informants, Informant DK as an English teacher at Alfis Private Islamic Junior High School also described his use of technology in blended learning. "In online learning, I used canvas and sent it to google classroom as students' independent learning. It described Digital Students' Worksheets. Sometimes, it varied. I provide an attendance list, flipbook, youtube, and quizzes in it."<sup>160</sup>

Informant DK also described when the condition of face-to-face meetings. He described the way of learning in the classroom. "It's easier for me to explain the materials in the classroom when students have the prerequisite knowledge from online learning. Then, I continued to make them in some groups."<sup>161</sup> Besides, teachers also added perceptions in the findings that blended learning is evidence of the progress of school education in Indonesia that balances technology in its implementation. The informant, DK, described the situation. "Of course, it also adapts to the conditions and nature of generation z, described in the existing curriculum."<sup>162</sup>

Informant RK supported the statement of informant DK by describing technology use in doing assessments. "I also use technology in doing assessments. Many assessments, like sharing feelings in diagnostic assessments, daily assessments, mid-term and final test."

<sup>159</sup> Interviewed with informant SS, on 08 August 2022

<sup>160</sup> Interviewed with informant DK, on 15 August 2022

<sup>161</sup> Interviewed with informant DK, on 15 August 2022

<sup>162</sup> Interviewed with informant SS, on 08 August 2022

The use of other technologies in blended learning was also found during the assessment process in schools. Assessments can be in the form of diagnostic assessments, daily assessments, mid-term assessments, end-of-semester assessments, and school final examination assessments that use technology in their implementation. In addition, diagnostic assessment consisted of cognitive diagnostics and noncognitive diagnostics.

According to ministry of education and culture, a cognitive diagnostic assessment was done by filling out the questionnaire before the action was applied to learning<sup>163</sup>. Meanwhile, a non-cognitive assessment could be done in the beginning of learning while doing interaction. Both were used to know students' characteristics and motivations in learning so that teachers could give action in difference strategy of learning. This assessment was carried out using the Google Form application as one of the uses of technology that helped the assessment process run. The condition also applied to the assessment of other exams, except for the daily assessment, which depends on the teacher of the field of study to carry out the assessment process. Informant SS and Vice Principal described the situation. "It's important for me to list students' interests before deciding the media use in learning. So I collected them from the questionnaire, and I used google Forms to make it easy."<sup>164</sup> The Vice Principal added, "Teachers can use quizzes during the daily test. In addition, the school uses google forms to carry out the exam."<sup>165</sup> Daily

<sup>163</sup> Regulation of Ministry of Education and Culture No. 65/ 2013

<sup>164</sup> Interviewed with informant SS, on 07 August 2022

<sup>165</sup> Interviewed with informant Vice Principal, on 01 September 2022

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assessment could be done using quizzes as a technology that supports the assessment process, where the teacher could directly access the assessment results through quizzes.

The following were the screenshots of technology use in blended learning activity at the research site. Firstly, the teachers sent the materials and instruction to google classroom. Next, the teachers instructed the students to follow independent learning from digital students worksheets given online. Finally the students accessed all links provided in digital students' worksheets through canva media.

The online instruction as independent learning in google classroom could be seen in figure 4.2, google classroom screenshot of blended learning instruction.

**Figure 4.2**

**Google Classroom screenshot of blended learning Instructions<sup>166</sup>**



<sup>166</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.



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In line with the related study, google classroom was the learning media used to send the materials with integrated technology in the blended learning implementation<sup>167</sup>. The integrated technology in the current study was used in order to make fun learning. Besides, teachers also used whats app as the additional learning media to send all the materials to learn with integrated technology use. The instructional learning was explained and discussed more in face to face meetings. It could be in individual or peer learning.

The following was the screenshot of digital students' worksheets in blended learning. It could be seen in figure 4.3

**Figure 4.3**  
**Digital students' worksheets screenshot of blended learning activities<sup>168</sup>**



<sup>167</sup> Bahri Arsad et al., "Blended learning integrated with innovative learning strategy to improve self-regulated learning", *Journal of Physics Conference Series* 14. no.1, (November, 2021): 1-16, <http://eprints.unm.ac.id/22633/1/8.%20IJI%20arsad%202021.pdf>.

<sup>168</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.

Digital students worksheets was used to make all learning media tools simpler. To make it, teachers used canva which linked from internet sources. It comprised modules of learning like in the form of flip book, canva media tool, youtube, online live worksheets, quizzes and absence from google form. They were all connected to internet. The teachers could be as creative as possible adapt to students' need and characteristics at the research site. It was done to build nice classroom atmosphere so that created fun learning process.

The following were the screenshots of all items in digital worksheets. Those items could be seen in figure 4.3, the screenshots of blended learning materials in youtube, figure 4.4, online liveworksheets screenshot of blended learning materials, figure 4.5, Flippedbook screenshot of blended learning activities, figure 4.6, Canva screenshot of blended learning media in learning activities figure 4.7, Quiz screenshot of blended learning media in learning activities, and figure 4.8, absence screenshot of blended learning activities.

**Figure 4.3**

**Youtube screenshot of blended learning Materials<sup>169</sup>**



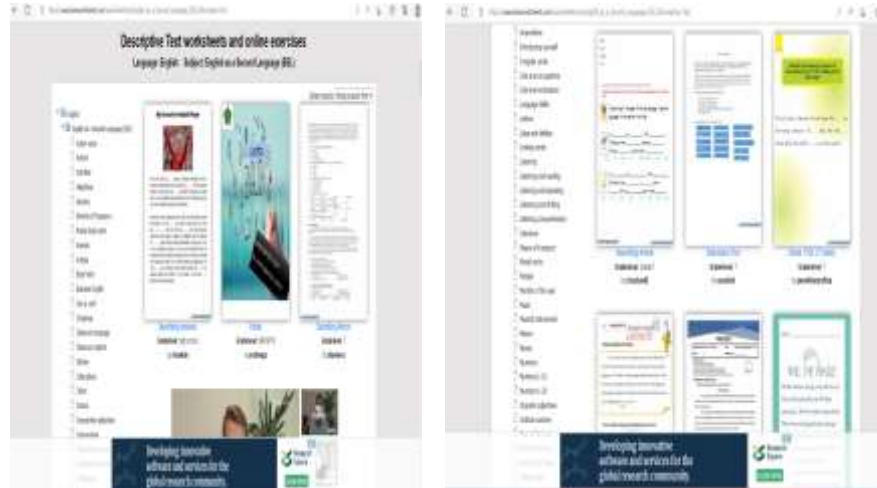
<sup>169</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.

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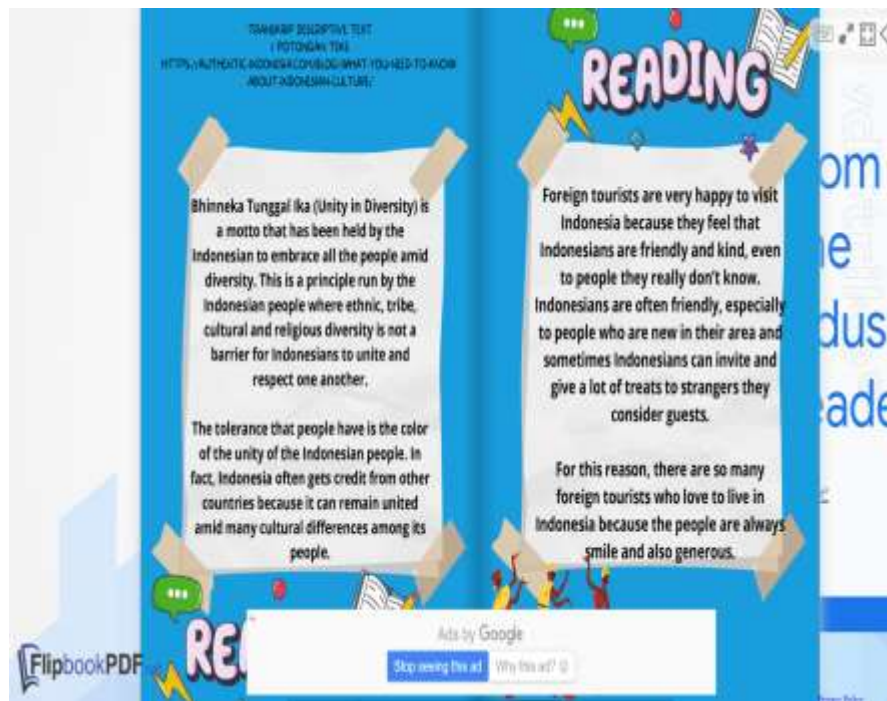
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**Figure 4.4**  
**Online Liveworksheets screenshot of blended learning Materials<sup>170</sup>**



**Figure 4.5**  
**Flippedbook screenshot of blended learning Activities<sup>171</sup>**



<sup>170</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.

<sup>171</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.

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Figure 4.6

Canva screenshot of blended learning technology in learning activities<sup>172</sup>



Canva were used as a learning tool for teachers in a blended learning implementation at the research site. Canva comprised the materials, link of resources and the could be the explanation from the teachers in audio. It was formed as interesting to

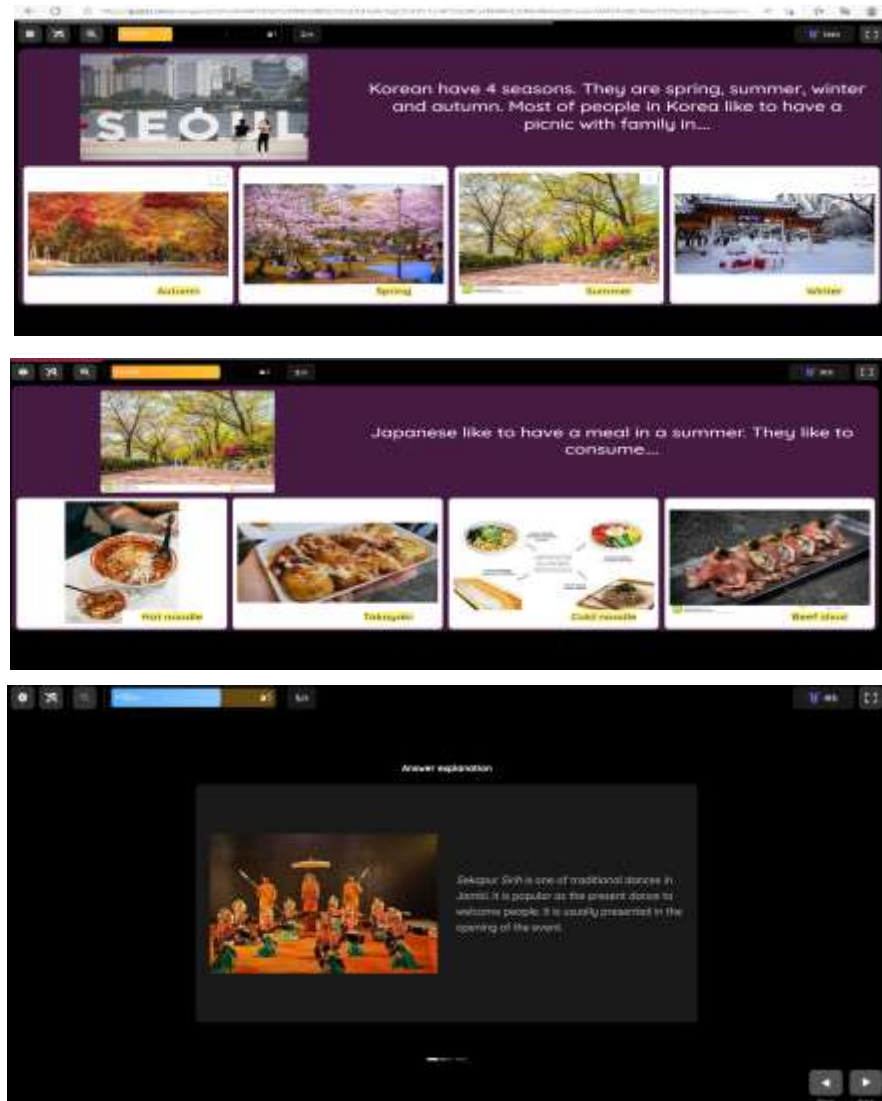
<sup>172</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.

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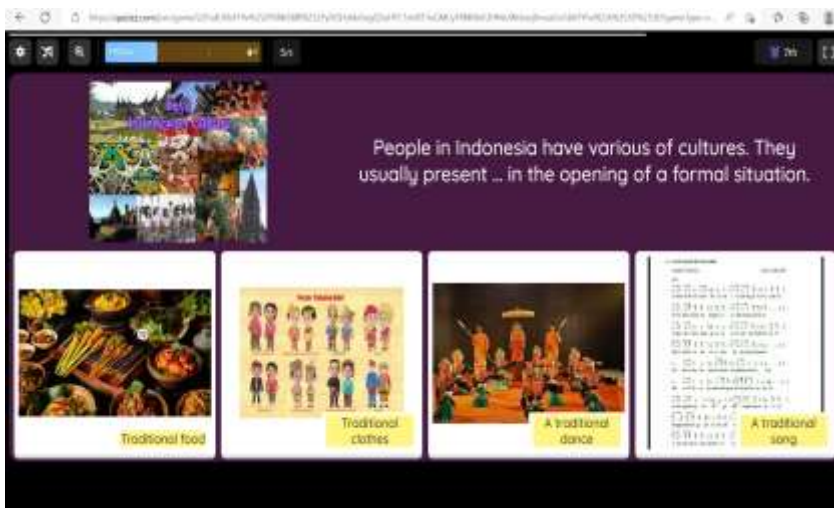
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interact students in differentiate learning. After creating learning materials in canva, teachers could design it in a flipbook form to make it digital book. The flipbook screenshot could be seen in the previous figure 4.5. Then the next was Quiz screenshots from the findings could be seen in the following figure 4.7.

**Figure 4.7**  
**Quiz screenshot of blended learning technology in learning activities**<sup>173</sup>



<sup>173</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.



Different with the related study, the current study usually used quizzes as prerequisite learning in addition to do assessment in the blended learning implementation<sup>174</sup>. The related study used quizzes only to do non cognitive diagnostic assessments to know students' understanding related the materials. It was similar with the current of the study, quizzes could also be used as the evaluation of learning to measure students' comprehends related to the materials. Quizzes provided interesting look to adapt in students' characteristics at the research site. It comprised on the questions with picture, optional answers with pictures, and the explanation of answers when students answered the questions. The learning media also showed students' experience whether it was fun or not when using it.

After that, students filled the absence in a google form to show that they had already did independent learning through digital students' worksheets.

<sup>174</sup> Suci Mustika Hati, "Efektivitas Penggunaan Aplikasi Quizizz dalam Melakukan Assesment Diagnostik Non Kognitif Siswa Kelas 12 IPS Lintas Minat di SMA YPHB Kota Bogor", *Arus Jurnal Pendidikan* 1 no. 3 (Desember, 2021): 70-76, [https://download/assessment diagnostic.PDF](https://download/assessment%20diagnostic.PDF).

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**Figure 4.4**  
**Absence screenshot of blended learning activities<sup>175</sup>**



The findings analyzed the technology use in blended learning implementation by English teachers at the research site of the study. The technology used by the teachers described innovate media in order to motivate learners in learning. The previous related study described innovate media as supporting ways in teaching related to the students' characteristics. Media could be as a facilitator in teaching and learning process which also has potential as an instructional tool of learning<sup>176</sup>. The result of the previous study showed the teachers who were not able to use more media in teaching and learning process.

<sup>175</sup> The documentation of blended learning from an English teacher of Alfis Islamic Junior High School.

<sup>176</sup> Bolla Mallikharjuna Rao, "Use of media as an instructional tool in English Language Teaching (ELT) at undergraduate level", *International journal of English and Literature* 5, no. 6 (June, 2014): 141-143, <https://academicjournals.org/journal/IJEL/article-full-text-pdf/9CF349146109>.

partially, the teachers like to have traditional classroom with usual teaching method and realia.

However, it contrasted with the current study which elaborated teachers' enthusiastic to improve innovate media as supporting ways in teaching and learning process. Furthermore, teachers must know the characteristics of 21<sup>st</sup> century students who have limited concentration span, therefore teachers must build fun classroom atmosphere to engage students in learning English<sup>177</sup>. The study elaborated the technology use in blended learning implementation by English teachers as efforts in teaching and learning process varied. The technology use of innovate media based on the results of interviews were google classroom, canva, quizzes, youtube, google form and etc.

## 2. The Supporting and Inhibiting Factors of Blended Learning Implementation

In the findings, the practice of blended learning describes the supporting and inhibiting factors of blended learning. In the supporting factors, there are some advantages of blended learning found from the interview results. The followings are the exploratory of the supportive and inhibiting factors of blended learning implementation.

### a. The Supporting factors in implementing blended learning

In the current study, there were some supporting factors in the implementation of blended learning. The factors categorized into two sides which were internal and external factors.

#### 1. Internal Factors

From the findings, the researcher elaborated the internal factors of supporting factors in implementing blended learning.

<sup>177</sup> Bolla Mallikharjuna Rao, "Use of media as an instructional tool in English Language Teaching (ELT) at undergraduate level", *International journal of English and Literature* 5, no. 6 (June, 2014): 141-143, <https://academicjournals.org/journal/IJEL/article-full-text-pdf/9CF349146109>.



The followings are the results of interviews with English teachers at Alfis Islamic Junior High School Jambi regarding internal factors that support the implementation of blended learning.

"Blended learning is a suitable method for me to apply in learning. It is because the current generation has a different way of processing and absorbing learning. Thus, the blended learning method is one method that can increase student learning motivation due to the characteristics of the latest students who favor the use of technology and are also independent."<sup>178</sup>

Like informant SS, informant RK showed the similar opinion related to the supporting factors of blended learning implementation at the research site. "I created learning strategy based on the students' need and characteristics. The use of digital made them motivated and interested to learn more. I need to facilitate them, then they developed as independent learner to search many sources of knowledge."<sup>179</sup>

From the explanation, blended learning in the current study was the correct method for the current generation. In line with a theory of educational system nowadays, the generation in question is a generation that has a differentiated character<sup>180</sup>. To determine the characteristics of these students, the current study was needed to have a motivation that followed the students' essence—the feeling of students who favored technology and independent learning.

## **2. External Factors**

From the findings, the researcher elaborated the external factors of supporting factors in implementing blended learning.

<sup>178</sup> Interviewed with informant SS, on 08 August 2022

<sup>179</sup> Interviewed with informant RK, on 08 August 2022

<sup>180</sup> Educational system in *Implementasi Kurikulum Merdeka*

The followings are the results of interviews with English teachers at Alfis Islamic Junior High School Jambi regarding external factors that support the implementation of blended learning.

"Blended learning, which was carried out early in this school, is a solution to problems in learning. However, implementing the latest blended learning is a better form of an education system developing with a new paradigm. Teachers are also free to be creative in learning using technology."<sup>181</sup>

Informant DK, an English teacher, supported the blended learning implementation in the school. Principals expressed similar opinions to D regarding the support for blended learning. "I want teachers to be creative in using appropriate learning methods. Especially the latest curriculum that describes how different students are in their learning process. Blended learning is one of the learning methods used to create a profile of Pancasila students."<sup>182</sup>

From these findings, school principals supported blended learning and the support of the current education system. The following are examples of actions taken by school principals to support the implementation of blended learning. "The school held a seminar called in-house training to describe blended learning. This activity is annual to refresh the teacher's mind so they can determine the actions to be applied in the next class."<sup>183</sup>

The findings above resulted in the education system and the school principal supporting blended learning. In addition, other supporting factors can be seen from the informant, RK, as an English teacher.

<sup>181</sup> Interviewed with informant DK, on 15 August 2022

<sup>182</sup> Interviewed with informant Principal, on 01 September 2022

<sup>183</sup> Interviewed with Principal, on 01 September 2022

"I am interested and feel challenged when I learn something new, especially in terms of learning. Implementing blended learning makes it challenging for me to be creative. In addition, it helps me make it easier to achieve learning goals by using online learning as additional learning or prerequisite knowledge that students must possess."<sup>184</sup>

Like the RK informant, SS has a similar opinion regarding factors supporting implementing blended learning.

The findings discussed the supporting factors of blended learning applied at the research site of the study. The supporting factors described the strong reasons of implementing blended learning at this context of the study. The previous related study showed the supporting factors of blended learning was from the internal and external sides. The supporting factors implied supports from leaders, the existing facilities, and the teachers' eagerness to improve knowledge continuously<sup>185</sup>. It explained the blended learning implementation could be applied as long it had supporting factors in its implementation. Therefore, the current study discussed blended learning which described the supporting factors in the implementation. The supporting factors also elaborated in internal and external factors. The internal factor showed the characteristics and motivation of students. Furthermore, the internal factors elaborated the supportive of currently educational system, headmaster, and teachers.

### ***b. The advantages and disadvantages of blended learning***

In this study, the researcher discussed the advantages of blended learning implementation at the learning process. To

<sup>184</sup> Interviewed with informant RK, on 08 August 2022

<sup>185</sup> Wijanarka Bernardus Sentot et al., "Supporting and Inhibiting Factors for The Application of Blended Learning for Professional Vocational Teacher Education in Indonesia", *SEMINAR ON ELECTRICAL, INFORMATICS, AND ITS EDUCATION* B. No. 84, (2013):1-5, [http://elektro.um.ac.id/ceie/2013/download\\_pdf/if/18.pdf](http://elektro.um.ac.id/ceie/2013/download_pdf/if/18.pdf).

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know the advantages, the researcher described the meaning of blended learning based on the participant's point of view in order to get deep comprehending on blended learning implementation. Findings about the definition of blended learning layed out several points of view based on the knowledge and experience gained by previous participants. The following were the results of interviews with participants regarding the teachers' views of blended learning. "Blended learning, based on my experience, is learning with students face-to-face and online."<sup>186</sup>

According to Mrs. SS, her school's current blended learning ran through face-to-face and online meetings. Then, participant SS, an English teacher at Alfis Islamic Junior High School, also described the use of blended learning in the school. "I apply blended learning by using google classroom and live worksheets as assignments and children's independent learning to explain materials previously given online."<sup>187</sup>

Informant RK, also an English teacher at Alfis Islamic Junior High School, has a variety of view related to blended learning.

"In my opinion, blended learning is a teaching method that uses two ways, online and offline. Online learning can be done using virtual or like google meet, zoom, and others. You can also use what's app, google classroom, quizzes, and others. While offline, learning can be done face-to-face in class."<sup>188</sup>

Likewise, Mrs. RK defines blended learning based on the knowledge and experience gained from seminars, workshops, and in-house training. This finding illustrated that informant RK also experienced the implementation process when teaching English in schools with different blended learning

<sup>186</sup> Interviewed with informant SS, on 08 August 2022.

<sup>187</sup> Interviewed with informant SS, on 08 August 2022

<sup>188</sup> Interviewed with informant RK, on 08 August 2022

implementation policies. Not only that, but this finding also provides an additional explanation from the field regarding the definition of pure face-to-face learning to strengthen participants' understanding and perspective regarding the meaning of blended learning that has been studied. Mrs. RK described she related it. "While face-to-face learning is done in the classroom and does not use online learning. Learning can be done using several previous traditional methods such as the lecture method, group discussions, media from realia, and so on."<sup>189</sup>

The research confirmed that the teachers' view of blended learning was related to one another based on the participants' knowledge as teachers who have studied and experienced it. However, this finding of interview results with Mrs. SS expressed more views of blended learning in general.

"Blended learning is mixed learning of face-to-face and online learning. While face-to-face learning only focuses on traditional learning in the classroom using learning methods that can be implemented in the classroom, it does not provide additional material or learning that can be sent online when students are not in school. This one is the current blended learning in the school."<sup>190</sup>

In these findings, Informant SS emphasized the meaning of blended learning with face-to-face learning accompanied by assignments or online materials that do not require students to go to school. This definition was found in the latest conditions where schools apply the latest policies with face-to-face learning, which was accompanied by online learning as additional learning and independent learning for incoming students. This online learning also positively impacts students

<sup>189</sup> Interviewed with informant RK, on 08 August 2022

<sup>190</sup> Interviewed with informant SS, on 08 August 2022

who cannot attend school and continue studying at home online from the materials and assignments given.

Furthermore, as conveyed by informant DK, a male English teacher at Alfis Islamic Junior High School Jambi, about teachers' view of blended learning that he has been experiencing, the statement he conveyed was ultimately from that conveyed by other English teachers. "... While face-to-face learning is only carried out at school and does not use online learning afterward."<sup>191</sup>

Mr. DK also added a description of what teachers do in face-to-face meetings of blended learning besides online learning.

"For blended learning in the current phase, by following existing conditions and regulations, schools place more emphasis on face-to-face meetings in class, but cannot be separated from the use of various technologies to support students' online learning as learning according to the student's character."<sup>192</sup>

Mrs. RK, an English teacher at Alfis Junior High School Jambi, expressed a similar view regarding blended learning. "Offline learning such as learning in schools, teachers, and students face to face directly in learning while online teachers can use social media such as whats app google meet or google classroom in the learning process."<sup>193</sup>

The findings from the research showed the definition of blended learning, which related meanings based on the situation and condition of the school in making policies for its implementation. In line with the related study, the blended

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<sup>191</sup> Interviewed with informant DK, on 15 August 2022

<sup>192</sup> Interviewed with informant DK, on 15 August 2022

<sup>193</sup> Interviewed with informant RK, on 08 August 2022

learning implied face to face meetings and online learning<sup>194</sup>. However, the current blended learning in the school showed face-to-face meetings and online learning as independent learning as prerequisite knowledge for students before entering face-to-face meetings. Furthermore, the purpose of blended learning was to help teachers be competent in using online media as online learning relates to the characteristics of generation z in the latest students.

The findings analyzed the advantages of blended learning implementation by English teachers at the research site of the study. The previous related study analyzed the advantages of blended learning implementation tend to the learning outcome as independent learning. A blended learning system allowed students to learn by accessing materials in a variety of modes<sup>195</sup>. The previous related study showed the result that most students nowadays were interested to learn from all sources through technology. The students have differentiated way of learning. Therefore, the current study showed the advantages of blended learning for teachers and learners. The learning focused on the process which excels the skills based on students characteristics. It was supported with a theory argued teachers valued most the ability to set their goals and strive towards them<sup>196</sup>. Teachers in the current study focused on facilitating learners in differentiated way of learning. The other side, it also

<sup>194</sup> Dangwal Kiran Lata, "Blended learning: An innovative approach", *Universal Journal of Educational Research* 5, no. 1 (2017): 129-136, <https://files.eric.ed.gov/fulltext/EJ1124666.pdf>.

<sup>195</sup> Manjot Kaur, "Blended learning-its challenges and future", *Procedia-social and behavioral sciences* 09, no. 93 (October 2013): 612-617, <https://www.sciencedirect.com/science/article/pii/S187704281303351X>.

<sup>196</sup> Morgaen L Donaldson, "Teachers' Perspectives on Evaluation Reform", *Center for American Progress*, (Desember 2012): 1-52, <https://files.eric.ed.gov/fulltext/ED539750.pdf>.

educated and motivated others teachers to upgrade knowledge so that teachers did innovation in teaching using technology.

However, the result of the research showed less disadvantages on teaching English through blended learning. It showed the challenges for EFL teachers to set the materials which is suit with the students need and characteristic<sup>197</sup>. It implies less effective learning if the material provided is not in accordance with the students need and interest. In addition, the other research resulted that few students could be the passive absorbers in learning English through blended learning but more engage in the construction the knowledge<sup>198</sup>. It implied learning that is not optimal for some students due to students' absorption abilities in understanding English through online are different. However, it showed less drawback than advantages found in the result of the research.

### c. The inhibiting factors in the blended learning implementation

The findings described the inhibiting factors of blended learning implementation in the school. There are some inhibiting factors in the practical of blended learning. In line with the related study, the inhibiting factors were also included in internal and external factors in language learning.<sup>199</sup> Hence, the characteristics found in the current study also described on two sides internal and external factors. The following were the results

<sup>197</sup> Kintu, Mugenyi Justice, Chang Zhu, and Edmond Kagambe. "Blended learning effectiveness: the relationship between student characteristics, design features and outcomes." *International Journal of Educational Technology in Higher Education* 14.1 (2017): 1-20. [https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s4123901700434?fbclid=IwAR1gaKVKhPA9liFMkt\\_1gZDBSppNEi3keC4hss6aO0wxPyB2fRQ8te3074](https://educationaltechnologyjournal.springeropen.com/articles/10.1186/s4123901700434?fbclid=IwAR1gaKVKhPA9liFMkt_1gZDBSppNEi3keC4hss6aO0wxPyB2fRQ8te3074)

<sup>198</sup> Asaad, H, "Using blended learning", 191-211

<sup>199</sup> Mirhadizadeh Nazanin, "Internal and external factors in language learning", *International Journal of Modern Language Teaching and Learning* 1, No. 5, (2016):188- 196, [http://staff.univbatna2/factors\\_affecting\\_language\\_learning.pdf](http://staff.univbatna2/factors_affecting_language_learning.pdf).



of interviews with informants at Alfis Islamic Junior High School regarding the internal and external elements that inhibited the blended learning implementation.

### **1. Internal factors: different student absorption**

Internal factors are essential and primary factors in the implementation of blended learning. This was a significant part of implementing blended learning at the research site. In the findings, internal factor which inhibited implementing blended learning in school was different student absorption.

Student absorption is essential in determining the effectiveness of the implementation of learning. However, student absorption also includes how the practical of blended learning support and inhibits. In this case, the teachers described how the conditions were related.

"The obstacle I feel was when not all students understood the instructions I gave online, so the goal of the prerequisite knowledge I want from students was not achieved to support offline learning. However, I think it was better done so that it becomes a positive habit for students to learn something before taking action."<sup>200</sup>

DK, the English teacher also has a similar opinion to informant RK in recognizing the factors which inhibited the practical of blended learning at Alfis Islamic Junior High School Jambi.

"Students' absorption capacity is different. In online learning, students are required to be independent in learning. It is one factor that inhibits blended learning implementation. However, this is not a significant barrier because not only online, but

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<sup>200</sup> Interviewed with informant RK, on 08 August 2022

sometimes students also experience delays in understanding when offline learning."<sup>201</sup>

From these findings, teachers have similar opinions in revealing factors that inhibited the practical of blended learning at Alfis Islamic Junior High School Jambi.

## **2. External factor: lack of parental support**

In line with the theory of related study, external factors were from outside in environment<sup>202</sup>. Similar with the related study, external factors in the current study explained factors that come from outside the context of implementing blended learning. However, this factor was also essential in the sustainability of the implementation of blended learning so that it ran effectively. In the current study, there was an element found in external factors that inhibited the study's practical blended learning. The external factor found in the study was the lack of parental support.

The following was the result of an interview with the informant Vice Principal regarding the factors that inhibited the practical of blended learning. "The implementation of this blended learning favors the use of technology. However, not all parents can use learning technology well to help monitor children in online learning when given materials and assignments."<sup>203</sup>

In the findings, the vice principal adds a description of the unlimited learning time in the practical of blended learning. The following is the result of inhibiting factor of blended learning implementation.

<sup>201</sup> Interviewed with informant DK, on 15 August 2022

<sup>202</sup> Mirhadizadeh Nazanin, "Internal and external factors in language learning", *International Journal of Modern Language Teaching and Learning* 1, No. 5, (2016):188- 196, [http://staff.univbatna2/factors\\_affecting\\_language\\_learning.pdf](http://staff.univbatna2/factors_affecting_language_learning.pdf).

<sup>203</sup> Interviewed with Vice Principal, on 01 September 2022.

"In addition, implementing blended learning also uses additional time for learning at home online as prerequisite knowledge that students must possess before offline learning begins. It is a serious consideration for some parents who feel that students' duration is running out to study for each day."<sup>204</sup>

The findings discussed the new paradigm in education currently. Equating the new paradigm in education was a big challenge for schools in implementing the existing education system. For example, one of the learning methods that the teacher chose was blended learning. In line with the related study, blended learning implementation during The pandemic got challenged for all involved in the process<sup>205</sup>. The related study focused challenges on the integrated technology use in blended learning. Therefore, the blended learning implementation in the current study certainly required support from all parties to run well. The performance of this blended learning favored using technology in the online and offline learning process. Like the implementation of blended learning in the previous related study, the researches showed the technology use to the learning process. The previous related study showed the use of technology as factor which inhibit blended learning process. The inhibiting factors from related study implied low motivation of students, new paradigm challenge, and not seriously in doing

<sup>204</sup> Interviewed with Vice Principal, on 01 September 2022.

<sup>205</sup> Al-Hunaiyyan Ahmed et al., "Towards an Efficient Integrated Distance and Blended Learning Model: How to Minimise the Impact of COVID-19 on Education", *International Journal of Interactive Mobile Technologies* 15, No. 10, (2021). [https://www.researchgate.net/profile/AhmedAlHunaiyyan/publication/351852196\\_Towards\\_an\\_Efficient\\_Integrated\\_Distance\\_and\\_Blended\\_Learning\\_Model\\_How\\_to\\_Minimize\\_the\\_Impact\\_of\\_COVID-19\\_on\\_Education/links/62d091f428bd252b39f53248/Towards-an-Efficient-Integrated-Distance-and-Blended-Learning-Model-How-to-Minimize-the-Impact-of-COVID-19-on-Education.pdf](https://www.researchgate.net/profile/AhmedAlHunaiyyan/publication/351852196_Towards_an_Efficient_Integrated_Distance_and_Blended_Learning_Model_How_to_Minimize_the_Impact_of_COVID-19_on_Education/links/62d091f428bd252b39f53248/Towards-an-Efficient-Integrated-Distance-and-Blended-Learning-Model-How-to-Minimize-the-Impact-of-COVID-19-on-Education.pdf).

eLearning<sup>206</sup>. Partially, students had low participation on learning because they did not have more capacity to understand and have limitation of time and effort to learn more about eLearning. Not only that, It was difficult for headmasters and teachers to change the conventional learning to eLearning. Therefore, the implementation of blended learning at this school did not use eLearning. It used offline and online learning as additional and prerequisite learning that students must have before starting offline learning.

From the findings, lack of parental support was one of the inhibiting factors in the practical of blended learning. However, it was not becoming problematic because the school had problem-solving it. The school involved parents in students' activity to equate the new paradigm regarding the current education system.

### C. Analysis of Research Results

#### 1. Implementation of Blended Learning after the The pandemic Crisis at the Islamic Private Junior High School in Jambi

Covid-19 is a disease that has plagued the world so far. The impact of this the pandemic period has also more or less affected the education system in Indonesia. But, even though the Covid-19 situation was difficult, the quality which was particularly in the field of education must be maintained<sup>207</sup>. To keep the learning process, the education system in several schools has

<sup>206</sup> Wijanarka Bernardus Sentot et al., "Supporting and Inhibiting Factors for The Application of Blended Learning for Professional Vocational Teacher Education in Indonesia", *SEMINAR ON ELECTRICAL, INFORMATICS, AND ITS EDUCATION* B. No. 84, (2013):1-5, [http://elektro.um.ac.id/ceie/2013/download\\_pdf/if/18.pdf](http://elektro.um.ac.id/ceie/2013/download_pdf/if/18.pdf).

<sup>207</sup> Yulia Henny, "Online learning to prevent the spread of the pandemic corona virus in Indonesia", *ETERNAL (English Teaching Journal)* 11, no. 1 (February, 2020), <http://103.98.176.9/index.php/eternal/article/viewFile/6068/3162>.

experienced changes in the process of learning taking place. There were efforts in the continuity of learning. It was proved that teachers around the world have been forced to develop new strategies to ensure their students continue to obtain an education<sup>208</sup>. The strategies showed the learning process in a distance focus. However, during the time as the the pandemic conditions change for the better, the learning system in several schools has developed in each phase. The policies taken refer to the objectives of education development in the future. The blended learning method is one learning process that also changes the implementation phase.

Blended learning at the Alfis Islamic Junior High School has been implemented for one year since the The pandemic. It was precisely in March 2021. Implementing blended learning in this school has changed the learning process following increasingly developing policies. Policies are taken based on the latest conditions in the world of education. In other words, the schools in this study tried to create education following existing policies. The principal described the situation.

In 2021, schools in research used blended learning in the learning process. The condition illustrates that everyone must keep their distance and comply with existing health protocols. This forces all parties to adapt to existing changes, including in the world of education in schools. Students, parents, and teachers must have improvisational skills in learning policies that

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<sup>208</sup> Al-Hunaiyyan Ahmed et al., "Towards an Efficient Integrated Distance and Blended Learning Model: How to Minimise the Impact of COVID-19 on Education", *International Journal of Interactive Mobile Technologies* 15, no. 10 (2021). [https://www.researchgate.net/profile/AhmedAlHunaiyyan/publication/351852196\\_Towards\\_an\\_Efficient\\_Integrated\\_Distance\\_and\\_Blended\\_Learning\\_Model\\_How\\_to\\_Minimize\\_the\\_Impact\\_of\\_COVID-19\\_on\\_Education/links/62d091f428bd252b39f53248/Towards-an-Efficient-Integrated-Distance-and-Blended-Learning-Model-How-to-Minimize-the-Impact-of-COVID-19-on-Education.pdf](https://www.researchgate.net/profile/AhmedAlHunaiyyan/publication/351852196_Towards_an_Efficient_Integrated_Distance_and_Blended_Learning_Model_How_to_Minimize_the_Impact_of_COVID-19_on_Education/links/62d091f428bd252b39f53248/Towards-an-Efficient-Integrated-Distance-and-Blended-Learning-Model-How-to-Minimize-the-Impact-of-COVID-19-on-Education.pdf).

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have been resolved. It was similar with the related study that blended and distance learning were made possible by technological advancement in education, which also enables open and flexible learning<sup>209</sup>. Hence, blended learning was used to solve the most challenging conditions at that time. In summary, the learning solution from the policies followed by schools in this study is the implementation of blended learning.

The findings of the practice in blended learning indicated the analysis of the teachers' preparation in lesson plan, the learning strategy, the google classroom use, the technology use in blended learning and the advantages of blended learning based on teachers' view. However, it is still a questionable when this is implemented after The pandemic crisis whether teachers are still motivated in planning teaching strategies and upgrade knowledge on the use of technology in blended learning process.

The followings were the analysis of the points of discussion at the research site of the study.

#### **a. Steps of a lesson plan for teaching English at Islamic Private Junior High School in Jambi**

School at the research site has teachers who teach according to their fields. In the finding of the study, English teachers have stepped into teaching in the classroom. Classroom teaching steps are needed to support the attachment between learning outcomes and the ongoing learning process. At each meeting, the teacher designs in such a way that the

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<sup>209</sup> Al-Hunaiyyan Ahmed et al., "Towards an Efficient Integrated Distance and Blended Learning Model: How to Minimise the Impact of COVID-19 on Education", *International Journal of Interactive Mobile Technologies* 15, no. 10 (2021). [https://www.researchgate.net/profile/AhmedAlHunaiyyan/publication/351852196\\_Towards\\_an\\_Efficient\\_Integrated\\_Distance\\_and\\_Blended\\_Learning\\_Model\\_How\\_to\\_Minimize\\_the\\_Impact\\_of\\_COVID-19\\_on\\_Education/links/62d091f428bd252b39f53248/Towards-an-Efficient-Integrated-Distance-and-Blended-Learning-Model-How-to-Minimize-the-Impact-of-COVID-19-on-Education.pdf](https://www.researchgate.net/profile/AhmedAlHunaiyyan/publication/351852196_Towards_an_Efficient_Integrated_Distance_and_Blended_Learning_Model_How_to_Minimize_the_Impact_of_COVID-19_on_Education/links/62d091f428bd252b39f53248/Towards-an-Efficient-Integrated-Distance-and-Blended-Learning-Model-How-to-Minimize-the-Impact-of-COVID-19-on-Education.pdf).

ongoing learning process can be enjoyable in its application, and learning objectives can be conveyed according to the needs of students.

In the study's findings, the English teacher weighed the elements and sub-elements in implementing activities in the classroom later. Actions in the school were generated from learning plans designed to look at the results of non-cognitive diagnostic assessments carried out by teachers. It was supported in a related study which the Ministry of Education and Culture argued all teachers to regularly conduct non-cognitive assessment in order to assess students' readiness for online learning on an emotional and psychological level<sup>210</sup>. The related study used questions to have a non-cognitive diagnostic assessments. However, the diagnostic assessment of the related study was an initial assessment carried out by the teacher regarding students' preferences, interests, talents, and habits.

In addition, the diagnostic assessment was done to help teachers determine the best course of action in the learning design that was applied to students in the learning process. Because like the related study elaborated, the diagnostic assessment maps the ability of all students in the class to find out who already understands, a little bit understands, and doesn't understand<sup>211</sup>. The related study was using quizzes to result the assessment. However, it contrasted with the current of the study in finding the diagnostic assessment. The diagnostic assessment carried out by teachers in schools in this study was still non-

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<sup>210</sup> Regulation of Ministry of Education and Culture No. 65/ 2013

<sup>211</sup> Suci Mustika Hati, "Efektivitas Penggunaan Aplikasi Quizizz dalam Melakukan Assesment Diagnostik Non Kognitif Siswa Kelas 12 IPS Lintas Minat di SMA YPHB Kota Bogor", *Arus Jurnal Pendidikan* 1, no. 3 (Desember, 2021): 70-76, [https://download/assessment diagnostic.PDF](https://download/assessment%20diagnostic.PDF).

cognitive through interviews and scientific approaches when the learning process begins.

After the diagnostic assessment, the teacher applied the beginning action, which was adjusted to the results of the previous evaluation. In implementing the learning design, the teacher involved activities following the needs and character of the latest students. Related to learning English, the teacher focuses the learning elements on English skills such as listening, speaking, reading, and writing. To support these skills, teachers became facilitators and motivators in enriching vocabulary for students. In addition, in line with a theory that vocabulary was crucial aspect in English learning when it supported all language skills<sup>212</sup>. Hence, the current study should consider the learning strategy to enrich students' vocabulary in learning English. Like in the previous related study, teachers should prepare a teaching method based on the curriculum, the learning guidance, and the assessment to achieve the students' outcome before conducting a teaching and learning process<sup>213</sup>. In the current of the study, it helped the learning process to produce the skills expected to learn English.

The English teachers at the school in this study understood the learning objectives for each meeting. It was similar with the results of the related study, for each meeting, the teacher required a lesson plan for indicators that must be achieved in

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<sup>212</sup> Masita Maya, "Teaching Vocabulary Using Blended Learning Method." *Ethical Lingua: Journal of Language Teaching and Literature* 7, No. 1, (April, 2020): 128-135, file:///C:/Users/ASUS/Downloads/143-Article%20Text-530-2-10-20200426%20(1).pdf.

<sup>213</sup> Sahraini, "A Model of Communicative Teaching and Learning of English Vocabulary Through Interactive Activities", *Ethical Lingua: Journal of Language Teaching and Literature* 2, no. 1 (February, 2015): 1-15, <http://journal.uncp.ac.id/index.php/ethicallingua/article/view/139>.



cognitive and skill learning<sup>214</sup>. The related study resulted teachers who already and not covered learning objectives in both competences. However, the current of the study elaborated the learning goals which correlate with the students' need in English skills. Partially, in cognitive learning, teachers focused on students' classroom understanding. But after that, the teacher must still produce skills from the knowledge that has been taught. The teaching of experience that was applied also varies. Students did not only focus on things that were considered easy. Students could relate understanding to related material designed at levels that go up in the process. After that, students can produce a result from their knowledge in a simple or original form.

The English teachers at this school have various steps according to the learning style applied in the classroom. This variation of teaching steps aims to produce the understanding and skills expected in the lesson plans made by the previous teacher. Each class may have different actions, considering the characteristics of differentiated learners. It was similar with the result of need analysis in a related study which showed students need an innovation in learning<sup>215</sup>. The context of the related study was about obtaining the materials of Animal Physiology course through blended learning. However, the current of the study also showed the innovation learning to differentiate students in learning. And the difference in effort was focused on the operational verb levels to be achieved with various learning

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<sup>214</sup> Putri Annisa, "EFL TEACHERS' UNDERSTANDING IN DEVELOPING LESSON PLAN", *Indonesian EFL Journal* 2. no. 1 (January, 2016): 1-11, file:///C:/Users/ASUS/Downloads/lesson%20plan.pdf.

<sup>215</sup> Bahri Arsad et al., "Blended learning integrated with innovative learning strategy to improve self-regulated learning", *Journal of Physics Conference Series*, 14. no.1 (November, 2021): 1-16, <http://eprints.unm.ac.id/22633/1/8.%20JI%20arsad%202021.pdf>.

activities. Not only that, but teachers also produced differentiated skills from students who have differentiated characters in each class. For example, students created skills in writing, verbally, or in pictures according to their interests.

In addition, the teacher used ice-breaking to create a fun classroom atmosphere starting from the beginning activity. Like the relate study, the teacher in the current study also used a scientific approach to launch the learning process following the learning achievement. The related study elaborated writing skills in a blended learning through scientific approach. The scientific approach was active because students argued, criticized, responded each others in group discussions, and focused on achieving the learning goals<sup>216</sup>. It was similar to the current of the study that teachers created learning discussions to form students who could collaborate and be innovative in the results of the discussion that was presented. Each student had a different absorption during the learning process. With this background, teachers used a teaching method, like peer assessment, to support the learning process in the classroom. Students with high absorption could teach students whose absorption level was relatively slow. Furthermore, students with a medium absorption level could conduct peer assessments on the resulting product.

The strategy of assessment is a crucial aspect in education because as a key for teachers to guide students in a success of learning<sup>217</sup>. The strategy of assessment of the current study,

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<sup>216</sup> Suprihatin Dewi, et al. "Scientific Approach To Promote Scientific Writing Skills Using Blended Learning System", *Journal of Positive School Psychology* 6 no. 7 (2022): 1-12, 38003811.file:///C:/Users/ASUS/Downloads/8474-Article%20Text-15218-1-20210606.pdf.

<sup>217</sup> Hume Anne & Richard K. Coll, "Assessment of learning, for learning, and as learning: New Zealand case studies", *Assessment in Education: Principles, Policy & Practice* 16, no. 3 (November, 2009): 269-290,

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students was differentiated in learning among content, process, and product. Teachers used exciting content according to the interests and talents of students related to learning materials. During the learning process, the teacher used interesting learning steps that was assessed from the process. Meanwhile, from the product produced, the teacher evaluated the product in the form of spoken, written, or kinesthetic. It was similar with the related study which elaborated about items considered in a learning assessment. The success of learning managed by teachers, the level of student success in engaging in learning activities, feedback for students and teachers, and self-evaluation of teachers and schools in managing learning are all assessed through the use of cognitive, affective and psychomotor test in a class<sup>218</sup>.

Like in the regulation of Ministry of Education and Culture, In implementing blended learning from the lesson plans that have been designed, the teacher also considered assessment as learning, assessment for learning, and assessment of learning<sup>219</sup>. Partially, assessment as learning is an assessment carried out from the results of the reflection of teacher learning when implementing learning following the learning design and implementation in the classroom. The results of the review found several things that can be used to rearrange actions in education. It certainly improves the performance of teachers in a better learning process.

Furthermore, assessment for learning is also essential in the learning process. Assessment for learning refers to the learning process in the classroom. It was part of effective learning,

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<http://waiyu.xy.bitzh.edu.cn/d/file/jjaoshifazhanzhuanlan1/ziyuanxiazai/xuekeyanjiu/yuyanjiu/iaoxue/2021-04-27/15b40027744257636ff32af6cfb5c9a8.pdf>.

<sup>218</sup> Anne & Coll, "Assessment of learning", 269-290.

<sup>219</sup> Regulation of Ministry of Education and Culture No. 65/ 2013

focusing on how students learn, was central to classroom practice and develop the capacity for self-assessment<sup>220</sup>. Teachers deal with classroom actions tailored to the needs of students who want their skills to be achieved. The teacher does not focus on the final result but on developing the knowledge absorbed and the skills produced during the learning process.

In addition, the teacher's assessment of learning is also carried out at the end of the lesson. This assessment is centered on the evaluation of learning. The teacher can evaluate learning through the results of students' understanding of the learning material. The condition helps teachers measure learning outcomes that students can reach regarding the learning materials taught during the learning process. However, the teacher cannot guarantee that the effort that has been made by giving a diagnostic assessment at the beginning of learning can increase student assessments in learning evaluation.

#### **b. Teaching strategy of blended learning**

The early practical of blended learning in this school is a limited face-to-face learning application assisted by online education for material links and assignments. Limited face-to-face learning in this school aimed to provide more detailed explanations and feedback and strengthen students' character when they meet face-to-face. In limited face-to-face meetings, children directly interacted with the teacher. Students followed the rules of learning in school. It was a form of discipline for children to participate in learning at school. In addition, the students also directly greeted and asked the teacher about the previously applied etiquette. The children also collaborated with

<sup>220</sup>Gardner John, ed. *Assessment and learning*. Sage, 2012. file:///C:/Users/ASUS/Downloads/ALAssessmentandLearninganIntroduction2012Chap12.pdf.

their friends during the learning process while still adhering to health protocols.

In addition, the students have received material discussions through the digital students' worksheets. Like in the related study, the current study also used Google Classroom to make it easier for children to learn additional material and assignments<sup>221</sup>. The related study added that teachers could create online classrooms, asked students to join then managed assignments and materials in it<sup>222</sup>. Nevertheless, the use of google classroom in the related study found that students were not motivated in traditional learning<sup>223</sup>. However, It was difference with the current study which found the traditional learning of a blended learning was needed by students. Online learning of the study was one of the solutions that can be taken due to time constraints in implementing face-to-face learning in schools by learning materials sent online. Besides, students looked more enthusiastic about participating in lessons because they have been vacuumed for too long in direct interaction in the learning process. New enthusiasm arised because they came back to school and could interact directly with teachers, friends, and others.

However, this study's previous implementation of blended learning in schools still showed ineffectiveness. The negative results found in the previously applied composite learning process included student attendance, assignments, and attitudes. Because students only participate in shifts and limited

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<sup>221</sup> Jamiludin et al., "The Use of Google Classroom Application in a Blended Learning Environment." *Journal of Physics: Conference Series* 1752. no. 1 (2021): 1-7, <https://iopscience.iop.org/article/10.1088/1742-6596/1752/1/012066/pdf>.

<sup>222</sup> Jamiludin et al., "The Use of Google Classroom", 1-7 .

<sup>223</sup> Umamah, N, "Google classroom: as a media of learning history." *IOP Conference Series: Earth and Environmental Science* 243, no. 1 (2019):1-9, <https://iopscience.iop.org/article/10.1088/1755-1315/243/1/012156/pdf>.

face-to-face learning, students still have a lower motivation to learn. They have lower attendance than before the The pandemic. The factors found were related to less motivation with short duration in face-to-face meetings with teachers. Students tend to like brainstorming and discussion in the part of learning. They could not get the learning style because of the policy to keep their distance.

Unlike the result of the previous related study, the following result was to have a bad impact on the assignment. It was similar with the previous related study found the main advantage of using google classroom was that all assignments could be accessed and checked in a good order<sup>224</sup>. In addition, it was supported from the related study showed the students could submit the assignments without worry then teachers also gave the scores and feedback<sup>225</sup>. However, the current of the study, in the beginning of blended learning, students tend to do and send the assignments late, and few students did not do assignments online. The factors found of the findings were that students tend to be stressed because they got full of tasks in an every day, and few students cannot submit assignments online because they were less skilled in technology. And the last one was an attitude as one of the negative results of the previous blended learning. The students could not get more character building in the long duration of the school. The factor that can be obtained was the mindset of most students who tend to miss the extended interaction with the teachers. The solution from the elements

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<sup>224</sup> Stavtyskiy Oleksandr & Marjan Urazgaliyeva, "Using Google classroom tools in teaching students of economic specialities", *Advanced Education* no. 10(December, 2018): 76-81. file:///C:/Users/ASUS/Downloads/149361-Article%20Text-330580-1-10-20181226.pdf.

<sup>225</sup> Umamah, N, "Google classroom: as a media of learning history." *IOP Conference Series: Earth and Environmental Science* 243, No. 1, (2019):1-9, <https://iopscience.iop.org/article/10.1088/1755-1315/243/1/012156/pdf>.

found was to conduct consultations, share opinions about mindsets responding to changes in blended learning, and provide tolerance for specific reasons.

The following learning was in the application of the latest blended learning. The application of this latest blended learning dominates face-to-face learning, accompanied by online learning as additional learning and improving students' skills. This online learning was still carried out in schools in the study. Apart from being a positive habit that has been done before, the application of online learning was also an icon that describes the latest students, known as the millennial generation. This online learning provides learning materials/links and students' worksheets as a learning guide for face-to-face learning the next day.

In addition, this online learning used google classroom or whats app groups to provide learning. Online learning by applying the latest blended learning was made as attractive as possible with interesting media innovations. So in the face-to-face meeting, the teachers used variative media and teaching styles. In line with the previous related study, teachers created interactive materials, video, and instruction which were used in class discussion was now could be accessed at home. Then, the class became colloborative to solve the problems, advance concepts and engage in learning<sup>226</sup>. In addition, teachers in the study tend to use problem-based learning as a teaching method to make students collaborative in learning. Besides, students also got more chances to have prolonged interactions to ask teachers for feedback. The condition was a solution for online learning carried out in the previous application of blended

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<sup>226</sup> Tucker Bill. "The flipped classroom", *Education next* 12, No. 1, (2012): 82-83, [http://www.msuedtechsandbox.com.content/uploads/2015/07/the\\_flipped\\_classroom\\_article\\_2.pdf](http://www.msuedtechsandbox.com.content/uploads/2015/07/the_flipped_classroom_article_2.pdf).

learning. The situation certainly helps shape the character of students who work together and have noble characters.

In summary, this latest application of blended learning generally has similarities with the previous application of blended learning. However, implementing the latest blended learning has differences in the duration of learning time and the innovation of learning media. The duration of face-to-face learning provided in this school's application of blended learning is longer than before. In addition, similar to the previous related study, the innovative learning media in a blended learning was crucial to an attractive learning<sup>227</sup>. Hence, the current of the study also resulted the learning media used in face-to-face and online learning were innovative and attractive to students. Learning is made as enjoyable as possible to facilitate differentiated learners. In this study, the application of exciting media innovations used by English teachers in schools is using Canva, quizzes, live worksheets, digital worksheets, youtube, and others.

However, the practical of the latest blended learning also has supporting and inhibiting factors. It influences the effectivity of blended learning implementation at the research site. Therefore, there were more supporting elements of blended learning implementation at this school than inhibiting aspects of blended learning implementation. The supportive and inhibiting factors of blended learning implementation were taken from the information of English teachers, the principal, and the vice principal in Alfis Islamic Junior School.

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<sup>227</sup> Bahri Arsad et al., "Blended learning integrated with innovative learning strategy to improve self-regulated learning", *Journal of Physics Conference Series*, 14. No.1, (November, 2021): 1-16, <http://eprints.unm.ac.id/22633/1/8.%20JI%20arsad%202021.pdf>.



### c. Google Classroom application for blended learning at Islamic Private Junior High School in Jambi

Google Classroom is an application used in previous to the latest blended learning applications. In line with the previous related study, google classroom can be upgraded to pedagogical/cognitive tool to assist in changing the emphasis of the classroom from teacher-centered to student-centered and welcoming of active participation from students in inquiry, discussion and creative thinking<sup>228</sup>. However, the current study also showed the student-centered in online independent learning as prerequisite learning before joining face to face meeting. Google classroom in the study was online learning that focused on providing subject matter, digital worksheets, attendance, and assignments. Schools in the study used asynchronous learning as additional learning, prerequisite knowledge, and learning support. This application was also used for further learning when students did not understand in detail the learning obtained during face-to-face learning interactions at school.

However, the latest practical of blended learning tends to focus on giving interesting materials with innovation technology rather than assignments. Like the related study argued that technology integration into the curriculum becomes an essential component of optimal teaching practices<sup>229</sup>. The current study used innovation technology to show best teaching practices at face to face meeting instead of online which was as prerequisite

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<sup>228</sup> Lestari Nia & Agus Haris Abadi, "Google Classroom as a collaboration tool for blended learning in vocational education", *Jurnal Pendidikan Teknologi Informasi dan Vokasional* 3 No. 1, (June, 2021): 36-40, f560c5ad3fe42a634e66cfbb41e685d04716afc88f5881d5e330fd8249ea6ad4.PDF.

<sup>229</sup> Purba Ramen Antonov, "The Effectiveness Combination of Blended Learning and Flipped Classroom with Edmodo as a Digital Media Innovation for Learning From Home", *Journal of Education Technology* 5 No. 3, (August, 2021): 434-439, jetmanager,+13.+JET+VOL.+5,+NO.+3+Ramen+Antonov+Purba+434-442.pdf.

learning. It was because students have already long duration of face-to-face meetings in the school. Hence, students need more guidance on reading materials and instructions what to do for the next face-to-face meetings rather than doing assignments online. Moreover, the latest practices of blended learning tend to have assessments in the learning process; meanwhile, online learning supports students' prerequisite knowledge before learning.

Partially, teachers did online learning by sending interesting materials using media innovations that can be used and delivered online as asynchronous learning. In addition, the application of google classroom was used for online learning, which aims to form prerequisite knowledge that students must possess before starting a learning discussion. In line with the previous related study, google classroom was effective as learning tool in a blended learning. The resulted of the related study found the teachers argued that google classroom was useful as an active learning tool since the students were satisfied with it<sup>230</sup>.

Similar with the related study, students could learn learning materials that were made interesting according to the character of students through this application so that students could also easily digest the learning that would take place in the next lesson when face-to-face at school. Meanwhile, for students who could not attend due to certain conditions, this application could be a solution for ongoing learning for all students according to their needs. This google classroom application could be used as an online learning medium for students at home as learning support. However, it is useful to aid in learning English although the

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<sup>230</sup> Lestari Nia & Agus Haris Abadi, "Google Classroom as a collaboration tool for blended learning in vocational education", *Jurnal Pendidikan Teknologi Informasi dan Vokasional* 3 No. 1, (June, 2021): 36-40, f560c5ad3fe42a634e66cfbb41e685d04716afc88f5881d5e330fd8249ea6ad4.PDF.

teachers could not observe the students directly in students' independent learning whether they could comprehend the online course.

#### **d. Innovation technology use for blended learning at Islamic Private Junior High School in Jambi**

Technological innovation in education enables the development of flexible learning, promoting blended and distance learning<sup>231</sup>. It was similar with the current study which also used integrating technology as a fun and flexible learning to facilitate blended learning. In addition, the application of blended learning in schools in this study used innovative media. It was supported in a related study showed that the use of technological innovation were also used in a flipp classroom during the development of educational system in Indonesia<sup>232</sup>. They were using moodle, schoology, google classroom, edmodo, quipper school and etc. It was similar with the current study which also elaborated the use of innovation technology as media tools in learning process. However, in the current of the study, the integrated technology they used were canva, flipbook, digital worksheets, and quizzes. All items could be sent in google classroom and whats app.

<sup>231</sup> Al-Hunaiyyan Ahmed et al., "Towards an Efficient Integrated Distance and Blended Learning Model: How to Minimise the Impact of COVID-19 on Education", *International Journal of Interactive Mobile Technologies* 15, No. 10, (2021). [https://www.researchgate.net/profile/AhmedAlHunaiyyan/publication/351852196\\_Towards\\_an\\_Efficient\\_Integrated\\_Distance\\_and\\_Blended\\_Learning\\_Model\\_How\\_to\\_Minimize\\_the\\_Impact\\_of\\_COVID-19\\_on\\_Education/links/62d091f428bd252b39f53248/Towards-an-Efficient-Integrated-Distance-and-Blended-Learning-Model-How-to-Minimize-the-Impact-of-COVID-19-on-Education.pdf](https://www.researchgate.net/profile/AhmedAlHunaiyyan/publication/351852196_Towards_an_Efficient_Integrated_Distance_and_Blended_Learning_Model_How_to_Minimize_the_Impact_of_COVID-19_on_Education/links/62d091f428bd252b39f53248/Towards-an-Efficient-Integrated-Distance-and-Blended-Learning-Model-How-to-Minimize-the-Impact-of-COVID-19-on-Education.pdf).

<sup>232</sup> Ramadhani Rahmi et al., "The effect of flipped-problem based learning model integrated with LMS-google classroom for senior high school students", *Journal for the Education of Gifted Young Scientists* 7, No. 2, (June, 2019): 137-158, 670435e7f2131dbbfaa10ba289be5c9d3b165a403c1f282c9cf2fe7c104c318c.PDF.

Furthermore, teachers in the current study argued innovative technology could be used during the face-to-face learning process and online learning. The background of making technology innovations was seen from the character of differentiated students. Face-to-face learning used technology with featured media innovations. Similar with the related study, media has potential as an instructional learning tool to facilitate teaching and learning process<sup>233</sup>. In the current study, the use of media innovations in the form of youtube appearances, power points, and learning videos in face-to-face education. At the same time, online learning uses media innovation in the form of Canva and quizzes. In online learning, teachers can also use media innovations in the form of digital worksheets. This digital students' worksheet is made from Canva innovation which inserts several lesson links from YouTube, learning videos, student attendance, and quizzes. These technology innovations can be applied during online and face-to-face learning in class.

The Canva used by teachers in the learning process could be in the form of presentation and modules made in the form of flipbooks. This technology made the process easier for teachers to explain important points of interest during presentations. The form of presentation on the media could be in the form of displaying information and material with slides and sound explanations. In addition, this technology could also be used to create interesting learning modules in the form of flipbooks. After doing the module in Canva, the teacher could save the module in *pdf* format, which then be continued as a digital book in the flipbook application.

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<sup>233</sup> Bolla Mallikharjuna Rao, "Use of media as an instructional tool in English Language Teaching (ELT) at undergraduate level", *International journal of English and Literature* 5, No.6, (June, 2014): 141-143, <https://academicjournals.org/journal/IJEL/article-full-text-pdf/9CF349146109>.

While teachers use quizzes in the learning process in various forms, this media made the process easier for teachers to measure students' understanding of the learning material provided. In line with the previous related study, teachers in a research used quizzes to do diagnostic assessments. The procedures were providing some related questions to the materials in a quizzes platform, then the students answered them, lastly the teachers could get the results of students' understanding related to the materials<sup>234</sup>. The resulted of related study was similar to the current study which knew the level of students' comprehending. In other side, the study also supported the previous related study which teachers must know the characteristics of 21<sup>st</sup> century so that they build fun classroom atmosphere to engage students in learning English<sup>235</sup>.

Partially in the current study, teachers were making quizzes using multiple-choice questions, short essays, and descriptions. The use of examinations in the learning process was adjusted to students' needs, which refers to the designed learning achievement indicators. Quiz-making was created with a short explanation of the correct answer in the form of image attachments or audio descriptions by the teacher. Then, the teacher could access the quiz results through Microsoft Excel, which has been analyzed based on the questions described. In other words, using quizzes was very helpful for teachers in interpreting the results of student knowledge related to learning

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<sup>234</sup> Suci Mustika Hati, "Efektivitas Penggunaan Aplikasi Quizizz dalam Melakukan Assesment Diagnostik Non Kognitif Siswa Kelas 12 IPS Lintas Minat di SMA YPHB Kota Bogor", *Arus Jurnal Pendidikan* 1, No. 3, (Desember, 2021): 70-76, [https://download/assessment diagnostic.PDF](https://download/assessment%20diagnostic.PDF).

<sup>235</sup> Bolla Mallikharjuna Rao, "Use of media as an instructional tool in English Language Teaching (ELT) at undergraduate level", *International journal of English and Literature* 5, No.6, (June, 2014): 141-143, <https://academicjournals.org/journal/IJEL/article-full-text-pdf/9CF349146109>.

following the description of the existing material. However, the use of technology that is applied to blended learning provides great benefits for both teachers and students, although teachers still have to adjust in upgrading knowledge on the use of technology in blended learning.

## 2. The Supporting and inhibiting factors in implementing blended learning

In the implementation of blended learning, some factors support the practical. Nevertheless, there are also some factors found which inhibit the practicality of the research. The supporting elements described internal and external aspects of the blended learning implementation. Partially, the supporting factors also discussed the advantages of blended learning. In addition, the factors that inhibit the practical of blended learning in the research were also analyzed in internal and external factors.

### a. Supporting factors in implementing blended learning

The application of blended learning in this school focuses on the implementation of blended learning for English teachers in the learning process. Implementing the latest blended learning in schools in this study has increased the approach toward effectiveness in education. It shows that several supporting factors help the blended learning process run in this school—the supporting elements described in internal and external factors. The followings are the internal factors of blended learning.

#### 1. Internal factor

Internal factors are factors that come from within the individual who is learning<sup>236</sup>. These factors are specified by the

<sup>236</sup> Mirhadizadeh Nazanin, "Internal and external factors in language learning", *International Journal of Modern Language Teaching and Learning* 1 No. 5, (2016): 188- 196, [http://staff.univbatna2/factors\\_affecting\\_language\\_learning.pdf](http://staff.univbatna2/factors_affecting_language_learning.pdf).

individual learners, like motivation, attitude, personal practice, and study habits.<sup>237</sup> The internal factors of the early application of blended learning are the characteristics and motivation of students. The followings are internal factors of supporting factors in implementing blended learning.

#### a). Students' motivations

Another supporting factor of the running of blended learning was the support of students' interest and motivation. Students' motivation in participating in education shows readiness and more interest in the process. In line with the related study, the scientific approach used in a blended learning system was able to foster students' internal motivation in the environment of learning process<sup>238</sup>. The related study showed the scientific approach used to improve writing skills in blended learning application. It was similar with the current study which also found students' interests and motivations as supporting factors in blended learning. However in the current study, students tend to find something new in the learning process but still follow what they want to learn. Moreover, students' motivation in the blended learning process develops when students were faced with the use of technology which was one of the icons of the latest students, namely millennial generation students.

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<sup>237</sup> Brown, H. Douglas, *Principles of Language Learning and Teaching*, trans. Library of Congress Cataloging-in Publication Data, ed. Pearson Education International (USA: Wendy Woit, 2007), 347, [http://staff.univbatna2.dz/sites/default/files/bahloul\\_amel/files/factors\\_affecting\\_language\\_learning.pdf](http://staff.univbatna2.dz/sites/default/files/bahloul_amel/files/factors_affecting_language_learning.pdf).

<sup>238</sup> Suprihatin Dewi, et al. "Scientific Approach To Promote Scientific Writing Skills Using Blended Learning System", *Journal of Positive School Psychology* 6 No. 7, (2022): 1-12, 38003811.file:///C:/Users/ASUS/Downloads/8474-Article%20Text-15218-1-20210606.pdf.

## b). Students' characteristics

The following supporting factor of the running of blended learning is the support of students' characteristics of differentiated students. Partially, the application of blended learning strengthens the characteristics of differentiated learners. It has become the strongest supporting factor in the implementation process to date. Implementing the latest blended learning leads to the suitability of learning with learning targets for students. The application of blended learning focuses on students with different characteristics. The teacher applies blended learning by focusing on varied work based on student characteristics. The work results can be in the form of oral, written, or image.

## 2. External Factors

External factors are factors that come from outside the student.<sup>239</sup> It can be in the form of infrastructure, or environmental situations, whether in a family environment, school, or community environment.<sup>240</sup> For example, the educational system, the principal, and teachers are the external factors of this blended learning implementation.

### a). Educational systems

The education system in schools has changed from time to time. Changes in the education system occur, considering the current developments. The latest

<sup>239</sup> Mirhadizadeh Nazanin, "Internal and external factors in language learning", *International Journal of Modern Language Teaching and Learning* 1 No. 5, (2016): 188- 196, [http://staff.univbatna2/factors\\_affecting\\_language\\_learning.pdf](http://staff.univbatna2/factors_affecting_language_learning.pdf).

<sup>240</sup> Brown, H. Douglas, *Principles of Language Learning and Teaching*, trans. Library of Congress Cataloging-in-Publication Data, ed. Pearson Education International (USA: Wendy Woit, 2007), 347, [http://staff.univbatna2.dz/sites/default/files/bahloul\\_amel/files/factors\\_affecting\\_language\\_learning.pdf](http://staff.univbatna2.dz/sites/default/files/bahloul_amel/files/factors_affecting_language_learning.pdf).



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education system was designed to create effective learning in schools. The difference in the education system better supports the ongoing implementation of blended learning in schools in this study. This education system favors technology in every learning as a form of learning innovation. The use of technology in the learning process is related to improving education along with the times.

The education system also designs policies to develop educational science in schools. The policies provided lead to a meaningful learning process for the results of student skills that can be applied in social life. This education system has improved, along with the annual reflection from education observers. The application of blended learning was undoubtedly one of the applications of effective learning methods that can be used in the learning process in schools.

Different with The previous related study showed the paradigm challenge was one of the inhibiting factor faced in a blended learning<sup>241</sup>. However, educational system was one aspect that support the blended learning application at the research site in the current of study. That was the case of the study when the leader and the teachers followed the development of educational system nowadays. In fact, the application of blended learning was adjusted to the existing regulations at the school. The blended learning process was designed according to the needs and characteristics of differentiated students in

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<sup>241</sup> Wijanarka Bernardus Sentot et al., "Supporting and Inhibiting Factors for The Application of Blended Learning for Professional Vocational Teacher Education in Indonesia", *SEMINAR ON ELECTRICAL, INFORMATICS, AND ITS EDUCATION* B. No. 84, (2013):1-5, [http://elektro.um.ac.id/ceie/2013/download\\_pdf/if/18.pdf](http://elektro.um.ac.id/ceie/2013/download_pdf/if/18.pdf).

schools in this study. Hence, the researcher investigated what the blended learning practice looked like in teaching English and what supporting and inhibiting factors covered it.

#### b). Principal

The principal is the party who has the essential role in operating a school. The principal is a leader who moves all school members into a regulation unit. School rules are designed in such a way to be done together. The regulations intended refer to the policies taken by school principals regarding the latest education system. The policies that the principal decides to operate are adjusted to the school's needs. School needs are weighed from several things, such as school background, vision and mission, facilities and infrastructure, and others.

The principal is the school leader who facilitates the learning process with learning methods that are considered effective. It is similar with the previous related study whether the leader of the institution was one aspect which support the blended learning implementation<sup>242</sup>. In the current of study, the principal supported the implementation of blended learning as the effective learning method adapted to the students' characteristics. The learning method considered effective in this school is using technology as learning support for the continuity of the learning process in a better direction. According to Effective learning in today's education, the principal has his perception in this study.

<sup>242</sup> Wijanarka Bernardus Sentot et al., "Supporting and Inhibiting Factors for The Application of Blended Learning for Professional Vocational Teacher Education in Indonesia", *SEMINAR ON ELECTRICAL, INFORMATICS, AND ITS EDUCATION* B. No. 84, (2013):1-5, [http://elektro.um.ac.id/ceie/2013/download\\_pdf/if/18.pdf](http://elektro.um.ac.id/ceie/2013/download_pdf/if/18.pdf).

According to the principal, Effective learning is learning that adapts the process to the characteristics of the latest students. In this study, the English teacher used the blended learning method as one of the learning methods that were considered effective to be applied. Therefore, the principal provides full support for the continuity of an effective learning process. In this study, the principal supports teachers who want to use the blended learning method in the learning process.

To improve teacher skills and provide interesting learning innovations, school principals provide support to create the expected learning outcomes. In line with the related study, the leader of the institution was one of aspects who support the blended learning implementation. The related study resulted that the leader and the teachers were supporting the blended learning implementation at the research site<sup>243</sup>. In the current of the study, the support provided by school principal regarding educational changes toward millennials was in the welcoming of new paradigms and teacher performance skills. To overcome the transparency of the new paradigm regarding the latest education system, the principal provided several seminars or training on blended learning, problem-based learning, and an independent curriculum. It certainly helped teachers have an open mindset to deal with a change. This change made teachers free to be creative and innovative in learning. The principal hopes that teachers could be motivated and

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<sup>243</sup> Wijanarka Bernardus Sentot et al., "Supporting and Inhibiting Factors for The Application of Blended Learning for Professional Vocational Teacher Education in Indonesia", *SEMINAR ON ELECTRICAL, INFORMATICS, AND ITS EDUCATION* B. No. 84, (2013):1-5, [http://elektro.um.ac.id/ceie/2013/download\\_pdf/if/18.pdf](http://elektro.um.ac.id/ceie/2013/download_pdf/if/18.pdf).

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could motivate other teachers to have high enthusiasm in planning creative learning process.

Meanwhile, regarding support for improving teacher performance skills, the principal also provided moments or activities such as in-house training in Canva training and quizzes to increase teacher skills in the learning process. In addition, teaching skills in the technology field were needed to facilitate teachers in forming innovative learning according to the needs and characters of differentiated students.

### c). Teachers

The teacher is the motivator of students in the learning process. The teacher is a mediator and facilitator in the continuity of the learning process. In line with the theory supported, teachers are as facilitator and designers in learning process<sup>244</sup>. Hence, English teachers in this study supported the blended learning process, as one of the effective teaching methods that can be applied in the research site. Teachers in the current study also had a process in the continuity of blended learning in this school. The continuity of the learning process found in schools leads to learning effectiveness. Teachers also got some challenges during the learning process. They were starting from the previous application of blended learning to the latest blended learning, which still be applied as teaching method in the classroom.

Teachers got challenges in their learning process of blended learning. In line with the related study, teachers

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<sup>244</sup> Florence Martin et al., "Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses," *The Internet and Higher Education* 37, No.1, (April 2018): 52-65, <https://www.sciencedirect.com/science/article/abs/pii/S1096751617301355>.

had challenge in improving knowledge related to integrated technology use<sup>245</sup>. However, it did not make the teachers of the current study less enthusiastic about learning it. The biggest challenge felt by teachers was in the process of improving teacher performance and skills in learning. In this study, participants initially did not use blended learning; it became something new when they recognized and applied blended learning at school. However, after going through several training and conferences, the teacher can digest the understanding of blended learning well over time. Until recently, teachers had a more open way of thinking about changes based on the times. This change certainly makes teachers more enthusiastic about working and innovating. These teacher skills produce an education that leads to millennial education.

In addition, teachers also supported changes by implementing blended learning according to the school's needs. It was similar with the previous related study which teachers were supporting the blended learning implementation by doing varied activities in learning process<sup>246</sup>. The current of study also created the teachers who support the blended learning implementation by doing supporting actions. For example, teachers use media innovations that make the blended learning

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<sup>245</sup> Wijanarka Bernardus Sentot et al., "Supporting and Inhibiting Factors for The Application of Blended Learning for Professional Vocational Teacher Education in Indonesia", *SEMINAR ON ELECTRICAL, INFORMATICS, AND ITS EDUCATION* B. No. 84, (2013):1-5, [http://elektro.um.ac.id/ceie/2013/download\\_pdf/if/18.pdf](http://elektro.um.ac.id/ceie/2013/download_pdf/if/18.pdf).

<sup>246</sup> Wijanarka Bernardus Sentot et al., "Supporting and Inhibiting Factors for The Application of Blended Learning for Professional Vocational Teacher Education in Indonesia", *SEMINAR ON ELECTRICAL, INFORMATICS, AND ITS EDUCATION* B. No. 84, (2013):1-5, [http://elektro.um.ac.id/ceie/2013/download\\_pdf/if/18.pdf](http://elektro.um.ac.id/ceie/2013/download_pdf/if/18.pdf).

process more interesting. Teachers can also use quizzes in applying daily tests or mid-semester tests. It makes it easier for teachers to analyze the overall value and description of the material.

## **b. The inhibiting factors in the blended learning implementation**

There are some inhibiting factors in the practical of blended learning. The factors are described on two sides internal and external factors. The internal factor implied the different student absorption in blended learning implementation. Meanwhile, the external factor indicated the lack of parents' support for the implementation. The followings are the exploratory inhibiting factors in the blended learning implementation.

### **1. Internal factors: different student absorption**

Internal factors are essential and primary factors in the implementation of blended learning. Internal factors are factors that come from within the individual who is learning<sup>247</sup>. It is a significant part of implementing blended learning in schools. These factors are specified by the individual learners, like motivation, attitude, personal practice, and study habits.<sup>248</sup>In the findings, internal factors which inhibited implementing blended learning in schools was different student absorption.

Student absorption is essential in determining the effectiveness of the implementation of learning. However, student absorption also includes how the practical of blended learning

<sup>247</sup> Mirhadizadeh Nazanin, "Internal and external factors in language learning", *International Journal of Modern Language Teaching and Learning* 1, No. 5, (2016):188- 196, [http://staff.univbatna2/factors\\_affecting\\_language\\_learning.pdf](http://staff.univbatna2/factors_affecting_language_learning.pdf).

<sup>248</sup> Brown, H. Douglas, *Principles of Language Learning and Teaching*, trans. Library of Congress Cataloging-in-Publication Data, ed. Pearson Education International (USA: Wendy Woit, 2007), 347, [http://staff.univbatna2.dz/sites/default/files/bahloul\\_amel/files/factors\\_affecting\\_language\\_learning.pdf](http://staff.univbatna2.dz/sites/default/files/bahloul_amel/files/factors_affecting_language_learning.pdf)

support and inhibits. In this research, the students had independent learning online as guidance for the next face-to-face meetings. The students have different absorption in education. It has been the internal factor that inhibits the blended learning implementation. Nevertheless, only a few students lack absorption in learning. Through group discussion, they have collaborative learning to solve problems.

## **2. External factor: lack of parental support**

External factors explained factors that come from outside the context of implementing blended learning. It can be in the form of infrastructure, or environmental situations, whether in a family environment, school, or community environment.<sup>249</sup> However, this factor is also essential in the sustainability of the implementation of blended learning so that it runs well. There is an element found in external factors that inhibited the study's practical blended learning. The external factor found in the study is the lack of parental support.

Parental support was also a factor considered in the practice of blended learning. All stakeholders involved in the implementation include parents. In line with the theory, a family factor was included as external factor which influences the learning process<sup>250</sup>. In the current research, lack of parental support was found as an external factor that inhibits the practice of blended learning. Nevertheless, few parents took the condition because it was challenging to learn and adapt to impromptu things. Equating the new paradigm in education was a big

<sup>249</sup> Douglas, "Principles of Language", 347.

<sup>250</sup> Brown, H. Douglas, *Principles of Language Learning and Teaching*, trans. Library of Congress Cataloging-in Publication Data, ed. Pearson Education International (USA: Wendy Woit, 2007), 347, [http://staff.univbatna2.dz/sites/default/files/bahloul\\_amel/files/factors\\_affecting\\_language\\_learning.pdf](http://staff.univbatna2.dz/sites/default/files/bahloul_amel/files/factors_affecting_language_learning.pdf)

challenge for schools in implementing the existing education system.

Moreover, the implementation of blended learning in the current study required supports from all parties to run well. In line with the related study, the performance of this blended learning favored using technology in the online and offline learning process<sup>251</sup>. The implementation of blended learning at this school used offline and online learning as additional and prerequisite learning that students must have before starting offline learning. In sum, lack of parental support was one of the inhibiting factors in the practice of blended learning. However, it has not become problematic because the school has to solve the condition. The school involved parents in students' activity to equate the new paradigm regarding the current education system.

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<sup>251</sup> Bahri Arsad et al., "Blended learning integrated with innovative learning strategy to improve self-regulated learning", *Journal of Physics Conference Series*, 14. No.1, (November, 2021): 1-16, <http://eprints.unm.ac.id/22633/1/8.%20IJI%20arsad%202021.pdf>.



## CHAPTER V

### CONCLUSION AND RECOMMENDATION

#### A. Conclusion

1. Blended learning of English subject at Alfis Islamic Junior High School Jambi generally went well and led to a process of effectiveness in learning. It is based on the finding that almost all students can follow blended learning media, which is done using innovative technology such as Canva, flipbook, YouTube, and quizzes, which are indeed very interesting for students. The link or file of Canva and quiz deliveries can be sent through WhatsApp and Google Classroom, which are also easily accessible by students and teachers. The results are entirely satisfactory from the process before and after learning to the value obtained by students.

The blended learning of English subject showed advantages in educational development currently. The advantages had been felt by teachers and students. The teachers felt enthusiastic to learn new paradigm which showed blended learning as one of the teaching method use in currently educational system. The teachers challenged to upgrade knowledge and skills related to technology use and varied teaching strategy in order to facilitate students to be independent in learning. The students got more motivation to learn based on students' need and characteristics. In a sum, teachers facilitated students differentiate learning strategy for differentiate students.

2. Factors supporting the implementation of blended learning at Alfis Islamic Junior High School Jambi include the quality of Human Resources from teachers and principals, the education system, and the motivation and characteristics of students. In this

case, the EFL teachers are already good. They have good abilities and competencies in their respective fields, which are very supportive and affect the results of learning activities. EFL teachers are challenged to add skills to adapt appropriate learning to the latest students by upgrading their knowledge and use of technology. The rest of the teachers do not have obstacles in applying blended learning.

In addition, the principle is also the most crucial factor in implementing blended learning. The principal's mindset in responding to the new education paradigm accompanies the ongoing blended learning. Therefore, the implementation of blended learning is towards the process of effectiveness in its implementation. Not only that, the education system is the main requirement for blended learning. With the latest policy from the government in response to the the pandemic, several schools have begun to follow existing policies and implement blended learning is adequate. Last but not least, the motivation and characteristics of students fully support the application of blended learning. Students are motivated to take part in face-to-face learning at school accompanied by the use of technology in the learning process, then add online learning with interesting media innovations adapted to differentiated students' characteristics.

However, the research also described the inhibiting factors in blended learning. The internal factor comes from students' absorption. The factor implied that students have a different way of learning comprehension. Most students followed the blended learning well, but a few still struggled with independent learning online. The next factor was an external factor which came from parents' support. There was a lack of parents' support in implementing blended learning because of a new paradigm. But

overall, it is not becoming a polemic because making a positive habit is a process that is not impromptu.

## B. Recommendation

Based on the research results, conclusions, and implications of online learning, the researcher recommends English teachers should optimize the blended learning process in teaching process. They are optimizing the process of preparing, implementing, and evaluating the application of blended learning, both face-to-face and online learning. Teachers' preparation and teacher's strategy in the blended learning process must have a positive impact by directing students' independent learning. The strategy use should be suited with students' need and characteristic with using innovation media. In addition, implementing blended learning can provide students with a fun, effective, and efficient learning atmosphere. Teachers should consider well when determining additional subject matter that will be delivered online as independent learning.

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## CURRICULUM VITAE

### A. Personal Data

Name : Destriana, S.Pd.  
 Place & Date of Birth : Jambi, 19 Desember 1992  
 Address : Perum. Permata Land, Jl. Sayuti Malik,  
 RT 23, Blok Jasper No. 02, Kel. Bagan  
 Pete, Kec. Kota Baru, Kota Jambi.  
 Father's Name : Junaidi  
 Mother's Name : Hanidah  
 Husband's Name : Andi Yulian, S. Kom.  
 Son's Name : Ammar Shadiq Hafidzan  
 Profession : English Teacher

### B. Educational Background

No	Level	Institutions	Academic years
1	Elementary School	SD N 84 Kota Jambi	1998-2004
2	Junior High School	SMP N 10 Kota Jambi	2004-2007
3	Senior High School	SMA N 2 Kota Jambi	2007-2010
4	S1	Universitas Jambi	2010-2014
5	S2	UIN STS Jambi	2020-2023



## Appendix 1

### QUALITATIVE INSTRUMENT

Blended Learning Open-Ended Questions adapted from Blended Learning in Action by Tucker, Wycoff, and Green (2017) in Saeed (2020)

Please respond to the following open-ended questions.

Your confidentiality is assured.

#### The Practical of Blended Learning

##### A. EFL Teachers' Perceptions of the Blended learning model

1. Please tell your personal story about teaching blended learning!  
What did you learn from the experience?
2. What routines do you implement to engage students meaningfully in a Blended Learning classroom?
3. Would you please elaborate on the differences between blended and face-to-face teaching?
4. How do you feel about your school's new technology/teacher personnel regarding your support?

##### B. The Blended learning strategy applied in schools

5. What type of Blended Learning strategy do you implement in your classroom and why?
  - a. What platforms are used in your school for asynchronous learning? Why did the school choose them? (if they are more than one)
  - b. How do the students engage in a series of activities of your lesson plan? (online discussion or classroom discussion)
  - c. What are the learning activities that are applied in your class?  
What is a learning activity often used in the class?

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- d. Can you explain more about how you set the learning process in your lesson plan during blended learning? How the way you evaluate them in assessments?

### **The supporting and inhibiting factors of blended learning implementation**

6. What is the role of the teacher in the practice of blended learning?
7. What is the role of the principal in the practice of blended learning?
8. What is the role of parents in the practice of blended learning?
9. Could you explain some challenges you encountered before and during your blended teaching experience? (if there is)
10. Do the students follow the blended learning well? Explain your answer!
11. Are there any concerns or issues you like to share that have not been discussed?

### **C. The implementation of blended learning at school according to the principal and vice principal's view**

12. How long is the implementation of blended learning at school?
13. What are the advantages of blended learning implementation at school?
14. What are the barriers (if any) to implementing blended learning at school? What is the solution?
15. How is the feedback on students' assessment in the blended learning process during the The pandemic?

*Adapted from: "Teachers' Perceptions on The Use of Blended Learning" by Nida Saeed, PhD.*

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## Interview Consent Form

1. I confirm that I have read and understood the information in this study provided with the starting questionnaire for the above research and have had the opportunity to ask questions.
2. I understand that my participation is voluntary and that I can withdraw without any reason.
3. The project involves an open-questioning technique, and I have the right to decline to answer a particular question(s).
4. I consent to audio-taped or detailed notes being taken during the focus group.
5. My participation should not lead to potential harm, distress, or benefit. Participation will not affect my assessments.
6. The research results may be published, but my anonymity will remain confidential.

Please keep a copy of this informed consent form for your records. Should you have any questions about the nature of this study and the use of your responses, please contact Destriana.

Consent Statement:

I have read the informed consent form for this research. I will be disposed to participate in this research entitled, "The Perspectives of English Department Students on Being Taught by Lecturers Graduate from Foreign and Local Higher Education: A Comparative Case Study." I will be ready to describe my feelings related to this study. I believe this data will be saved as well by the researcher.

I agree to take part in the above study.

Name of participant \_\_\_\_\_

Signature of Participant \_\_\_\_\_

Date Signature \_\_\_\_\_

Name of Researcher \_\_\_\_\_

Signature of Participant \_\_\_\_\_

Date Signature \_\_\_\_\_

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