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BLENDED LEARNING FOR THE HIGHER STUDENTS AT POST PANDEMIC, WHY NOT?

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ABSTRACT

Article History

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Covid 19 pandemic that has hit almost all over the world requires that the learning process at a Higher Education Institution be carried out online. The purpose of this study is to find out student responses to the online learning process during the Covid 19 pandemic, the second is how students respond to blended learning models that combine offline and online. The method used is descriptive qualitative. The researcher distributes questionnaires to students via Google forms related to learning during the Covid 19 pandemic and the blended learning model. The data that has been collected is then classified according to its type, analyse to explore the contents of the questionnaire, then concluded. From the results of the questionnaire, the researcher describes it to conclude. The results of the questionnaire show that students are starting to feel comfortable with online learning. The habit of online learning during the 2 years of the covid 19 pandemic provided valuable experience, finally they began to find comfort in online learning. As the learning process progresses through online media, students begin to find rhythm and comfort in online learning. Then the research data shows that more than 90% of respondents respond positively to learning with the blended learning model. In the blended learning model learning provides opportunities for students to adapt and develop soft skills in the field of technology. Some students also hope that 50% of the blended learning models will be used online and 50% offline. Based on the results of this research, blended learning is the choice of learning model after the pandemic.

Keywords: Blended Learning, Covid 19, Higher Education

ABSTRAK

Pandemic covid 19 yang melanda hampir di seluruh dunia mengharuskan proses pembelajaran di sebuah Lembaga Pendidikan tinggi dilakukan secara daring. Tujuan dari penelitian ini adalah untuk mengetahui respon mahasiswa terhadap proses pembelajaran daring selama pandemic covid 19, yang kedua adalah bagaimana respon mahasiswa terhadap model pembelajaran blended yang memadukan antara ofline dan online. Metode yang digunakan adalah descriptive qualitative. Penulis menyebarkan angket kepada mahasiswa melalui google form yang terkait dengan pembelajaran selama pandemic covid 19 dan model pembelajaran blended. Data yang sudah terkumpul, kemudian di klasifikasikan sesuai dengan jenisnya, di Analisa untuk mendalami isi angket, kemudian di simpulkan. Dari hasil angket tersebut kemudian penulis mendeskripsikan untuk disimpulkan. Hasil dari angket tersebut menunjukan bahwa mahasiswa mulai merasakan nyaman dengan pembelajaran daring. Kebiasaan pembelajaran daring selama 2 tahun pandemic covid 19 memberikan pengalaman berharga, akhirnya mereka mulai menemukan kenyamanan dalam pembelajaran daring. Seiring berjalannya proses pembelajaran melalui media online, mahasiswa mulai menemukan ritme dan kenyamaan dalam pembelajaran online. Kemudian dari data penelitian menunjukan bahwa lebih dari 90% responden merespon positif pembelajaran dengan model blended learning. Pada pembelajaran model blended learning memberikan kesempatan kepada mahasiswa untuk berdaptasi dan mengembangkan soft skill dalam bidang teknologi. Sebagian mahasiswa juga berharap penggunaan model blended learning di lakukan 50% secara daring dan 50% secara luring. Berdasarkan hasil penelitian tersebut, blended learning menjadi pilihan model pembelajaran

Kata Kunci: Blended Learning, Covid 19, Pendidikan Tinggi

A. INTRODUCTION

During the pandemic, remote learning became a lifeline for education but the opportunities that digital technologies offer go well beyond a stopgap solution during a crisis. Digital technology offers entirely new answers to the question of what people learn, how they learn, and where and when they learn. (Schleicher, n.d.) (2020) said that technology can enable teachers and students to access specialised materials well beyond textbooks, in multiple formats and in ways that can bridge time and space. Working alongside teachers, intelligent digital learning systems don't just teach students science, but can simultaneously observe how they study, the kind of tasks and thinking that interest them, and the kind of problems that they find boring or difficult. The systems can then adapt the learning experience to suit students' personal learning styles with great granularity and precision. Similarly, virtual laboratories can give students the opportunity to design, conduct and learn from experiments, rather than just learning about them. Moreover, (Djidu et al., 2021) expose that technology does not just change methods of teaching and learning, it can also elevate the role of teachers from imparting received knowledge towards working as co-creators of knowledge, as coaches, as mentors and as evaluators. Although there are many challenges, it turns out that online learning also has a positive side. One of them is that students are more active in asking / answering questions during the learning process. There is a tendency that they do not hesitate to express their opinions or questions during online learning compared to direct learning (face to face in class).

In the 21st century, almost in every aspect of life is supported by technology. The advances in technology, especially the internet and various communication tools such as cell phones, laptops, smartphones, and so on, it is able to make it easier for someone to carry out various activities as well as the learning process. The existence of technology can facilitate the learning process in the New Normal era where learning is not done face-to-

face but online. With the existence of sophisticated technology, the community should be able to maximize the use of technology properly according to user needs. In fact, if technology is used properly, it will have a positive impact on its users, for example, a student has difficulty finding reading reference books. With technology, students can look for references in various trusted sources and students are not only focused on books.

Istiningsih and Hasbullah (2015) and Kamsina (2020) revealed that the development of information and communication technology today makes science a 'commodity' like other economic goods. The role of information and communication technology is becoming increasingly large and real in the modern world as it is today. This is understandable because society is now heading to the era of the information society or the knowledge society.

Rahman, et. all. (2021) said that the use of technology, information and communication technology (ICT), in education is really popular for the last three decades in Indonesia. The implementation of ICT in English teaching and learning can improve the quality of teaching and learning both face to face learning and online learning. It can be denied that the implementation of online media in English teaching and learning can improve the students' vocabulary mastery and create the flexibility to help students easier in understanding material (Shen, 2004). The reason is because the teaching and learning process can be facilitated with authentic and realistic media such as the use of video of how English native speaker use the language. Moreover, Riley (2000) also states that the use of online technology stimulates students to learn more effective and improve the students' learning achievement.

(Keshavarz, 2020), Silaban et. all (2020:88) stated that in pre-digital age, students had only one educational option, namely to go to school in order to become literate and educated, but 21st century students have many learning options available to them. In the past, education was centred on printed materials (books and pamphlets), teachers, and physical school setting, where students had to attend on a daily basis and rely on their teachers as the main source for information and knowledge. So learning can be done anywhere and anytime, and also information can be obtained from anywhere". (Zainuddin et al. 2018), Hwang & Chen (2017), Halili, et al. (2015) said that the rapid development of technology, communication and information, especially the internet has become a demand for teachers in Indonesia to be able to use it as a source of positive learning media in supporting the teaching and learning process. The use of media technology provides benefits for teachers and students to access the materials and interact in conventional learning, and also outside the classroom through an online platform. In addition, media technology also brings learners in learning activities anywhere or what so called the ubiquitous learning environment. One of the positive values of Internet technology, for example, enables learners to discuss and collaborate to solve problems both in class and outside of class.

Asfar and Zainuddin (2015) revealed that the use of media technology in the 21st century has become a demand and necessity for every teacher to encourage students to study independently, collaboratively, creatively and critically in solving problems. In addition, the media technology also allows students and lecturers to easily access the learning materials anytime and anywhere through various sites provided free by several institutions in the world. The various learning resources are currently provided by many World institutions through their website and can be used as a source and medium for active and interactive learning. Learning and media resources are also called Open Courseware or Open Educational Resources (OER).

As a result of this development, the trend of learning, especially in future learning, has changed the traditional learning approach towards future learning which is known as the learning age of knowledge, that people can learn: anywhere, whether in classrooms/lectures, in libraries, in home, or on the street; at any time, not according to the schedule can be morning, afternoon or evening. Then based on the results of the conclusions of the study (Yunus et al., 2021) showed that 46.9% of students' perceptions of online learning answered that they helped students understand lecture material. It shows that almost 50% of respondents respond and welcome online learning in higher education.

Wulandari et al (2020) also stated that the blended learning model can increase student enthusiasm in learning so as to improve student learning outcomes. Research conducted by (Albiladi 2019), (Kalantarrashidi 2015), (Hidayat et al., 2020) also state that the blended learning model makes students feel more satisfied when compared to using only conventional learning models. Based on this, it can be concluded that the blended learning model can be used to increase student motivation in learning so that it can significantly improve student learning. Innovative learning will help teachers in enriching students' insights, one of which is the implementation of a blended learning system during the COVID-19 pandemic. Watterston (2012:7) states that the integration of new mobile technologies and online media is proving highly effective in helping schools meet the expectations of 21st century learners while addressing the challenges of limited resources and the special needs of many students.

Technology has made information accessible/ transmittable from anywhere and by/to all groups of people. Education has reached most parts of the world and ICT (Information and Communication Technology) has become an integral part of human life. Therefore, online education has become a vital and inevitable part of higher education in many countries. The main advantage of online education is that it reaches a broad student audience. This creates a great incentive for private universities, particularly in the west, to advertise their online programs and attract thousands of students from all over the world. Other advantages of online education include its being cost-effective both for students and institutions as well as adequacy in addressing student needs for becoming autonomous and self-directed learners. It is obvious that traditional methods of teaching can no longer meet the demands of 21st century students, (Keshavarz, 2020). Online methods of teaching offer different options, one of the most popular of online method is blended learning. a brief description of blended learning is provided below.

Blended Learning

Saliba, et.all. (2013), Buban Jill (2014), Watterston (2012:7) state that blended learning at University of Western Sydne (UWS) refers to a strategic and systematic approach to combining times and modes of learning, integrating the best aspects of face-to-face includes elements of both synchronous and asynchronous online learning and online interactions for each discipline, using appropriate ICTs. Research suggests that blended courses can have a positive impact on efficiency, convenience, and learning outcomes. By moving more of the learning to online environments, blended courses add flexibility to participants' schedules, provide learning benefit through automated and asynchronous online tools, and can tap into the modern, social web to help learners venture beyond the traditional confines of the classroom.

(Thorne, 2003) states that blended learning is the most logical and natural evolution of our learning agenda. It suggests an elegant solution to the challenges of tailoring learning and development to the needs of individuals. It represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning. It can be supported and enhanced by using the wisdom and one-to-one contact of personal coaches. Blended learning is a mix of: multimedia technology; CD ROM video streaming; virtual classrooms; voicemail, email and conference calls; online text animation and video streaming. McGee and Reis (2012) point out that while there is not absolute agreement within higher education on the exact make up of a blended course, institution generally use "blended" or related terms to refers to some combination of on campus meeting and online activities.

(Cleveland-Innes & Wilton, 2018) support that blended learning is a term applied to the practice of providing instruction and learning experiences through some combination of both face-to-face and technology-mediated learning. During the technology-mediated components of these learning experiences, students are not required to be physically together in one place but may be connected digitally through online communities. (Lalima & Lata Dangwal, 2017) argue that blended learning is the concept that includes framing teaching learning process that incorporates both face to face teaching and teaching supported by ICT. University Grants Commission (UGC) exposes that blended learning is not a mere mix of online and face-to-face mode, but it refers to a well-planned combination of meaningful activities in both the modes. The blend demands consideration of several factors, mainly focussing on learning outcomes and the learner centred instructional environment. (Zainuddin et al., 2018) state that blended learning is a learning method that supports the use of technology in face-to-face conventional learning. The birth of this method aims to perfect the shortcomings of conventional face-to-face learning methods that do not use the technology in learning, as well as the lack of e-learning methods that ignore face to face learning. In this method, students learn face-to-face in the classroom

supported by various learning media such as Website, online video or Learning Management System (LMS). (Sulistyo, n.d. 2018) conveys that it is necessary to redefinition the blended learning model, namely: a learning model that combines various learning methods or techniques, both classical and non-classical, both online and offline in accordance with the objectives of the learning program, the characteristics of the participants and the availability of supporting facilities.

Blended Learning Concept

(Sulistyo, n.d. 2018) revealed that in building a blended learning model it is necessary to pay attention to 3 (three) main elements, namely: (1) teacher/facilitator/teacher, (2) learner/participant/student and (3) supporting facilities: networks and devices, materials and methods and so on). First, teachers must be able to transfer knowledge, both classically-online, online-offline, able to design teaching materials according to the learning methods used, both classically-online, offline, and able to be a motivator for participants. Second, participants must be able to use tools for learning (especially for online learning), and have a strong motivation to learn, both independently and together. Third, adequate supporting facilities, including the availability of adequate networks and devices, both for participants and teachers, appropriate materials and methods, both for classical-online, online-offline.

Blended learning can be divided into three main models. (Hannon and Macken:2014)



Figure 1. Models of blended learning

The first model, blended presentation and interaction, has classroom engagement as its primary component, with support from out-of-class, online exercises. The flipped classroom or flipped curriculum approach is a common example of this model, with students viewing podcasts or other online resources independently, followed by classroombased tutorials or seminars for group learning based upon these resources. The second is the blended block model (sometimes called a programme flow model), in which a sequence of activities, or "blocks," is structured to incorporate both face-to-face learning and online study, usually with consideration for both pedagogical goals and practical constraints. For example, a course for geographically distributed learners or working professionals may have limited opportunities for classroom-based learning and therefore begin with a block of intensive face-to-face sessions, followed by blocks of online study and collaboration through online tutorials, possibly followed by a further block of face-to-face learning or group presentations. The third model is fully online but may still be considered blended if it incorporates both synchronous learning (for example, online tutorials) and asynchronous activities (for example, discussion forums). Thus, blended learning covers one or more of the following three situations: Combining instructional modalities (or delivery media), Combining instructional methods, Combining online and face-to-face instruction.

| Model 1 | | Activity focused face-to-face sessions, blended with online resources. |
|---|--------------------------|--|
| | Blended presentation and | For example, the flipped curriculum model combines: 1. short lecture |
| | interaction | podcasts, online resources with, 2. face-to-face tutorial/seminars for |
| | | interaction and presentation of group work. |
| Model 2 | | Combination of: 1. intensive face-to-face sessions as one day or half |
| | Blended block | days, 2. weekly online tutorial/seminars for activities and interaction, |
| | | 3. online content and resources |
| Model 3 | Fully online | Combination of: 1. short lecture podcasts with online resources and |
| | | learning activities, 2. online tutorials (synchronous) interaction via |
| | | online collaboration, 3. discussion forums and/or group work |
| Table 4. Thurse we date of blanded to surface | | |

Here are the models of blended learning in table form.

Table 1. Three models of blended learning.

Blended Learning Advantages

The opportunities for learning or the affordances blended learning offers are now well understood, and both educators and students find its flexibility, ease of access, and integration of sophisticated multimedia and technologies highly appealing. The current focus of this trend has shifted to understanding how applications of digital modes of teaching are impacting students. Findings are showing increases in learner creativity, independence and self-direction. (Cleveland-Innes & Wilton, 2018) state that the advantages of blended learning for students include increased learning skills, greater access to information, improved satisfaction and learning outcomes, and opportunities both to learn with others and to teach others. Recent research identifies the following key benefits of blended learning:

- 1. Opportunity for collaboration at a distance: Individual students work together virtually in an intellectual endeavour as a learning practice.
- 2. Increased flexibility: Technology-enabled learning allows for learning anytime and anywhere, letting students learn without the barriers of time and location but with the possible support of in-person engagement.
- 3. Increased interaction: Blended learning offers a platform to facilitate greater interactivity between students, as well as between students and teachers.
- 4. Enhanced learning: Additional types of learning activities improve engagement and can help students achieve higher and more meaningful levels of learning.

Learning to be virtual citizens: Learners practice the ability to project themselves socially and academically in an online community of inquiry. Digital learning skills are becoming essential to be a lifelong learner, and blended courses help learners master the skills for using a variety of technologies.

B. RESEARCH METHOD

This research uses qualitative research. The types of data used are primary data and secondary data. Researchers get primary data directly from respondents through filling out Google

Forms. The secondary data, the researcher obtained from articles and data sources that discussed the use of blended learning. Data collection techniques with documentation and interviews by spreading questionnaire through Google Form. Respondents in this study were 231 students, from semester II – VI at the IAIN Syeikh Nurjati college of Cirebon. The questionnaire in the google form are related to student experiences in online learning during the pandemic. In the questionnaire there are also experiences related to blended learning. This research was conducted from June to July 2022 during the pandemic Covid-19. The data analysis technique in this study used interactive data analysis (Miles, 2014) with the stages of collecting data related to the research theme, students' perceptions of online learning during the Covid-19 pandemic, and learning experiences with blended learning models, namely a combination of online and offline learning. The data is disaggregated according to research needs. The researcher presents the data that has been processed and the final stage of the researcher draws conclusions from the results of the research on student perceptions of how online learning is during the covid 19 pandemic, and student responses related to learning with the blended learning model.



Figure 2. Components in data analysis (Interactive Model) Source: (Miles, 2014)

C. RESULTS AND DISCUSSION

Online Learning

Education is one of the main sectors that have been most drastically impacted by COVID-19 pandemic. As stated by UNESCO Director-General, Audrey Azoulay, the global scale and speed of the current educational disruption is unparalleled and, if prolonged, could threaten the right to education (UNESCO Press Release, 3 March 2020). This organization has declared that close to 900 million learners have been affected by the closure of educational institutions (Nicola et all.; 2020). One of the impacts of the Covid-19 pandemic is the elimination of direct lectures. Lectures are carried out using online learning, this is in accordance with research (Praherdhiono, 2020). Online learning is considered a logical alternative during the Covid-19 pandemic. Lectures are carried out at home using certain media or applications. Online learning is also carried out at the IAIN Syekh Nurjati Cirebon. Regarding the description of the process and student responses to online learning during a pandemic, it can be described as follows:

First, the researcher delivered a response related to the online learning process at the beginning of the pandemic.



Pembelajaran daring di awal pandemi (awal pembelajaran online) sangatlah tidak nyaman dan tidak menyenangkan

Figure 3. Students' response in the first online learning during pandemic

Based on the chart above, students still experience many obstacles in online learning at the beginning of the pandemic covid 19. This is evidenced by the response on the chart. A total of 139 students (60%) experienced problems in online learning during the pandemic covid 19. Then there were 96 students (40%) who gave a positive response to online learning at the beginning of the pandemic covid 19. It can be concluded that at the beginning of the pandemic COVID-19, students experienced many obstacles and challenges in online learning.

In the middle of the pandemic COVID-19 or approximately a year running, students began to find strategies to overcome obstacles and difficulties during online learning. The description related to this can be seen in the following chart.



Figure 4. Students' response in the middle of online learning during pandemic

Students gave a positive response to online learning after a year of the pandemic covid 19. This can be seen from the chart above. As many as 86% of students gave a positive response, and 14% of students still experienced problems or still did not find comfort in online learning. So, it can be concluded that as the online learning process progresses, students begin to find rhythm and a sense of comfort in online learning. Furthermore, at the end of the pandemic Covid 19, or where offline learning can be carried out on a limited acces, the habit and comfort have begun to be felt by students. The data are as follows:



Figure 5. Students' response in the end of online learning during pandemic

The chart shows that 91% of students are used to doing online learning and feel a positive impact during the process. There are only 9% have not found a rhythm and strategy in online learning. It can be concluded that students have responded positively and found comfort in online learning.

Students' Response on the Blended Learning

Istianingsih & Hasbullah (2015) concluded that one thing that needs to be emphasized and understood is that Blended Learning can be used as an alternative in learning strategies because it can combine conventional learning activities in the classroom with online learning towards independence in learning. The questionnaire in this study also asked how students responded related to blended learning. Students have experienced the blended learning model. The following table describes student responses related to blended learning.





The chart shows that students respond positively to the use of the blended learning model after the covid 19 pandemic. The data shows that 87% of students agree to use the model, and only 13% of students do not respond well. That means that students are very welcoming to the use of the mixed learning model after the COVID-19 pandemic. In addition, respondents consider that learning with the blended earning model is a form of utilizing technology facilities. This can be seen from the following chart.



Figure 7. Students' response on the online learning

The chart shows that 92% of respondents responded that the use of the blended learning model is a form of utilizing technology in the digital era. Some respondents or 8% of respondents have not considered blended learning as an alternative in the digital era. From this, it shows that the majority of respondents responded well by using the blended learning model to keep up with the increasingly massive development of the digital era. Advances in technology have initiated the education institution not to override the soft

skills of students. This means that higher education must accommodate students' IT soft skills to be developed. This research questionnaire also answered related to the use of IT as a medium to develop students' soft skills in terms of technology.



Figure 8. Students' response on the development of technology while online learning.

From the chart, it can be seen that most of the respondents (90%) stated that the use of blended learning can provide opportunities for students to develop soft skills in the IT field. Although there are some respondents who have not given a good response regarding this, only 10%. The respondents gave a good response regarding the use of the blended learning model. Then the questionnaire also explores information related to the percentage of online and offline blends in the use of the blended learning model. The following is data related to the percentage expected by respondents.



Figure 9. Percentage of students' choice between offline and online learning.

From the chart shows that the respondents gave very varied responses. 32% of respondents expect that 50% of blended learning will be done online and 50% will be done offline. Second, 24% of students expect that 70% of blended learning will be done online and 30% offline. Third, 23% of respondents expect the use of this blended learning model with 30% online and 70% offline. The fourth and fifth, about 9% of respondents expect 40% online and 60% offline or vice versa.

Research Discussion

(Mahmud, 2020) confirmed that education that builds the competence of "21st Century Learning" is a 21st century learning framework that requires students to have skills, knowledge and abilities in the fields of technology, media and information, learning skills, innovation, and life skills. In realizing 21st century skills, innovations in learning are also needed, both related to approaches, models, media, strategies and others. One model that is currently quite potential is e-learning. One of the implementations of learning in realizing 21st century skills is the emergence of the concept of e-learning in the learning process. (Pituch & Lee, 2006) that blended learning is a combination of components from aspects of synchronous and asynchronous learning with the aim of achieving maximum learning effectiveness. Synchronous learning is a learning process that occurs simultaneously at the same time between learners and tutors / educators / lecturers, although it

does not have to occur in the same place (Littlejohn et. all; 2007). There are two types of synchronous learning, namely face to-face learning in the classroom and online learning. Face-to-face learning in class, such as practice in a laboratory, presentation or group discussion in class. While online learning (live), such as audio / video conferencing, chat and others. Asynchronous learning is a learning activity that allows different learners to experience the same teaching material at different times and places (Smaldino et. All; 2005). Asynchronous learning there are categories namely virtual and independent collaboration. Virtual collaboration such as online discussion forums, mailing lists, e-mails, etc, while independent asynchronous simulations, online tests, searching material, and so on. Keshavarz (2020) states a valuable lesson has also been learned from pandemic COVID-19 in the realm of education, namely adaptability and flexibility in the delivery of educational materials. When universities were forced to close down in the middle of the Spring Semester as a result of Coronavirus outbreak, there was a period of confusion and uncertainty as to how to continue and end the current academic year. To mitigate the devastating impacts of this unprecedented crisis, colleges and universities across the globe hastily resorted to online teaching, in one form or another.



Figure 10. Outline of online learning components.

presents a diagram that outlines all the components of the Complex Adaptive Blended Learning System, or CABLS framework. The learner sits at the centre of the model, but all components impact each other. There are six elements in the system, all with their own subsystems. These six elements are: Learners: The role of learners' changes, or adapts, as learners engage for the first time or in new ways with the elements in the system. Most important is the well-researched change from passive to active learner. This is key to the support and training of lifelong learners, a characteristic identified as important in 21st century society. Teachers: The role of teachers is also new in blended environments and will co-evolve with students as both engage with and adapt to each other and the other four elements in the system. The assumption is that teachers engaging in blended learning will adapt to pedagogies appropriate not only for blended learning but for learners preparing to engage productively in 21st century societies, which are characterised by significant diversity. These "teachers" will be identified by new labels, such as facilitators, mentors, advisors and moderators. Content: Subject matter is still an important influence on the delivery of learning. Content refers to subject matter and the material elements used to engage learners in the process of mastering that subject. The interactive, dynamic, mediarich materials available online create opportunities for teachers and learners to add content before, during and even after the course experience. The dynamic between the learner, the teacher, the technology, the learning support and the institution impacts the choice and use of content. Technology: Technology in general terms refers to any equipment or mechanism that extends the

human capacity to get things done, the creation and use of technical means, and their interrelation with life. In this theoretical framework, the technology has to be seen as part of the system of blended learning, one that includes all elements working in relation to each other. Learner support: Learner support is included in this framework to emphasise the development required to be a competent blended learner and the ongoing support needed when the system includes complexity. Support can involve technology troubleshooting, material access and learning to communicate effectively online, as well as all the other usual support around understanding content and assignments. In addition, there is a measure of independence attached to online learning that, once mastered, is a lifelong asset. (Wang et al. 2015), learner support means "academic support focusing on helping learners to develop effective learning strategies, such as time management and collaborative skills, and technical support aiming to help students improve their knowledge of the technological tools and the fluency with which they use the tools to complete specific learning tasks". Institution: blended learning requires technological infrastructure and digital janitors. Institutional support is a necessary if not sufficient condition for successful blended learning.

D. CONCLUSION

The COVID-19 pandemic has led students to gain new experiences in learning models. Learning that is used to be done in the classroom has been replaced with learning models outside the classroom with various digital platforms. These changes make students challenged by technological advances. As the learning process goes through online media, students begin to find rhythm and comfort in online learning. Research data shows that more than 90% of respondents respond positively to learning with the blended learning model. The blended learning model gives students the opportunity to adapt and develop soft skills in the field of technology as an answer to the digitalization of education. Some students also expect the use of the blended learning model to be done 50% online and 50% offline.

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