

An Application of Blended Learning to Increase Attention and Independence of Learning of Face-To-Face Learning at SMP IT Bina Bangsa

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ABSTRACT

Blended Learning is a combination of learning excellence done face-to-face and virtually. On this basis, this research is focused on how increasing the application of Blended Learning learning can increase students' learning attention to the learning process and factors that support and hinder the implementation of Blended Learning learning in order to increase the learning independence of students of Bina Bangsa IT Junior High School, especially in Limited Face-to-Face learning. Answers to specific questions. This research includes field research (field research) that uses a qualitative descriptive approach. This validity technique is the extension of the participation of researchers and triangulation. While the data analysis technique used in this study reduces data presentation data and attracts conclusions/verification. The results of this study are: 1) the application of blended learning is proven to have provided two improvements for students of Bina Bangsa IT Junior High School, namely to increase students' attention to the application of blended learning, such as spontaneous attention, static and dynamic attention, concentrative attention etc. while improving student learning outcomes in the application of student learning such as by managing factors that hinder student learning outcomes. 2) factors that support and hinder the application of blended learning to increase the learning independence of Bina Bangsa IT Junior High School students are supporting factors such as confidence, discipline initiative and responsibility, while inhibiting factors are internal factors and external factors.

Keywords: *Blended Learning, Face to Face Learning, Independence of Learning*

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INTRODUCTION

In this day and age, the world is being hit by the development of science and technology. The rapid development of science and technology has brought changes in all walks of life. National education serves to develop the ability and make the character and cultivation of the nation that aims to develop the potential of students to become human beings who believe and obey God Almighty with noble character, healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Fransisca and Yunus 2021).

Blended learning is an English term consisting of two likes of words, blended and learning. Blended means a good mixture or combination. Blended learning combines learning excellence done face-to-face and virtually; blended learning is a mixture of several learning strategies or methods to get the expected learning results. The application of learning strategies is related to planning or policies designed in managing teaching and learning activities to achieve the goals that have been formulated. So the implementation of learning is expected to facilitate educators in achieving the goals of the material delivered, especially in Limited Face-to-Face learning.

The initial observations carried out at Bina Bangsa IT Junior High School showed that teachers still use discovery learning where teachers do not directly provide learning material in the classroom. Teachers play an essential role in appropriately providing learning materials in online learning, minimal face-to-face learning. The reality in the field is that some conditions do not support the learning process via Whatsapp or zoom meetings, including students' lack of attention and independence to learn. This can be seen in passive learners. The results of the observations obtained from 23 learners, only 8 people actively asked questions to teachers. Second, teachers still use lecture methods in delivering materials, so learning is centred on teachers and tends to be monotonous. The third application of Blended Learning learning to Limited Face-to-Face learning in Bina Bangsa IT Junior High School has been implemented but has not varied. Such a thing will continue to happen if students still pay less attention to the material provided by the teacher. While learning during the pandemic is done online and can be done face-to-face and self-study, such as the application of Blended learning, wherein the application has three components, namely online learning, face-to-face learning, and self-study. Self-learning is indispensable for cultivating thoughts and is independent of the thoughts of others. Blended Learning certainly has limitations when applied to students. These limitations can be known after Blended Learning learning is applied (Kundu, Bej, and Rice 2021).

Looking at the situation and conditions of the learning process, there are even those done with students taking assignments from teachers every 1 week and delivering the results of student assignments the following week. The task is in the form of writing assignments, and some apply online learning with whatshap group applications at Bina Bangsa IT Junior High School. Learners to the school come but only hand over the teacher's tasks. PR is provided through the Whatsapp application to students through Whatsapp groups. Some students who do not have a mobile phone must come to school to take assignments from teachers. Based on the explanation from the student-teacher who has his handphone, about 85% while parents still join the rest. This is the basis of research in applying blended learning at SMP IT Bina Bangsa.

METHOD

This study uses research methods systematically to get answers to specific questions. This research includes a type of field research (field research) that uses a qualitative descriptive approach, which is a research process that produces descriptive data in the form of written data expressions whose source is directly obtained in the field where the research is located (NURSYAMSI AH 2021). Writer use Approach research Qualitative is research that intends to understand phenomena about what that Experienced by Subject research, for example, behaviour Perception motivation action and others manner Holistic and with manner description deep shape Words and language at one context unique that Natural utilize Various method scientific (Darlis

and Sari 2021). So Approach Qualitative this as procedure research that produces data Descriptive that Form words Written or Lisan from people and behaviour that Observed While characteristic research this be Descriptive Analduck that is Describe at once Analyze about Application Learning online and offline at times pandemic at SMP IT Bina Bangsa.

RESULT AND DISCUSSION

In this study, the author obtained data from interview answers and structured observations obtained from teachers and students at Bina Bangsa IT Junior High School, who became informants/respondents in the research on the Application of Blended Learning in Limited Face-to-face Learning.

Table 1. Informant Name List

No	Name	Profession
1	AnggiTriansyah, S.Pd	Computer Teacher
2	Juniarti sari, S.Pd	Mathematics Teacher
3	Raya maleekaRamadhani	7th graders
4	Belinda adzra Alicia	7th graders
5	Tsabit Alif	7th graders
6	M Danish	7th graders
7	ZavairaRinjani princess	7th graders
8	Muhammad rifal A	8th graders
9	Aida Rohadatulaisy	8th graders
10	ArlyTasya	8th graders
11	Abyan FatihAbdillah	8th graders
12	LailatulDhiyaRaditha	8th graders

Blended Learning can increase students' learning attention during the learning process.

The following authors describe the research findings from informants regarding blended learning in limited face-to-face learning at Bina Bangsa IT Junior High School during the Covid-19 pandemic.

a. Implementation of class V learning activities after the occurrence of covid 19

The author asked the informant how to carry out learning activities after the Covid-19 pandemic. Here are the results of the interview :

"continue to run smoothly via online and in total in the form of via online"

"thank God it is still smooth by using online media."

"using online and smoothly as always."

Based on the interview results above, it can be concluded that the implementation of learning activities at Bina Bangsa IT Junior High School runs smoothly even during the Covid-19 pandemic.

b. Applications used when learning

The author asks what applications are used (teachers) when carrying out online learning activities. Here are the results of the interview:

"Throughwhatsap because this application is more effective for elementary school children and also most parents only understand the whatshap application."

"through the more dominant whatshap app."

"usually use whatshap groups."

Based on the interview results above, it can be concluded that the application used is whatshap because parents and students only understand the application.

c. ask the informant, namely Responses, about the implementation of blended learning during the pandemic

The author asked the informant how the father/mother responded to the implementation of blended learning during the current pandemic. Here are the results of the interview:

1) Online learning (online)

"My response regarding online learning is running smoothly and as expected."

"alhamdulillah smoothly with the help of applications that support the online learning process occurs."

"I think the implementation of online learning is quite good and can help children still learn even at home."

2) Face-to-face

"in this case, it has been done face-to-face for two months, but it has not gone well. There has been a red zone of Covid 19 again, and students must study at home again as recommended by the government in the circular letter."

"It has been done before, but it must be back online again with the current condition."

"It has been there for two to three months, but it has to be online again because there is a red zone."

Based on the interview results above, it can be concluded that the implementation of blended learning is used in the form of online learning and face-to-face, but online learning is currently valid, while face-to-face only two months lasts due to the Covid 19 pandemic.

d. Difference between teaching online and usual

The author asked the informant if there were any differences in learning online as usual. Here are the results of the interview:

"Differently, we as teachers do not directly meet with students, so I think this learning process is less than usual face-to-face, besides that using online media, children are still under the supervision or help of their parents so that the child is not too focused on the lessons given."

"There are so many differences that occur, especially for students who are usually always active now can only sit with their hands, and also children cannot learn on their own are still assisted by their parents."

"It is indeed very different from face-to-face. besides that, we rarely can see children because usually those who ask a lot are not children."

Based on the interview results above, it can be concluded that the online learning process from a face-to-face learning process is very much different because every teacher cannot directly meet with his students. Other than that, in online learning, most who learn are parents, so children are not focused on the process of their education.

f. Implement varied strategies

The author asked if the father/mother applies various strategies not to be monotonous to increase students' learning attention during the learning process. Here are the results of the interview:

"Yes, the varied strategies used can be in the form of videos or pictures well from that usually students will get more knowledge and understand the lesson to make students' attention when studying more focused and not monotonous."

"Yes, we as teachers use varied strategies during the learning process to make the child cheerful again so that it is not quiet. If I can ask how quickly he can be here, I will make the child can be and increase students' attention when learning from before."

"Teachers do have to use varied strategies so that learning is not boring usually using videos to watch together from the video will be asked questions so that the whatshap group comes back to life so that children can ask questions and make their pluses to improve their learning outcomes."

Based on the results of the interview, it can be concluded that each teacher has different and varied learning strategies, such as sending videos to make questions or pictures to guess the right or wrong answer so that they can get the attention of students who learning is not too monotonous and makes children active again.

g. How to convey material, specifically the practice of learning

The author asked the informant how the father/mother delivered the material to increase students' attention in limited face-to-face learning online learning. Here are the results of the interview:

"If I am usually in learning online, we use much practice through videos or pictures sent through whatshap so that children can see the process students who were silent will become more enthusiastic in learning."

"I used the lecture method first and accompanied by parked through the picture of guessing what the content of the picture was to get the students' attention to make the atmosphere of the question crowded."

"More use of clear and appropriate questions for their age for the attention my students use more like playing first then learning again"

Based on the interview results above, it can be concluded that delivering a LIMITED FACE-TO-FACE learning meter is usually done with practice, as in the video or picture and questions that make students' attention excited again.

h. Obstacles faced using online media

The author asked the informant what obstacles the teacher faced in learning by using online media. Here are the results of the interview:

"There are still students who do not have mobile phones and quotas that must be purchased, tasks that always accumulate because the conditions at home are different so that they must be divided into focus, understanding is conveyed but less so directly so that they have to learn independently again."

"Usually the obstacles that occur are internet package quotas, no wifi, difficulty networking, obstacles in applications are usually often errors and also most children today spend more quota to play games so that when learning the quota runs out and parents have many reasons for it."

"If I think there are usually a lot of obstacles, especially quotas that must be purchased, networks that are melted, forget the study schedule, miss information, too much PR there is no wifi signal and also many fathers/mothers who complain because their children have difficulty understanding learning because the explanation is delivered less effectively as face-to-face usually."

Based on the results of the interview above, it can be concluded that there are still many obstacles that occur, such as no cost to buy a mobile phone, no internet/wifi network, a slow network of error applications, missed information, and much more, and the government or the school should provide solutions so that the learning process can run as expected.

i. Enthusiastic students when learning online

The author asked the informant how enthusiastic students were when online learning began. Here are the results of the interview:

"It is good that students pay much attention when I teach again, and the enthusiasm is quite good."

"Student enthusiasm is quite good, back again depends on parents who are quick to accompany their children to study and also we as teachers must be able to seek attention from students so that there is reciprocity between teachers and students so that there is monotony" "it is still good, but sometimes there are still students who do not enter for certain reasons when it is a pity that they do not enter can miss information."

Based on the interview results above, it can be concluded that the students' enthusiasm is still quite good with the help of their parents beside him.

Factors that support and hinder the implementation of blended learning in order to increase the learning independence of students of Bina Bangsa IT Junior High School

a. Implementation of learning activities after the Covid-19 pandemic

The author asked the informant what they felt at the time of the implementation of this pursuing activity after the Covid-19 pandemic. Here are the interview results:

"Bored. Usually, I go to school to study and meet friends but from home and study in front of hp."

Based on the interview results above, it can be concluded that students feel that implementing learning activities at home is tedious but can focus on self-study.

b. Applications that are often used for learning

The author asks the informant what applications you often use to facilitate the learning process. Here are the results of the interview:

"usually whatshap, if to find difficult material for me to google."

"usually use WA if looking for answers that are difficult for me to find on google."

Based on the interview results above, it can be concluded that the application that is often used is Whatsapp.

c. Supporting factors and inhibition of the learning process

The author asked the informant whether the factors supported and hindered the learning process and the results of the interview:

"More time to learn on your own and no distractions when learning if that usually hinders the signal is reed and out of quota."

"which supports: it is better to make tasks that are not many difficult social-questions if they inhibit the signal sometimes ugly so difficult if the learning process takes place."

"If you support it is easier to collect tasks because only through WA and more relaxed continues which inhibits the bias of difficult signals with quotas run out."

Based on the results of the interview above, it can be concluded that the supporting factor is that it is more time-efficient and can freely learn and can use mobile phones to learn, while the inhibitory factor is still students who do not have mobile phones, so often miss informants and also networks that are melted and run out of quotas.

d. Enthusiastic in the learning process

The author asked the informant how enthusiastically they were when the learning process occurred. Here are the results of the interview:

"it is nice to be able to learn while sleeping."

"it is nice to study with friends to do homework cpat completed."

"very happy because learning to use HP is more cool and fun."

Based on the interview results above, it can be concluded that enthusiastic students are still excited when the learning process occurs.

e. Self-study or always accompanied by parents

The author asked the informant whether they had always learned to bathe or were always accompanied by parents. Here are the results of the interview:

"never independent but more often taught by parents."

"often self-taught Karno parents paid kekebun so own plague."

"usually alone, sometimes assisted by parents."

Based on the interview results above, it can be concluded that self-study or always accompanied by parents namely, most of them answer more often independently but still under parental supervision.

f. Blended learning implementation responses such as online learning and face-to-face

The author asked the informant how they responded to this blended learning practice, such as Online learning and face-to-face following the interview results:

"Online learning: learning online is delicious but more bored because there are no friends."

Face-to-face: it is good to go to school to study with friends."

"online learning: if online learning is convenient, more tasks and PR are fiercely stacked."

Face to face: if face to face tu more exciting to meet friends can play idag bored kayaking at home

"Online learning: if online learning is good idag in a hurry and can relax

Face-to-face: if face-to-face is delicious too, you can meet friends at school repeat Rama-rame, but even face-to-face still must comply with the rules health protocol."

Based on the interview results above, it can be concluded that students' responses about the implementation of blended learning, such as online learning and face-to-face learning running smoothly, will still appear to be visible from students that they prefer face-to-face learning.

The application of *Blended Learning* can increase students' learning attention during the learning process

a. Ways/efforts to increase students' attention to the application of blended learning

Students have different characteristics and also have extra attention. Observation can be divided into several types (Resdiana 2021), namely:

- 1) Attention is deliberately directed at an object. Spontaneous attention and intentional spontaneous attention, also called genuine attention or direct attention, is attention that arises by itself because it is attracted to something and not driven by willpower. While intentional attention is attention driven by willpower because of a specific purpose.
- 2) Static attention and Static, dynamic attention is fixed attention to something. Some people can devote their attention to something as if it has not diminished strength. With that fixed attention, people can do something with solid attention in a relatively long time. Dynamic attention is attention that is volatile, easy to move, and quickly moves from one object to another. For attention to something to remain strong, it needs to be given a new stimulant each time.
- 3) Concentrative and distributive attention Concentrative attention (attention focus) is attention that is only directed to one particular object (problem). Attention is distribution (attention divided). With this distribution nature, people can divide their attention into several directions in one way or at the same time.
- 4) Narrow and broad attention People with little attention can easily focus on a limited object, even in a crowded environment. Moreover, again person is also not easy to move his attention to other objects. The surroundings do not easily tempt his soul. The events around them easily attract people who have widespread attention. His attention cannot lead to certain things. He is quickly aroused and easily pours his soul into new things.

5) Fictitious attention and fluctuating Fictitious attention (inherent attention) is attention that is easily centered on a thing and it can be said that its attention can be attached for a long time to its object. The person of the inherent attention type is usually cautious in observing something. The parts can be captured, and what he sees 12 can be described objectively. His attention is so subjective that all attached to him are the things that feel important to him. Fluctuating attention (wavy) people who have this type of attention can generally pay attention to various things at once, but most are not careful. (Heilporn, Lakhali, and Bélisle 2021)

In addition to the above methods, some ways can be applied to every student (Heriyanto 2014):

- a. Repeat: Ask students to repeat what you just put forward in their language.
- b. Show a short film: You can show a short film as a distraction in class.
- c. Give a problem: Give the problem to be solved by students
- d. Ask challenging questions: Ask difficult questions that take several steps to answer.
- e. Make something: Ask students to create something related to the topic.
- f. Find out what the student is interested in and provide related analogies.
- g. Eliminate: As much as possible, eliminate things that interfere with the learning process.
- h. Play: Play a game.
- i. Quiz: Give a Quiz at the end of the learning. Make sure that students are aware of the Quiz. Students will pay more attention.
- j. Rewards provide rewards for paying attention to students.

b. Factors that support and hinder the implementation of blended learning in order to increase the learning independence of Students of Bina Bangsa IT Junior High School Supporters, in the sense of the Great Dictionary of Indonesian, is something that supports, supports, helps, and so on (Sari 2021).

Support is in students' internal factors (from within), i.e., confidence, discipline, motivation, initiative, and responsibility (Bowden 2021). Based on the results of a meeting with students of Bina Bangsa IT Junior High School that the supporting factor in the application of blended learning is by taking measurements. The measurement itself contains an understanding of a situation where a person has a desire to compete for his good, can take decisions and initiatives to overcome the problems faced, has confidence in doing his tasks, and is responsible for what he does. (Ustun, Karaoglan Yilmaz, and Yilmaz 2021)

- a. Confidence says that "Believing in oneself means being sure of being true or ensuring the ability or excess of a person or something (that will be able to meet his expectations)."
- b. Discipline is concerned with self-control or obedience of a person to follow the form of rules on his awareness, discipline in learning is the willingness to learn the student's self drives that.

Alone.

- c. The initiative is the ability to create or inventiveness. Initiative is an individual's ability to produce something new or genuine or a problem solver.
- d. Responsibility has the characteristics of people who have the following nature of responsibility: Have a high commitment to their duties or work, Willing to be responsible, Energetic, Oriented to the future, Ability to lead, Willing to learn from

failure, Confident in himself, Obsession to achieve high achievements and always have the motivation

"A person always prioritizes tasks and outcomes is a person who prioritizes motivational values, is oriented to perseverance and fortitude, determination to work hard, has energy and initiative."

While the meaning of inhibitors is something that is inhibiting. The habitat itself means that there is making something can travel, work and the like becomes not smooth, slow or restrained, there are two factors that hinder learning independence is as follows:(Desi Ariani 2021)

First, internal factors with indicators of growing learning independence that radiate in the phenomenon include: (Rahmat 2020)

- a. Responsible attitude to carry out what is entrusted and assigned
- b. Awareness of the rights and obligations of students of moral discipline, namely ethics that become behavior
- c. Self-maturity starts from self-concept, motivation to the development of thoughts, karst, copyright and work (gradually)
- d. Awareness develops physical, spiritual health and strength with healthy food, cleanliness and exercise
- e. Self-discipline by complying with applicable rules of conduct, aware of rights and obligations, traffic safety, respect for others, and carrying out obligations.

Second, external factors as drivers of maturity and learning independence include: the potential of the spiritual body, namely a healthy and robust body, the environment, and natural resources, socio-economy, security and order that are independent, conditions and atmospheres of harmony in positive or negative dynamics as opportunities and challenges include cultural order and so on collectively. (Jalinus et al. 2021)Based on the explanation above, it can be concluded that the support and inhibition of student learning independence in learning is the internal factor of the student itself, which consists of five aspects, namely discipline, confidence, motivation, initiative, and responsibility, so it can be concluded that a person has learning independence if he has the nature of confidence, motivation, initiative, discipline, and responsibility. All aspects of this study can be seen during teaching and learning activities.(Armin and Abrar 2015)

CONCLUSION

Based on the results of research on the Application of *Blended Learning* in Limited face-to-face Learning at Bina Bangsa IT Junior High School during the Covid-19 Pandemic, the following conclusions can be drawn: With Apply Learning *Blended Learning* gives Increased attention to learning students at the moment process Learning last, for Activities learn to walk with fluent. An application that is often Used isWhatsapp because system Learning for pandemicis an online process. Learning online is very far different from staring face Because every teacher does not immediately meet with Students but only skim Mobile. So teachers Apply strategy Learning that different and bevariation like sending videos with making questions or pictures to guess answers so that they can get attention from students in order to Learn to walk with maximum order to Learning not too Monotonous teacher do Delivery cashewRi Learning usually Done with practice/test Oaksperimen. Factors that support and hinder the implementation of blended learning to increase the learning independence of students of Bina Bangsa IT Junior High School are supporting factors that are more time-saving, free to learn, and can use mobile phones appropriately. At

the same time, the inhibitory factor is still students who do not have mobile phones, so they often miss informants and networks that are melted and run out of quotas even though they are still learning independently enthusiastically in Parenting.

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In the next activity, we suggest that teachers at Bina Bangsa IT Junior High School use Google Suite. Therefore, we held a Devotion activity to introduce Teachers to using Google Suite in the next activity.

AUTHOR CONTRIBUTIONS STATEMENT

All authors have worked in a shared role in conducting research reports accordingly. As this project is done in a shared portion, there is no conflict in managing the project.

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