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Blended learning to improve students’ independence in learning basic Korean

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| **A B S T R A C T**  |  | **A R T I C L E I N F O** |
| Although previous research has demonstrated the significance of blended learning in foreign language learning, little attention is devoted to examining the influence of blended learning on students’ basic Korean learning process. This research aims to investigate the students’ perceptions of the blended learning model in learning basic Korean. A quantitative and qualitative research method was employed by collecting data from questionnaires and interviews. This research involved 20 students in a *Donasi Sambil Belajar* (DOSILA) program. The DOSILA program was included as a learning program that used a blended learning model with a composition of 30% of e-learning and 70% of face-to-face learning. In addition, students’ perceptions of the blended learning model were examined. The results revealed that blended learning as a new learning model could improve students’ learning independence properly. The students also informed that the blended learning model assisted them to learn basic Korean quickly with satisfaction. However, they encountered some obstacles, such as forgotten schedules and poor internet connection. The results of this research can be a reference for future research to formulate a more rigorous teaching framework.© 2021 Kantor Jurnal dan Publikasi UPI |  | ***Article History:****Received 28 Dec 2020**Revised 12 Mar 2021**Accepted 16 Mar 2021**Available online 29 Mar 2021*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***Keyword:****basic Korean,**blended learning,**e-learning,**independent learning* |

**1. INTRODUCTION**

COVID-19 (Corona Virus Disease-2019) was first reported in Indonesia on March 2, 2020 in two cases (as explained by World Health Organization in the website entitled *Situation report – 42* in 2020, <https://www.who.int/publications/m/item/situation-report---42>). Based on data entered until November 17, 2020 at 12:00 Western Indonesian Time, Indonesia's number of COVID-19 cases reached 474,455 people (as explained by Nugraheny in the website entitled *UPDATE: Bertambah 3.807, Kini Ada 474.455 Kasus Covid-19 di Indonesia* in 2020, <https://nasional.kompas.com/read/2020/11/17/15404791/update-bertambah-3807-kini-ada-474455-kasus-covid-19-di-indonesia?page=all>). The occurrence of this pandemic has prompted the Indonesian government to issue various policies to reduce the level of spread of the COVID-19 virus, some of which are by imposing social distancing, physical distancing, and implementing PSBB (Large-Scale Social Restrictions) in several areas. The government hopes that the policy issued can cut the chain of the spread of COVID-19, which impacts various fields, one of which is the field of education.

As stated by Gupta and Goplani (2020), Kristóf (2020), Purwanto, et al. (2020), and Van Nuland, et al. (2020) many countries have decided to close schools, colleges and universities. One of them is in Indonesia. Instead, learning activities are carried out online for all levels of education. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (COVID-19). In this Circular, number 2 point, the learning process from home through online / distance learning is carried out to provide meaningful learning experiences for students, without being burdened with demands to complete all curriculum achievements for class promotion and graduation.

According to Ananga (2020), Kaplan and Haenlein (2016), and Park and Kim (2020) distance learning is a teaching approach where students are not always physically present. Distance learning began to emerge when advances in science and technology had made an excellent contribution to education. This can be felt by teachers and students alike regarding accessing learning materials via computers and other electronic media (as explained by Simarmata, et al. in the book entitled *Inovasi pendidikan lewat transformasi digital* in 2019). Technological developments impact education because there is a need for education to constantly increase the effectiveness and efficiency of learning and management of the education system (as explained by Yaniawati in the book entitled *E-learning alternatif pembelajaran kontemporer* in 2010). Technologies commonly known in education are PowerPoint slides, OHP LCD projectors, and computers. The more technology develops, learning using computers can be connected to the internet or electronic learning (e-learning) (as explained by Simanihuruk, et al. in the book entitled *E-learning: Implementasi, strategi dan inovasinya* in 2019).

Virtual class or better known as e-learning, according to Saifuddin (2016) is a form of internet use that can increase the role of students in the learning process. E-learning is a distance learning model that is expected to shift the conventional pattern learning system or traditional patterns that are considered to have various shortcomings. There are three functions of electronic learning (e-learning) for learning activities or teaching and learning processes in the classroom (classroom instruction) according to (as explained by Siahaan in Sutabri in the book entitled *Konsep sistem informasi* in 2012), namely (1) as an optional supplement; (2) as a complementary of the learning material received by students in the classroom; or (3) substitution which completely replaces e-learning so that students can flexibly manage their lecture activities according to the time and other daily activities of students. In its implementation, the e-learning learning model has a series of limitations compared to face-to-face learning. Mardiah (2020), Martha, et al. (2021), and Usman (2018) explains that these limitations include (1) weak control caused by a lack of mastery of the concept of using the e-learning application method by both educators and students; (2) limited internet network access; and (3) the availability of learning modules and the lack of other infrastructure by students. Apart from these shortcomings, as for the benefits of e-learning as argued by Chaeruman, et al., (in Sari, 2015), namely (1) overcoming the problem of distance and time; (2) encourage an active learning attitude; (3) building a new learning atmosphere; (4) increase learning opportunities; (5) controlling the learning process; (6) facilitate updating of teaching materials for teachers; (7) encouraging the growth of a cooperative attitude; and (8) accommodating various learning styles. Therefore, a solution that can be an alternative is to combine the face-to-face learning model with e-learning, or what is known as the blended learning model.

Blended learning is a mixture of online and face-to-face learning (as explained by Simarmata, et al. in the book entitled *Inovasi pendidikan lewat transformasi digital* in 2019). Etymologically, the term blended learning consists of two words, namely blended and learning. The word blend means "mix to improve the quality to be better" (Collins Dictionary in Sudarman, 2015), or "the formula for an alignment of combination or fusion" (Heinze & Procter in Sudarman, 2015). The word learning has a general meaning of "learning". Thus, according to Sudarman (2015), the cursory term blended learning implies ‘learning patterns that contain elements of mixing or combining one pattern with another.

Blended learning-based learning developed around 2000 (As explained by Iskandar, et al., in the book entitled *Aplikasi pembelajaran berbasis tik* in 2020). Bersin, (in Idris, 2018) describes the history of blended learning developed in the world of training first and what is done in educational institutions, namely the primary learning source is the trainer/facilitator. With computer technology discovery, training was carried out using a mainframe based, which allowed individual training activities not to depend on the same time and material (out of sync). Subsequent developments in learning continued to use a computer base but had a more straightforward reach across islands and continents due to satellite technology development. Likewise, the content of the training was disseminated via CD ROM and the internet. Currently, training combines all of these so that learning becomes more effective, efficient with the concept of a combination (blended).

In connection with the composition of the implementation of learning, Abdullah (2018) explains

*The composition of blended learning that is often used is the 50/50 pattern, in the time allocation available 50% face-to-face 50% online learning, some also use the 75/25 pattern, meaning 75% face-to-face meetings 25% online learning, and there are also those who apply 25/75, 25% use face-to-face learning 75% use online learning. In using this pattern, it depends on the competency analysis required, subject objectives, learner characteristics, learner characteristics and abilities and available resources. However, the main consideration in designing the composition of learning is the provision of suitable learning resources for various characteristics of learners so that learning becomes attractive, effective and efficient.*

As explained by Bath & Bourke in the book entitled *Getting started with blended learning* in 2010 explain the steps of the blended learning model in Figure 1 below.



**Figure 1.** Steps to Implement the Blended Learning Model

Based on this figure, it can be explained that designing blended learning requires a systematic approach, starting with (1) planning, planning to integrate blended learning into the classroom; (2) designing, designing and developing blended learning elements; (3) implementing, implementing the blended learning design; (4) reviewing, reviewing (evaluating) the effectiveness of the blended learning design; and (5) improving, planning class delivery, continued by involving improving the blended learning experience for staff and students.

Apart from the steps of implementing the complex blended learning model, (as explained by Kusairi in Husamah in the book entitled *Pembelajaran bauran (blended learning)* in 2014) assesses the many advantages that can be felt when using the blended learning model, such as (1) students are free to learn the subject matter independently by utilizing materials available online; (2) students can communicate/discuss with teachers or other students that do not have to be done in class (face to face); (3) learning activities carried out by students outside face-to-face hours can be managed and appropriately controlled by the teacher; (4) teachers can add enrichment material through internet facilities; (5) teachers can ask students to read the material or take tests that are done before learning; (6) teachers can organize quizzes, provide feedback, and make effective use of test results, and (7) students can share files with other students.

However, Widiara (2018) explains the shortcomings of the blended learning model, including (1) teachers need to have skills in organizing e-learning; (2) teachers need to prepare time to develop and manage e-learning system learning, such as developing materials, preparing assessments, conducting assessments, and answering or giving statements to forums delivered by students; (3) teachers need to prepare a digital reference as a reference for students and a digital reference that is integrated with face-to-face learning; (4) unequal supporting facilities and infrastructure and poor understanding of technology; and (5) instructors need a learning strategy to maximize the potential for blended learning.

Along with policies that require online learning, that affects students' interest in learning and affects the competency demands of education, especially in the use of learning methods and media (as explained by Rusdiana, et al. in the research entitled Penerapan model POE2WE berbasis blended learning Google Classroom pada pembelajaran masa WFH Pandemic COVID-19 in 2020). The research results of Ismaniati, Sungkono, and Wahyuningsih (2015) concluded that blended learning could increase students' learning independence in the lecture process.

Independent learning can be interpreted as a learning activity, and its progress is driven more by the will, own choice and responsibility of the learners (Dimyati in Syarif, 2012). As a result of the learning process, many factors are influenced by the achievement of an independent character. As explained by Ali and Asrori in the book entitled *Psikologi remaja: Perkembangan peserta didik* in 2005 suggest that four factors affect children's independence, namely (1) genes or parentage; (2) parenting style; (3) the education system in schools; and (4) living systems in society. A person can be said to have independence in learning if he tends to behave such as (1) independence from others; (2) have self-confidence; (3) behave in a disciplined manner; (4) have a sense of responsibility; (5) behaving based on one's initiative, and (6) exercising self-control (Hidayati and Listyani, 2010).

As a form of support from researchers to introduce and develop new learning models, researchers created the DOSILA (Donasi Sambil Belajar/Charity During Learning) program to provide opportunities for Indonesians who want to learn at all costs, which then 100% of the money given will be donated to those in need, especially for people affected by the COVID-19 pandemic. As a graduate of Korean Language Education FPBS UPI, the material that the author teaches is in the form of elementary-level Korean. By utilizing e-learning, this program is carried out via electronic means using a distance learning / online model.

Seeing the enthusiasm of registrants for the DOSILA program from various cities in Indonesia, researchers are interested in knowing the DOSILA program as a program that can increase learning independence by looking at each student's various perceptions. Perception itself is an experience about objects, events, or relationships obtained by inferring information and interpreting messages (Rakhmat in Arifin, Fuady, and Kuswarno, 2017).

Hence, the objectives of this study were to: 1) find out the blended learning model used in the DOSILA program to increase the independence of learning basic Korean, and 2) determine the students' perceptions of recognizing the blended learning model used in the DOSILA program to improve independence in learning their basic Korean language.

**2. METHOD**

This research was conducted by applying quantitative descriptive research methods. Descriptive research is directed to describe symptoms, facts, or incidents systematically and accurately regarding the characteristics of a particular population or area (as explained by Wagiran in the book entitled *Metodologi penelitian pendidikan: Teori dan implementasi* in 2013). Quantitative research is a research method that is inductive, objective, and scientific. The data obtained is in the form of numbers (score, value) or statements that are scored and analyzed by statistical analysis (as explained by Hermawan in the book entitled *Metodologi penelitian pendidikan (kualitatif, kuantitatif dan mixed method)* in 2019). So, quantitative descriptive research is one type of research that aims to describe systematically, factually, and accurately the facts and characteristics of particular populations or describe phenomena in detail (as explained by Lehmann in Yusuf in the book entitled *Metode penelitian kuantitatif, kualitatif & penelitian gabungan* in 2016). The researcher chose the quantitative descriptive research method because it would describe how the blended learning model was applied in basic Korean language learning in the DOSILA program. The researcher explored the strengths and weaknesses and the students' perceptions of the blended learning model applied in the DOSILA program.

Researchers involved students of the DOSILA program as participants who live in Bandung, Banjarnegara, Bekasi, Cimahi, Jakarta, Kasongan, Lahat, Palembang, Pangkalpinang, and Sukoharjo. The population in this study were 32 students of the DOSILA program. The sample in this study amounted to 20 people using the accidental sampling technique, namely sampling based on the fact that they happened to appear (as explained by Widodo and Andawaningtyas in the book entitled *Pengantar statistika* in 2017).

As explained by Ovan and Saputra in the book entitled *CAMI: Aplikasi uji validitas dan reliabilitas instrumen penelitian berbasis web* in 2020, the research instrument is a written guideline for interviews, observations, and questions that are prepared to obtain information. The instruments used in this study were interviews and closed questionnaires in statements with the scoring technique using a Likert scale. The Likert scale is used to develop instruments used to measure the attitudes, perceptions and opinions of a person or group of people regarding the potential and problems of an object, the design of a product, the process of making a product and those that have been developed or created (as explained by Sugiyono in the book entitled *Metode penelitian pendidikan pendekatan kuantitatif dan R&D* in 2016).

This scale is often referred to as an assessment of one to five. In this study, the researcher used a checklist, and the answers would be scored, as in Table 1.

**Table 1.**

Likert Scale

|  |  |
| --- | --- |
| **Answers** | **Statement** |
| **Positive** | **Negative** |
| SD (Strongly Disagree) | 1 | 5 |
| D (Disagree) | 2 | 4 |
| N (Neutral) | 3 | 3 |
| A (Agree) | 4 | 2 |
| SA (Strongly Agree) | 5 | 1 |

(As explained by Sugiyono in the book entitled *Metode penelitian pendidikan pendekatan kuantitatif dan R&D* in 2016).

Research procedures are the steps used to obtain basic information to answer the questions posed in research (as explained by Rukajat in the book entitled *Pendekatan penelitian kuantitatif [Quantitative research approach]* in 2018). The author takes this research stage in order to obtain optimal results. The stages carried out in the implementation of this research are the planning stage, the implementation stage, the analysis stage, and the conclusion stage.

As explained by Patton in Anggito and Setiawan in the book entitled *Metodologi penelitian kualitatif* in 2018, data analysis is the process of arranging data sequences, organizing them into a basic sequence pattern, category and unit. Generally, data analysis techniques in quantitative research use statistical tools. According to Purwoto in the book entitled *Panduan laboratorium statistik inferensial* in 2007, there are two types of statistical data analysis in a study, namely (1) descriptive statistical data analysis and (2) inference data analysis. In this study, researchers used descriptive statistical data analysis techniques.

Purwoto in the book entitled *Panduan laboratorium statistik inferensial* in 2007 explains

*Descriptive data analysis is a way of describing or describing the collected data as is without the intention of making general / generalized conclusions. The characteristics of descriptive data analysis, namely the presentation of data are emphasized in the form of tables, graphs, and statistical measures, such as percentages, averages, variances, correlations, and index numbers. In addition, this analysis does not use a significance test and error level because there are no generalization errors. (p. 1)*

Meanwhile, Muchson in the book entitled *Statistik deskriptif* in 2017 explains

*Descriptive statistics discusses ways of collecting, summarizing, presenting data so that information is easier to understand. Information that can be obtained with descriptive statistics includes data centering (mean, median, mode), data distribution (range, average deviation, variance and standard deviation), trend of a data set, size of location (quartiles, deciles and percentiles). (p. 6-7)*

Following this description, the authors calculate the percentage, average, and mode to analyze the data.

**3. RESULTS AND DISCUSSION**

In the DOSILA program, the author uses a blended learning model with a composition of 30% e-learning through the WhatsApp application and 70% face-to-face via video conferencing applications such as Google Meet, Skype, and Zoom. The WhatsApp application is used to send course materials and assignments. In contrast, the video conferencing application explains the subject matter, discusses assignments that need to be discussed, and performs several tests such as speaking tests and reading tests. Meetings with students using video conferencing applications are scheduled 1-2 times a week for 90 minutes. However, it does not rule out some students who choose not to do face-to-face learning through video conferencing applications due to the limited mobile memory capacity, so they cannot use video conferencing applications. Even so, learning continues using WhatsApp.

The researcher gave five interview questions and two questionnaires with different themes, which consisted of (1) the level of independent learning of students; and (2) students' perceptions of the blended learning model. Data collection from the independent learning questionnaire can be seen based on the five practical aspects in Table 2 below.

**Table 2.**

Questionnaire Responses on the Level of Learning Independence of Students

|  |  |  |
| --- | --- | --- |
| **No** | **Aspect** | **Percentage (%)** |
| **SA** | **A** | **N** | **D** | **SD** |
| 1. | Initiatives in Learning | 25,56 | 50,00 | 22,78 | 01,67 | 00,00 |
| 2. | Confidence | 26,00 | 53,00 | 19,00 | 02,00 | 00,00 |
| 3. | Motivation to learn | 60,83 | 31,67 | 06,67 | 00,83 | 00,00 |
| 4. | Responsibility | 50,00 | 43,75 | 06,25 | 00,00 | 00,00 |
| 5. | Evaluation of Learning Outcomes | 25,00 | 55,00 | 20,00 | 00,00 | 00,00 |
| Average | 37,48 | 46,68 | 14,94 | 00,90 | 00,00 |

From the table above, the results show that the blended learning model in the DOSILA program, by looking at these five aspects, is considered suitable for increasing students' learning independence. In line with this, this aspect is included in the characteristics of learning independence. Hidayati and Listyani (2010) expressed that students have independent learning with behavioral tendencies such as not dependent on others, have self-confidence, behave in discipline, have a sense of responsibility, behave based on one's initiative, and exercise self-control. However, it should be noted that several factors affect a person's independence (as explained by Ali and Asrori in the book entitled *Psikologi remaja: Perkembangan peserta didik* in 2005). Those are genes or descendants of parents, parenting styles, the education system applied in schools, and society's life system. Therefore, the family and the surrounding community's role is needed to improve their learning independence even better.

The results of data collection from a questionnaire on students' perceptions of the blended learning model can be seen based on the three practical aspects.

**Table 3.**

Students' Perceptions Questionnaire Responses to the Blended Learning Model

|  |  |  |
| --- | --- | --- |
| **No** | **Aspect** | **Percentage (%)** |
| **SA** | **A** | **N** | **D** | **SD** |
| 1. | Attitude | 22,22 | 53,89 | 15,56 | 04,44 | 03,89 |
| 2. | Interest | 21,25 | 51,25 | 23,75 | 00,00 | 03,75 |
| 3. | Mathematical Representation Ability | 20,00 | 65,00 | 10,00 | 02,5 | 02,50 |
| Average | 21,16 | 56,71 | 16,44 | 02,31 | 03,38 |

Also, five interview questions were asked to students as a form of perception regarding their participating program. Interview questions are arranged based on different indicators of each question. The conclusions of the responses to the interview questions are described as follows.

**Table 4.**

Research Interview Responses

|  |  |  |
| --- | --- | --- |
| **Indicator** | **Description** | **The Conclusion of The Response** |
| Program understanding | Reasons for joining the DOSILA program. | Want to try to learn new things, fill time with useful things, and share sustenance with people in need. |
| Learning concept | Satisfaction of the learning concept implemented in the DOSILA program. | A score of 9 out of 10 has the most votes (mode) with an average of 8.8 as the expected value for the learning concept implemented in the DOSILA program. |
| Criticism and suggestions | Criticism and suggestions for the DOSILA program for the future. | Divide the time between explaining the material with discussing sample questions, recruiting new teachers so as not to be overwhelmed, and trying to carry out learning in groups. |
| Difficulty following the program | Difficulties or obstacles experienced by students during the DOSILA program. | Forget personal schedules, poor internet network. |
| Ease of learning. | DOSILA program that makes it easy for students to learn basic Korean. | All participants agreed that the DOSILA program made it easier for participants to learn basic Korean. |

The results depicted in Table 4 above showed that students perceived the blended learning model in the DOSILA program as good. Students could accept the blended learning model. In line with that, it can be said that perceptions, whether positive or negative, will always influence a person in taking action (as explained by Irwanto in Grafiyana in the research entitled *Pengaruh persepsi label peringatan bergambar pada kemasan rokok terhadap minat merokok mahasiswa Universitas Islam Negeri Maulana Malik Ibrahim Malang* in 2015). Such perceptions are generated from three perceptual formation processes: physical processes (experience), physiological processes, and psychological processes (as explained by Sunaryo in the book entitled *Psikologi untuk keperawatan* in 2004). On the other hand, students' visible learning outcomes show a reasonably good development of their tasks.

**4. CONCLUSION**

The DOSILA (Donasi Sambil Belajar/Charity During Learning) Program is a basic Korean language learning program that uses a blended learning model with a composition of 30% e-learning through the WhatsApp application and 70% face-to-face via video conferencing applications such as Google Meet, Skype, and Zoom, by scheduling video conferences. 1-2 times a week for 90 minutes. The DOSILA program is included in the supplement function (addition), meaning that students have the freedom to choose whether to use electronic learning materials or not. The concepts applied in the DOSILA program are included in the Telementoring and e-Coaching categories in e-learning, which are categories using internet and web technology to provide remote guidance and training. However, the DOSILA program uses two types of e-learning, namely synchronous (same time) and asynchronous (not at the same time) according to the composition used in the blended learning model. The components needed to run the DOSILA program consist of e-learning infrastructure, e-learning systems and applications, and e-learning content. The results showed that the blended learning model in the DOSILA program, by looking at these five aspects, was considered suitable for increasing students' learning independence.

The results can be concluded that the blended learning model received a good response from students. This can be seen from the constructive perceptions and direct perceptions that learners experience. Such perception occurs because of stimuli originating from within the individual as the object. The results also demonstrate that the blended learning model in the DOSILA program is perceived as good, and students accept such a learning model. However, this research should be viewed with caution. It might be worthy to further the discussion by investigating the effectiveness of the blended learning model in teaching basic Korean language across proficiency levels. More rigorous research methods involving learning and teaching diaries are also recommended to obtain more comprehensive results in understanding the complexity of incorporating blended learning models.

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