SECOND-GRADE ENGLISH SUBJECT AT SMPN 9 CURUP

DURING THE COVID-19 PANDEMIC

THESIS

This Thesis is Submitted as a Requirement to Receive a Bachelor's Degree

in English *Tadris* Study Program

Written by :

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ENGLISH TADRIS STUDY PROGRAM

THE FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF CURUP

2022

Hal : Pengajuan Skripsi

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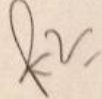Yth. Bapak Ketua IAIN Curup

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Demikian permohonan ini kami ajukan, terima kasih.

Wa'alaikumsalam wr.wb

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Time   : **09:30 a.m-11:00 p.m**
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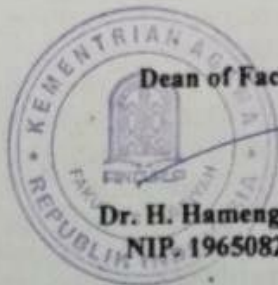NIP. 197411131999031003

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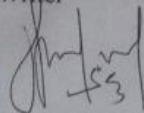
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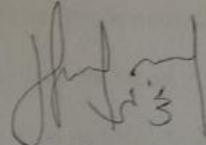**Fadli Abdul Rachman**
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PREFACE

This thesis is submitted as a part of completion for the "Sarjana Degree" in Institute College for Islamic studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, he really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.
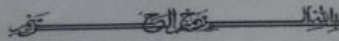
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ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Assalamu'alaikum Warrahmatulahi Wabarrakatu.

Alhamdulillahirabbil'alamin, all of praise to Allah SWT the all mighty and merciful god who has given the researcher mercy, blessing and guidance so the researcher can finish this research completely, peace and salutation always be given to Prophet Muhammad (Peace Be Upon Him), and all of his family and followers who have been a good example for every muslim in this world and has brought us from the darkness (Jahiliyah) to the lightness (Islam) as we felt together.
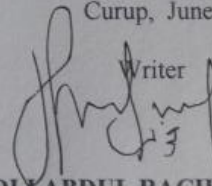
The researcher finished this thesis entitled **"The Implementation Of Blended Learning In The Second-Grade English Subject At Smpn 9 Curup During The Covid-19 Pandemic".** This thesis is presented in order to fulfill of the requirement for the degree of strata in English study program IAIN Curup. In the process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others, because of those reason, the writer would like to presents her deepest appreciation to :

1. Mr. Prof. Dr. Idi Warsah, M.Pd as the Rector of IAIN Curup.

2. Mrs. Jumatul Hidayah, M.Pd as the Head of English Study Program of IAIN Curup thank you for your support mam.

3. Special thanks for my parents, Chairun Juni and Eli Suyanti.

4. Mrs. Jumatul Hidayah . M.Pd. as my advisor and also my thesis advisor thank you for your support, guidance since I decided my thesis's title. Allah blesses every step in your life InsyaAllah.

5. Mr Hadi Suhermanto M.pd as my Co-Advisor, who always give me support, guidance since I decided my thesis's title. Allah blesses every step in your life InsyaAllah.

6. All of the lecturers and staff in English Tadris Study Program who have given knowledge, inspiration, and support during I studied at IAIN Curup

Finally, the writer need construction suggestion for being perpect in the future. Hopefully, the result of this research can give beneficial contributionto the development of education in other school.for acknowledgment above, and those are not mentioned, may Allah give them the best reward. Aamiin.

Curup, June 2022

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ABSTRACT

This study discusses how the second-grade teachers implemented blended learning during covid-19 pandemic at smpn 9 curup.This study aims at investigating in detail the implementation of blended learning in the second-grade English subject at SMPN 9 Curup. This type of research qualitative research In this study, a qualitative approach was used. Qualitative research is a research method that uses words to accurately describe a specific event, condition, or social situation The subject in this study is english teacher who tought the second-grade at smpn 9 curup.

The data were obtained from interview, observation.The findings of this study indicated that how the teachers implemented blanded learning in English lesson at smpn 9 curup. This research use observation and interview. The result of the study showed The blended learning model is regarded as an alternative or learning solution during the COVID-19 pandemic. As a result, during the COVID-19 pandemic, this blended learning model can be stated as a learning solution.

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CHAPTER I

INTRODUCTION

This chapter introduces this study in terms of some features which encompass background of the study, research questions, objectives of the study, and significances of the study.

A. Background of the study

Education is a process of learning and teaching. According to Article 1 paragraph 1 of Law No. 20 of 2003, "education is a conscious and planned effort to create a learning environment and learning process in which students actively develop their potential to have spiritual, religious, self-control, personality, tendencies, intelligence, noble character strengths, as well as skills that are intended for himself, society, nation, and state."[1]

According to Elisabeth Raes, education is the occurrence of a learning activity, a process that students will go through to be able to influence in learning to adapt to the surrounding environment, so that students get good changes in themselves, especially for the surrounding community[2]. According to the above definitions, education is the process of teaching a skill, knowledge, or habit to students or students by a teacher in order to achieve learning objectives.

Meanwhile, the corona virus's spread has accelerated since it arrived in Indonesia. As a result, the number of Covid-19 patients continues to rise dramatically. Accordingly, the Minister of Education and Culture of the Republic

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[1] H. Fitria Kristiawan, M., & Rasyid, A, "THe Educational Character on Instruction," *Pocion Ario 35* 21 (2019): 964–79.

[2] Elisabeth Raes et al., "Exploring the Occurrence of Team Learning Behaviours in Project Teams over Time," *Research Papers in Education* 32, no. 3 (2017): 376–401.

of Indonesia issued Circular No. 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of Covid-19[3]. Learning is currently being carried out online (in a network) or from home (remotely) for all students due to the existence of social restrictions as an effort to overcome or at least reduce the number of spread of the corona virus.

According to Permendikbud Number 24 of 2012 on the Implementation of Distance Education in Higher Education, distance education, abbreviated as PJJ in the Indonesian abbreviation, is education in which students are separated from educators and learning uses various learning resources via information and communication technology, as well as other media[4]. Distance learning is a system that is purposefully designed for a variety of purposes that are not met by traditional education[5]. This is consistent with what is happening in the world of education today, where there are barriers to the learning process. According to Dhawan, online or online learning is a learning process that is carried out through the use of an internet connection that provides connectivity, flexibility, accessibility, and the ability to generate and create several interactions in the learning process[6]. So, in order to implement online learning, all parties involved in the learning process must be prepared, such as having an internet network with adequate connectivity and other facilities that can help the online learning process run smoothly.

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[3] Muh Barid Nizarudin Wajdi et al., "Education Policy Overcome Coronavirus, a Study of Indonesians," *EDUTEC: Journal of Education And Technology* 3, no. 2 (2020): 96–106.

[4] Budi Ilham Maliki et al., "Distance Learning In An Educational Perspective In Indonesia During The Covid-19 Pandemic," *Jurnal Educatio FKIP UNMA* 7, no. 3 (2021): 606–14.

[5] Roy Martin Simamora, "The Challenges of Online Learning during the COVID-19 Pandemic: An Essay Analysis of Performing Arts Education Students," *Studies in Learning and Teaching* 1, no. 2 (2020): 86–103.

[6] Shivangi Dhawan, "Online Learning: A Panacea in the Time of COVID-19 Crisis," *Journal of Educational Technology Systems* 49, no. 1 (2020): 5–22.

Online learning is implemented by adjusting the school's readiness[7]. However, we cannot deny that not all students, teachers, or schools are capable or prepared to engage in online learning. Furthermore, no matter how well the online learning process is implemented, it has not been able to directly replace face-to-face learning because the implementation of face-to-face learning is still more effective than online learning. Although online learning allows students to learn from anywhere and at any time, students, as humans, still want to be part of a real study group[8]. Furthermore, in a teleconference interview, Minister of Education and Culture Nadiem Anwar Makarim stated that there are several areas where face-to-face learning can begin with strict health protocol requirements. Furthermore, the policy for conducting face-to-face learning is in the hands of regional heads, school principals, and student parents in order to reach a mutual agreement to conduct face-to-face learning. Despite the fact that zones are determined by district/city, there are sub-districts or villages that are relatively safe from COVID-19.

Of course, learning planning during the current covid-19 pandemic must be prepared with targeted planning in order to be used and help students gain learning. Making learning plans that combine online and face-to-face learning by designing learning models that can be applied today is one of the efforts to meet the learning needs of students in the current pandemic. Learning models must be designed and developed in such a way that they properly support the teaching and learning processes[9]. The learning model has a significant impact on student

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[7] Dhawan.
[8] Simamora, "The Challenges of Online Learning during the COVID-19 Pandemic."
[9] Marko Urh, Goran Vukovic, and Eva Jereb, "The Model for Introduction of Gamification into E-Learning in Higher Education," *Procedia-Social and Behavioral Sciences* 197 (2015): 388–97.

achievement and motivation. This is especially true during the current Covid-19 pandemic. Teachers must adapt at modifying learning through the use of innovative and creative models. Students and teachers must be able to use the learning that is implemented, and it must adhere to health protocol standards. A combination learning model, also known as blended learning, is one of the learning models that can be implemented under current conditions. According to Mahaye, blended learning is a learning approach that combines traditional face-to-face learning with distance learning via online-based learning media[10]. Yigit et al. also stated that blended learning is learning that combines face-to-face activities, computer-based learning (offline), and online computers (internet and mobile learning)[11]. This can be used to combine the benefits of the two types of methods used. As a result, the learning will be more effective in both mastering the material and mastering the technology. Because blended learning is more than just an innovative learning model for combining learning implementation. However, it can also be used as an innovation to introduce technological advances in the field of education via learning models. Blended learning is perfectly appropriate to use in the current situation.

In terms of the present study, the researcher conducted interviews with the principal and an English teacher who taught second grade students at SMP N 9 Curup related to blended learning. According to the information obtained, the school has been implemented a blended learning model for English learning class far before the Covid-19 attacked. So that, the students and the teacher have been

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[10] Ngogi Emmanuel Mahaye, "The Impact of COVID-19 Pandemic on Education: Navigating Forward the Pedagogy of Blended Learning," *Research Online*, 2020.

[11] Tuncay Yigit et al., "Evaluation of Blended Learning Approach in Computer Engineering Education," *Procedia-Social and Behavioral Sciences* 141 (2014): 807–12.

used to implement the blended learning model during teaching and learning process. However, the blended learning were not done in home and school, but the teacher has applied the online leaning media when teaching and learning process.

Therefore, the researcher chose SMP N 9 as the subject of this research because SMP N 9 has applied the blended leaning model before the Covid-19. The researcher is wondering how they implement the blended learning model during the Covid-19 because they have done this model before, but in different ways. The researcher took the second grade of SMP N 9 to become the class subject. It is because second grade becomes the transition class of first and third so they are expected accustomed of the blended learning model.

The researcher also had more information about blended learning model in this school, they called blended learning model as combination learning at the school, which is a combination of face-to-face learning and online learning. Face-to-face learning occurs twice a week through the implementation of health protocols. Meanwhile, online learning is done in a flexible manner using online media. The stages of learning include searching for information either independently or with the assistance of the teacher (seeking information), group discussions either online or during face-to-face learning in class (acquisition of information), and demonstration of the results of discussions or learning outcomes carried out both directly in front of the class when face to face or through uploading assignments online.

According to the English teacher, during an interview, this blended learning or combination learning model is used because not all English materials can be delivered online due to the fact that not all students have the same internet access

and abilities. Face-to-face learning is the result of a joint decision made by school supervisors, principal, teachers, and students' parents, in which face-to-face learning is permitted for 1 hour and 35 minutes without a break. As a result, the implementation of the blended learning model is also based on the mutual agreement of various parties, one of which is the student's parents/guardians. This means that many parties agree with the use of this blended learning or combination learning model because it has aided them.

During preliminary interview, the English teacher echoed that by using this blended learning model, students will be more flexible to study the English materials independently by utilizing English materials available online; students and the english teacher can also have discussions at any time and from any location. The English teacher can also more easily organize quizzes. Furthermore, English learning resources are limitless. Students not only master the learning material, but they also master the technology gained from this model's learning experience. As a result, the English teacher believed that the learning processes through a blended learning model become more varied, effective, and efficient, which are thought to be capable of assisting students in effectively acquiring English skills through learning albeit the COVID-19 pandemic.

Accordingly, the phenomenon above drives the researcher's interest in knowing and studying further the implementation of the blended learning model in the second-grade English subject at SMP N 9 Curup during the Covid-19 pandemic. Because the researcher believes that this learning model is appropriate for the current state of education. To this end, the researcher is interested in conducting a study titled "**The Implementation of Blended Learning in the**

Second-Grade English Subject at SMPN 9 Curup during the Covid-19 Pandemic".

B. Research Questions

Based on the above-mentioned research background, the following research question is formulated:

1. How is the implementation of blended learning in the second-grade English subject at SMPN 9 Curup during the covid-19 pandemic?

C. Objectives of the Study

This study aims at investigating in detail the implementation of blended learning in the second-grade English subject at SMPN 9 Curup.

D. Delimitation of the Study

This study is delimited to three central components, namely the case, educational level, and context. In terms of case, this study is delimited to the scope concerning the implemetation of blended learning. In terms of educatinal level, the limitation goes to the level of junior high school. Concerning context, this study is oriented towards the context of English subject.

E. Significances of the Study

It is expected that this study's findings will provide the following benefits or significances:

a. **Theoretical Significance**

        The findings of this study will be used as a reference and consideration for other schools that have not implemented the blended learning model, especially in English subject, or in other subjects in general. Furthermore, the findings of this study are expected to be used as a reference for future research.

b. **Practical Significance**

        The findings of this study are expected to provide the researcher personally, English teacher, students, and parents with new insights into knowledge and experience related to the implementation of the blended learning model in English subject at SMPN 9 Curup during the Covid-19 pandemic. Furthermore, the findings of this study are expected to provide a framework for other schools and other English teachers to consider when selecting an effective learning model during the Covid-19 pandemic, as well as a framework for the design, implementation, and assessment of learning with innovative and creative learning model, namely blended learning.

CHAPTER II

LITERATURE REVIEW

This chapter presents the reviews of various theories related blended learning and its related components.

A. Learning

According to the Law of the Republic of Indonesia No. 20 of 2003 on the National Education System, learning is defined as a process of interaction between students, educators, and learning resources in a learning environment[12]. Every teacher must understand the learning system because understanding it allows them to understand the learning objectives or expected results, the process of learning activities that must be carried out, the use of each component in the activity process to achieve the goals to be achieved, and how to know the success of achievement.

Learning objectives are the abilities (competencies) or skills that students are expected to have after completing certain learning processes[13]. The formulation of learning objectives must include ABCD elements, namely Audience (who must possess the ability), Behavior (what behavior is expected to be possessed), Condition (under conditions and situations in which the subject can

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[12] Tajuddin Noor, "Rumusan Tujuan Pendidikan Nasional Pasal 3 Undang-Undang Sistem Pendidikan Nasional No 20 Tahun 2003," *Wahana Karya Ilmiah Pendidikan* 3, no. 01 (2018).

[13] Stephen Sterling and Ian Thomas, "Education for Sustainability: The Role of Capabilities in Guiding University Curricula," *International Journal of Innovation and Sustainable Development* 1, no. 4 (2006): 349–70.

demonstrate abilities as a result of the learning he has obtained), and Degree (quality or quantity of behavior that is expected to be achieved as a minimum).

On the other hand, efforts to improve learning quality must consider changes in the learning process, such as shifting from a teacher-centered learning model to a student-centered model, shifting from isolated work to collaborative work, and shifting from one-sided information delivery to exchange information, from passive to active and participatory learning, from factual to critical thinking, from reactive to proactive responses, from artificial to real-world contexts, and from single media to multimedia[14]. As a result, learning must have the potential to foster an independent learning environment[15]. In this case, learning is required to pique students' interest and, to the greatest extent possible, capitalize on the momentum of technological progress, particularly by optimizing the use of information and communication technology. Discussing technology cannot be separated from the advancement of Information and Communication Technology (ICT) and its various potential applications, particularly in education. The power of ICT in learning will give birth to the concept of ELearning, E-Learning benefits, and E-Learning learning materials[16].

Based on the above description, it is possible to conclude that learning is a process of learning activities involving various components, namely teachers, students, objectives, materials, methods, media, evaluation with education, and

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[14] Nitza Davidovitch, "Learning-Centered Teaching and Backward Course Design from Transferring Knowledge to Teaching Skills," *Journal of International Education Research (JIER)* 9, no. 4 (2013): 329–38.

[15] Christoph A. Hafner and Lindsay Miller, "Fostering Learner Autonomy in English for Science: A Collaborative Digital Video Project in a Technological Learning Environment," *Language Learning & Technology* 15, no. 3 (2011): 68–86.

[16] Sujit Kumar Basak, Marguerite Wotto, and Paul Belanger, "E-Learning, M-Learning and D-Learning: Conceptual Definition and Comparative Analysis," *E-Learning and Digital Media* 15, no. 4 (2018): 191–216.

learning resources in a learning circle to achieve the learning objectives to be achieved. In this study, the learning process employs online media (ELearning) to deliver material while also encouraging students to seek out online learning resources more broadly and independently.

B. Learning Model

1. Definition of Learning Model

The term model can be defined as a conceptual framework that serves as the foundation for carrying out an activity[17]. Furthermore, Huang defines a learning model as a plan and arrangement that is used as a foundation in designing learning in the classroom[18]. The learning model will refer to the learning approach used, which will include learning objectives, learning stages, the learning environment, and classroom management. Learning models can be used as patterns of choice, which means that teachers can select appropriate and efficient learning models to help them achieve their educational objectives[19]. According to the description above, the learning model is the entire arrangement of the presentation of learning material, including all aspects both after and before the learning that will be carried out by the teacher, as well as the related facilities to support the learning process either directly or indirectly, so that learning is structured in an organized manner. systematic and capable of running effectively and efficiently As a result, the

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[17] Han Baomin, "Research on English Learning Mode Based on Computer Network Ecological Environment," 2019.

[18] Ronghuai Huang, Ding Ma, and Haisen Zhang, "Towards a Design Theory of Blended Learning Curriculum," in *International Conference on Hybrid Learning and Education* (Springer, 2008), 66–78.

[19] Michael Metzler, *Instructional Models in Physical Education* (Routledge, 2017).

learning model is used as a reference or guide to create, design, or carry out an activity in order to achieve the desired results.

2. The Characteristics of Learning Model

A lesson requires learning plans from various theories to be compiled so that the prepared lesson plans can actually meet the expectations and learning objectives[20]. As a result, we require a learning model that can serve as a reference or guide during the learning process. One of the most important aspects of learning is the learning model. The learning model is presented in such a way that it has unique characteristics that are not found in learning strategies, methods, or procedures, departing from the principles and theory of learning. The following are the learning model's characteristics:

1. Based on educational theory and learning theory as taught by various experts. For example, Herbert Thelen created the group research model, which is based on John Dewey's theory. This model is intended to encourage democratic group participation[21].

2. Establish a clear educational mission and goals. The inductive thinking model, for example, is intended to foster inductive thinking processes[22].

3. Can be used as a guide to improve classroom teaching and learning activities. The synectic model, for example, is intended to improve creativity in writing lessons. The model includes the following components: (a) a sequence of learning steps (syntax); (b) the existence of

[20] Simamora, "The Challenges of Online Learning during the COVID-19 Pandemic."
[21] Robyn Gillies and Adrian Ashman, *Cooperative Learning* (Taylor & Francis, 2003).
[22] Sharon Feiman-Nemser, "From Preparation to Practice: Designing a Continuum to Strengthen and Sustain Teaching," 2001.

reaction principles; (c) a social system; and (d) a support system. If a learning model is to be implemented by the teacher, the four sections provide practical guidelines[23].

4. Has an impact as a result of the learning model's application. These impacts include: (1) the impact of learning, i.e. measurable learning outcomes; and (2) the impact of accompaniment, i.e. long-term learning outcomes[24].

5. Making teaching preparations (instructional design) in accordance with the learning model guidelines chosen[25].

C. Blended Learning

1. Definition of Blended Learning

The term blended learning is derived from English and consists of two syllables: blend, which means mixed, implying that several learning patterns are integrated, and learning, which means learning[26]. In general, the blended learning model is a combination of learning, so students will receive an online learning experience that can be accessed at any time and from any location, as well as a face-to-face learning experience that is directly connected to the teacher.

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[23] Bruce Joyce, Emily Calhoun, and David Hopkins, *Models of Learning, Tools for Teaching* (McGraw-Hill Education (UK), 2008).

[24] R.M. Rustan, "High Frequency Words in English Textbooks for Indonesian Senior High Schools," *Studies in English Language and Education* 8, no. 1 (2021): 181–96, https://doi.org/10.24815/siele.v8i1.18141.

[25] Charles M. Reigeluth, *Instructional-Design Theories and Models: A New Paradigm of Instructional Theory, Volume II* (Routledge, 2013).

[26] Ya-Ting Carolyn Yang et al., "A Blended Learning Environment for Individualized English Listening and Speaking Integrating Critical Thinking," *Computers & Education* 63 (2013): 285–305.

Blended learning is a hybrid of two instructional learning models: traditional learning systems and learning systems that emphasize the role of computer technology, or online learning[27]. Meanwhile, Fathoni defines blended learning-based learning as learning that is not only face-to-face but also incorporates online and offline sources of science and technology[28]. Meanwhile, Dakhi defines blended learning as a learning approach that combines traditional face-to-face learning with distance learning through the use of online-based learning media and various types of communication tools that facilitate communication between students and teachers[29].

Thus, it can summarized that blended learning is a learning plan or approach that combines face-to-face direct learning with online learning that makes use of technological sophistication, with the goal of students not only mastering learning material but also mastering technology gained from learning experiences with this model. As a result, teachers' ability to manage learning has begun to shift toward blended learning, allowing for more meaningful learning.

2. **Purposes and Charactersitics of Blended Learning**

Blended learning has several goals when it comes to learning implementation. The blended learning model's objectives are as follows:

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[27] Charles R. Graham, "Blended Learning Systems," *The Handbook of Blended Learning: Global Perspectives, Local Designs* 1 (2006): 3–21.

[28] Abi Fajar Fathoni, "The Role of Blended Learning on Cognitive Step in Education of Sport Teaching by Adjusting the Learning Style of the Students," 2018.

[29] OSKAH DAKHI, JALIUS JAMA, and DEDY IRFAN, "Blended Learning: A 21st Century Learning Model at College," *International Journal Of Multi Science* 1, no. 08 (2020): 50–65.

a. Assisting students in receiving better learning that is tailored to their learning style and needs.

b. Give educators and students opportunities for independent, rewarding, and growing learning.

c. Added scheduling flexibility for students by combining face-to-face and online components.

d. In-person classes can be used to engage students in interactive activities.

e. Online classes provide students with multimedia content that is rich in knowledge at any time and from any location as long as they have access to the internet[30].

In addition to the learning objectives, the following are the blended learning learning model characteristics:

a. Blended learning promotes student independence because more time is spent independently trying out the exercises before consulting and training students to conduct self-assessments[31].

b. Students must be able to manage their time effectively and adjust their study schedules to the nature of the work at their own pace[32].

c. Students perceive an integrated learning environment as one that necessitates greater responsibility[33].

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[30] Nannette P. Napier, Sonal Dekhane, and Stella Smith, "Transitioning to Blended Learning: Understanding Student and Faculty Perceptions.," *Journal of Asynchronous Learning Networks* 15, no. 1 (2011): 20–32.

[31] Allison Rossett and Rebecca Vaughan Frazee, "Blended Learning Opportunities," *AMA Real Estate: AMA Special Report*, 2006, 1–27.

[32] Norm Vaughan, "Perspectives on Blended Learning in Higher Education," *International Journal on E-Learning* 6, no. 1 (2007): 81–94.

[33] D. Randy Garrison and Norman D. Vaughan, *Blended Learning in Higher Education: Framework, Principles, and Guidelines* (John Wiley & Sons, 2008).

d. The blended learning model teaches students discipline because they work on online practice questions more frequently and actively[34].

Based on the objectives and characteristics of the described blended learning model, we can conclude that this learning model is very solution-oriented and appropriate for use during the current Covid-19 pandemic. This is due to the blended learning model's ease of access to distance learning, one of which is through the use of technological advances and sophistication. The use of this blended learning model is not only a solution for the learning process during the Covid-19 pandemic, but it can also be viewed as an innovation to incorporate technological advances in the era of the industrial revolution 4.0. Blended learning combines the best aspects of face-to-face classroom learning with the best aspects of online learning to increase students' active independent learning while decreasing the amount of face-to-face time. As a result, there are numerous benefits and experiences that students, teachers, and schools will gain by implementing this blended learning learning model.

3. Blended Learning Classrooms

Blended learning has four learning spaces: live synchronous, virtual synchronous, self-paced asynchronous, and collaborative asynchronous[35].

a. Direct synchronous (live synchronous) learning is a face-to-face learning process that takes place at the same time and place. When students and

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[34] Anders Norberg, Charles D. Dziuban, and Patsy D. Moskal, "A Time-Based Blended Learning Model," *On the Horizon*, 2011.
[35] Intan Nuyulis Naeni Puspitasari, "Combination of Synchronous and Asynchronous Models in Online Learning," *Jurnal Pendidikan Islam Indonesia* 5, no. 2 (2021): 198–217.

teachers work together in a single room or class to learn. This type of learning is commonly referred to as conventional or traditional learning, which is typically done in schools.

b. Synchronous virtual (virtual synchronous) learning is a virtual face-to-face learning process. Where learning takes place at the same time but in different locations. This course makes use of a variety of video conferencing technologies, including Zoom meetings, Google Meet, and others.

c. Self-directed asynchronous learning is a learning process that occurs independently at any time and from any location. As a result, the learning process is not limited by time or place. Students meet their learning needs on their own, aided by digital teaching materials or learning objects in various forms of audio, video, text, and other media.

d. Collaborative asynchronous learning is a learning process that takes place at any time and place to discuss, criticize, or evaluate each other using collaborative technology. Conducting discussions and asking questions in online discussion forums such as Google Classroom, Whatsapp group, and others, for example.

The composition of blended learning that is frequently used is 50 versus 50, which means that 50 percent of the allocated time is for face-to-face learning activities and 50 percent is for online or online learning. However, there are those who use a 75 versus 25 composition, which means 75 percent face-to-face learning and 25 percent online learning. And vice versa at a

composition of 25 versus 75, i.e., 25% for face-to-face learning and 75% for online learning. Considerations for determining the composition used in learning are tailored to learning needs such as the competencies to be produced, the learner's location, the abilities of students and teachers, and the availability of appropriate learning resources[36]. As is the case now, where the most appropriate composition to use is 25 versus 75, and where teachers and students engage in more online learning processes than face-to-face learning processes due to current conditions, namely the Covid-19 pandemic. However, regardless of the form or composition of the combination, the implementation of blended learning-based learning always aims to assist students in achieving the necessary competencies[37].

4. The Components of Blended Learning

The blended learning model consists of three learning components that are combined to form one form of blended learning[38] (Istiningsih and Hasbullah, 2015: 68). These components are as follows:

a. Online education

Online learning is a learning environment that uses internet technology to access learning materials and allows students and teachers to interact with one another at any time and from any location.

b. Face-to-face instruction

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[36] Graham, "Blended Learning Systems."

[37] Susan Patrick and Chris Sturgis, "Maximizing Competency Education and Blended Learning: Insights from Experts. CompetencyWorks Issue Brief.," *International Association for K-12 Online Learning*, 2015.

[38] Shuang Geng, Kris MY Law, and Ben Niu, "Investigating Self-Directed Learning and Technology Readiness in Blending Learning Environment," *International Journal of Educational Technology in Higher Education* 16, no. 1 (2019): 1–22.

Face-to-face learning is a model that is still used and is frequently used in the learning process. Face-to-face learning is a traditional learning model that aims to convey knowledge to students. Face-to-face learning will bring teachers and students together in one room to study. Face-to-face learning allows students to deepen what they have learned through online learning, or vice versa, online learning can deepen the material taught through face-to-face learning.

c. Self-directed Learning (individualized learning)

Individualized learning, in which students can learn on their own by accessing information or learning materials online via the internet. Independent learning does not imply self-study; rather, it refers to learning on one's own initiative, with or without the assistance of others. As a result, the independent learning process is one in which students are in charge of making decisions about their learning needs with little assistance from the teacher.

In general, the components of blended learning described above are the most commonly used components of blended learning. However, it is possible that components other than those described can be implemented. These components are carried out in a maximum of one week during the COVID-19 pandemic.

5. The Development of Blended Learning

The blended learning model incorporates various forms of learning to ensure that the learning process can take place under any circumstances.

According to Staker[39], there are four models of blended learning development in general:

a. The face-to-face driver model is a model that only uses technology as a supplement to face-to-face learning. As a result, face-to-face learning is the primary mode of instruction, with online learning serving as a supplement.

b. The rotation model is a structured combination model in which face-to-face and online learning have their own schedules, allowing these two types of learning to be completely separate.

c. The Flex model is a blended learning model that emphasizes independent learning via online learning. In this model, the teacher only serves as a facilitator.

d. The online lab school model is a learning model that is carried out in a digital laboratory room and makes extensive use of online learning. Meanwhile, the teacher only serves as a facilitator in the laboratory, guiding the learning process.

The above-mentioned development of the blended learning model is used and adapted to the needs of the party carrying out the learning. Because the overall goal is the same: to make it easier for students and teachers to carry out the learning process. The rotation model and the flex model are general models that can be used during the current pandemic.

6. **Planning Blended Learning**

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[39] Heather Staker and Michael B. Horn, "Classifying K–12 Blended Learning," 2012.

Blended learning is a learning model that was developed to aid in the learning process during the COVID-19 pandemic, and it is one of the innovations in incorporating technological advances in education or the learning process. Students are encouraged to digitize and use technology as part of the learning process. A study conducted by Mayer discovered that using various media (multimedia) in the learning process resulted in significantly better learning outcomes than using only traditional media such as textbooks [40].

The teacher's role in learning planning is to create learning tools. Learning tools are various preparations made by the teacher in order for the implementation and evaluation of learning to be carried out systematically and with the expected results[41]. As a result, teachers must develop blended learning plans that combine online learning processes that use various online media with face-to-face learning that is tailored to current conditions. The are several stages in designing blended learning to achieve the best results. The following actions can be taken:

a. Identify the different types and materials of teaching materials.

   At this stage, it is necessary to prepare teaching materials that meet the requirements of distance learning (PJJ). Because, in the blended learning model, teaching materials should be designed so that students can learn on their own, interact face-to-face, and interact online[42].

b. Identify the blended learning design that was used.

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[40] Richard E. Mayer, "The Promise of Multimedia Learning: Using the Same Instructional Design Methods across Different Media," *Learning and Instruction* 13, no. 2 (2003): 125–39.

[41] James Hiebert, Anne K. Morris, and Brad Glass, "Learning to Learn to Teach: An'Experiment'Model for Teaching and Teacher Preparation in Mathematics," *Journal of Mathematics Teacher Education* 6, no. 3 (2003): 201–22.

[42] Luvai Motiwalla and Steven Tello, "Distance Learning on the Internet: An Exploratory Study," *The Internet and Higher Education* 2, no. 4 (2000): 253–64.

At this point, the learning design must be capable of incorporating elements of online learning, PJJ, and face-to-face learning. As a result, a Learning Implementation Plan based on the blended learning model is required[43].

c. Decide on an online learning format.

It is necessary at this stage to determine which online media will be used in online learning[44].

d. Run a test run on the created design.

This is necessary so that it can be determined whether the learning design created can be easily implemented or vice versa[45].

e. Effectively organizing blended learning[46]

f. Create criteria for evaluating blended learning implementation[47].

7. Stages of Blended Learning

According to Briodges, the blended learning model, which refers to ICT-based learning, has three basic stages[48], which are as follows:

a. Seeking information

Seeking information entails searching for information from various online and offline sources based on learning requirements. The teacher or

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[43] Retna Panjaitan, Erni Murniarti, and Hotmaulina Sihotang, "Learning Plan with Blended Learning in Elemetary School," *Advances in Social Sciences Research Journal* 8, no. 2 (2021).

[44] Terry Anderson, "Towards a Theory of Online Learning," *Theory and Practice of Online Learning* 2 (2004): 109–19.

[45] Ahmet Berk Ustun and Monica Walch Tracey, "An Effective Way of Designing Blended Learning: A Three Phase Design-Based Research Approach," *Education and Information Technologies* 25, no. 3 (2020): 1529–52.

[46] Ustun and Tracey.

[47] Natasa Hoic-Bozic, Vedran Mornar, and Ivica Boticki, "A Blended Learning Approach to Course Design and Implementation," *IEEE Transactions on Education* 52, no. 1 (2008): 19–30.

[48] S. M. Bridges et al., "Blended Learning and PBL: An Interactional Ethnographic Approach to Understanding Knowledge Construction in-Situ," *Essential Readings in Problem-Based Learning: Exploring and Extending the Legacy of Howard S. Barrows*, 2015, 107–30.

facilitator is responsible for providing input to students in order for them to seek effective and efficient information.

b. Information gathering

Students try to find, understand, and configure it with ideas or ideas that have previously occurred to them, either individually or in groups. Then, using online or offline resources, students interpret information or knowledge from various available sources until they are able to re-communicate and interpret ideas and interpretation results.

c. Knowledge Synthesizing

Students construct/reconstruct knowledge at this stage through assimilation and accommodation processes that begin with the results of analysis, discussion, and formulation of conclusions from the information retrieved, and interpreting ideas and interpretation results using online or offline resources.

The stages in blended learning are general learning steps that are typically performed by teachers during the learning process. This stage can be completed online or in person, depending on the needs of the learning process to be carried out. Furthermore, because current conditions reduce learning hours, particularly in face-to-face learning, this stage can be simplified.

8. Blended Learning Assessment

Blended learning assessment is, of course, distinct from face-to-face learning assessment. In general, blended learning assessment includes both

face-to-face and online learning. Bentri et al identify a number of effective techniques for conducting online learning assessments[49], including the following:

a. Provide regular assessment, communicate with students on a continuous basis with feedback as a means of adding to the assessment in the learning itself;

b. Incorporate dynamic interactions defined by group work, collaboration, and high-level interaction through discussion;

c. Modify traditional assessment tools such as essays, answer questions from discussions, and projects that require demonstration of acquisition and problem-solving skill;

d. Use alternative assessments such as performance appraisals, authentic assessments, and e-portfolios.

9. The Strengths of Blended Learning

Blended learning has advantages over face-to-face learning (conventional) and e-learning, both offline, online, and m-learning. Several studies have also found that blended learning is more effective than traditional (face-to-face) learning and e-learning. The following are the benefits of blended learning:

a. Students are free to study subject matter independently by using online resources.

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[49] Alwen Bentri, Abna Hidayati, and Ulfia Rahmi, "Students Absorption of Materials through Using Blended Learning in the Implementation of Curriculum," *IJASSH*, 2018.

b. Outside of face-to-face hours, students can have discussions with teachers or other students.

c. Learning activities conducted by students outside of face-to-face hours can be properly managed and controlled by the teacher.

d. Teachers can add enrichment by using internet resources.

e. The teacher may require students to read the material or take a test prior to learning.

f. Teachers can effectively administer quizzes, provide feedback, and use test results.

g. Students can share files with one another[50].

10. Idicators of Blended Learning

There are five main keys in the blended learning learning process when using Keller, Gagne, Bloom, Merrill, Clark, and Gery's learning theory[51], namely:

a. Live events, such as synchronous direct or face-to-face learning at the same time and place, or at the same time but in different locations.

b. Self-paced learning, which combines with independent learning to allow students to learn online at any time and from any location.

c. Collaboration, which combines collaboration between students and teachers as well as collaboration between students.

d. Assessment, the teacher has the option of combining online and offline assessment types.

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[50] Josh Bersin, *The Blended Learning Book: Best Practices, Proven Methodologies, and Lessons Learned* (John Wiley & Sons, 2004).

[51] Jared M. Carman, "Blended Learning Design: Five Key Ingredients" (KnowledgeNet, 2002).

e. Performance Support Materials, digitally prepared teaching materials that students can access both online and offline.

f. Blended learning assessment is, of course, distinct from face-to-face learning assessment. Assessment in blended learning entails both face-to-face and online learning

Akkoyunlu and Soylu's 2008 study[52], Development of a Scale On Learners' Views On Blended Learning And Its Implementation Process, found that there are six main indicators in the implementation of blended learning, namely Live Events (face-to-face learning), Self Paced Learning (independent learning with online and offline media), Performance Support Materials, Collaboration, Assessment, and general assessment.

In this study, the indicators of the blended learning model are drawn from relevant research and theoretical studies described in previous sub-chapters. So that researchers can summarize theories from various sources to support the blended learning model indicators in this study. In this study, the following are indicators of the blended learning model:

a. Planning for blended learning

b. Online learning

c. Face-to-face learning

d. Assessment of blended learning

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[52] Buket Akkoyunlu and Meryem Yılmaz-Soylu, "Development of a Scale on Learners' Views on Blended Learning and Its Implementation Process," *The Internet and Higher Education* 11, no. 1 (2008): 26–32.

D. Related Findings

There have been several previous studies conducted by various researchers on the same topic as this one, including the following:

1. Vicky Dwi Wicaksono and Putri Rachmadyanti conducted a study titled "Blend Learning Learning Through Google Classroom in Elementary Schools."[53] The study's findings suggest that using Google Classroom to conduct online learning can provide students with access.

2. Ahmad Rusdiana, Moh. Sulhan, and colleagues[54] published a study titled "Implementation of the POE2WE Model Based on Google Classroom Blended Learning in Learning During the Covid-19 WFH Pandemic." The findings of this study suggest that the POE2WE model, which is based on blended learning with Google classroom media, can be used to solve problems in the learning process during the WFH Covid-19 pandemic.

3. Yuyu Yuliati and Dudu Suhandi Saputra[55] conducted research titled "Building Student Learning Independence Through Blended Learning in the Covid-19 Pandemic Period." The study's findings indicate that blended learning is effective in increasing student learning independence and can be used as an alternative learning method during the covid-19 pandemic.

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[53] Vicky Dwi Wicaksono and Putri Rachmadyanti, "Pembelajaran Blended Learning Melalui Google Classroom Di Sekolah Dasar," 2017.

[54] Ahmad Rusdiana et al., "Penerapan Model POE2WE Berbasis Blended Learning Google Classroom Pada Pembelajaran Masa WFH Pandemic Covid-19," 2020.

[55] Yuyu Yuliati and Dudu Suhandi Saputra, "Membangun Kemandirian Belajar Mahasiswa Melalui Blended Learning Di Masa Pandemi Covid-19," 2020.

CHAPTER III

METHOD OF THE STUDY

This chapter casts light on some elements concerning kind of the study, data, sources, subjects, techniques of collecting data, and the technique of data analysis.

A. Kind of the study

In this study, a qualitative approach was used. Qualitative research is a research method that uses words to accurately describe a specific event, condition, or social situation[56]. Therefore, in this research process, the researcher chose a qualitative approach to produce data about the implementation of a blended learning learning model in the second-grade English subject at SMPN 9 Curup. At this school, based on the preliminary study, the blended learning was consistently implemented only in the second grade. For the first grade, the learning processes were done in a face-to-face mode. According to the principle, the first grade students were not ready yet for a blended learning model. Concerning the third grade, this school applied full online learning. Hence, the context chosen in this study was oriented towards the second-grade English subject.

A case study was used in the research. Case study research is included in descriptive analytical research, which is research that focuses on specific cases that must be carefully observed and analyzed to completion[57]. Case studies have

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[56] John W. Creswell and Cheryl N. Poth, *Qualitative Inquiry & Research Design: Choosing Among Five Approaches*, Fourth edition. (SAGE, 2018).

[57] Bedrettin Yazan, "Three Approaches to Case Study Methods in Education : Yin , Merriam , and Stake Three Approaches to Case Study Methods in Education : Yin , Merriam ," *The Qualitative Report* 20, no. 2 (2015): 134–52.

natural characteristics as direct, descriptive data sources, where the process is more important than the results or where the analysis is carried out in detail and more deeply related to the case so that finally the right and accurate conclusions are obtained.

B. Data, Sources, and Subjects

1. Data

This study's data were the primary. Primary data, according to Hox, is data obtained directly from data sources to data collectors, whereas secondary data is obtained indirectly, typically in the form of documentation data[58]. The primary data in this study is in the form of notes describing the implementation of the blended learning learning model in the second-grade English subject, which can be obtained from the results of observations and interviews conducted by researchers, in which the researchers interviewed the English teacher who used the blended learning model when teaching and interviewed some selected students to find out how learning models are typically applied by the teacher according to students' viewpoints.

2. Source of Data

In this study, the subject from which the data can be obtained is the data source. The research targets for the implementation of blended learning model in the second-grade English subject the Covid-19 pandemic were the school principal, the English teacher, and several student representatives purposively

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[58] Joop J. Hox and Hennie R. Boeije, "Data Collection, Primary vs. Secondary," *Encyclopedia of Social Measurement* 1, no. 1 (2005): 593–99.

selected from the second grade. Especialy for the student representatives, this study referred to the English teacher's recommendation in order for the students from the second grade of class A were to be chosen as the student subjects.

3. Subjects of the Research

People who will be used as informants in a study are known as research subjects[59]. As a result, the information gathered comes from informants. The selection of research subjects is based on a set of criteria that can be used to supplement and support research data.

The principal, the English teacher of the second grade, and five students at SMPN 9 Curup selected purposively were engaged as the research subjects. They were selected using a purposive sampling techque. This is a sampling technoque for a qualitative study especially useful for selecting the research subjects reting upon the research need[60]. The criteria of selecting the reseach subjects are as follows: First, the principle was selected because he was the evaluator of blended learning implementation. Second, the English teacher was selected because she was teaching English in the second grade using blended learning during this research was carried out. Third, five students, two males and three females, were selected because they were sufficiently communicative and willingly engaged as the participants. The five students of second grade class were used as the support data of teachers interview data. By using the students, it could make the result more reliable how the blended leaning model

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[59] Prof. Sugiyono, *Metode Penelitian Manajemen* (Bandung: Alfabeta, 2014).
[60] Donald Ary et al., *Introduction to Research in Education*, *Measurement*, 8th ed., vol. 4 (USA: Wadsworth, Cengage Learning, 2010), https://doi.org/10.1017/CBO9781107415324.004.

was implemented. These seven individuals emphasized that they were willing to be the subjects with anonymous presonal identities. Therefore, the researcher could not write out their names in this thesis. The researcher labeled them with the principle, the English teacher, students 1, 2, 3, 4, and 5.

C. Technique of Collecting Data

Data collection techniques are procedures or methods used by a researcher in the field to collect data[61]. The following data collection techniques were used in this study:

1. Observation

The type of observation used in this study was unstructured observation, in which all activities carried out by researchers were not constrained by a framework[62]. As a result, the researcher's activities will be more free to obtain data.

In this study, the researcher made direct observations on a day when students and teachers engaged in face-to-face learning, which occured twice a week. Then, the researcher observed online learning by directly observing the English teacher while doing online learning and participating in learning, such as joining a whatsapp group or video conference as an observer.

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[61] Jack R Fraenkel, Norman E Wallen, and Helen H Hyun, *How to Design and Evaluate Research in Education* (1221 Avenue of the Americas, New York, NY 10020: McGraw-Hill Companies, Inc, 2012), https://doi.org/10.1017/CBO9781107415324.004.

[62] Anne Mulhall, "In the Field: Notes on Observation in Qualitative Research," *Journal of Advanced Nursing* 41, no. 3 (2003): 306–13.

Table. Blueprint of Observation

The aspect observed	Indicators	Instrument items
blended learning model	The planning of blended learning	1, 2, 3
	Online learning	4, 5, 6
	Face-two-face learning	7, 8, 9
	Assessment of blended learning	13, 14, 15

Source : Reviewed from Carman[63] and Akkoyunlu et al.[64]

According to the above blueprint, the observation guide for this study can

be seen below:

Table. The Instrument of Observation

No	Indicators	Sub-indicators	Results of obervation
1	The planning of blended learning	Lesson plan (RPP) on the basis of blended learning model.	
		Time division in blended learning.	
		The facilities and infrastructure needed for learning with the blended learning model.	
2	Online Learning implementation	Seeking information	
		The acquisition of information	
		Syntesizing information	
3	Face-to-face learning implementation	Seeking information	
		The acquisition of information	
		Syntesizing information	
4	Assessment of	Attitude	

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[63] Carman, "Blended Learning Design."

[64] Akkoyunlu and Yılmaz-Soylu, "Development of a Scale on Learners' Views on Blended Learning and Its Implementation Process."

	blended learning	assessment	
		Knowledge assessement	
		Skill assessment	

2. Interview

According to Sugiyono[65], interviews were used as a data collection technique if the researcher wanted to conduct a preliminary study to identify problems that needed to be investigated or to gather more detailed information. In this study, interviews were conducted using a previously created interview guide based on the interview grid. The researcher then interviewed the second-grade English teacher and five second-grade students at SMPN 9 Curup alreally selected as the particiants. Semi-structured interviews were used in this study because the researcher wanted to learn more openly about problems from informants who are asked for their thoughts and ideas. The following is the interview guide.

Table. Blueprint of interview

Data sources	The aspects negotiated	Indicators	Items
Head Master		The Planning of Blended Learning	1, 2, 3
		Online Learning	4,5,6,7
		Face-two-face learning	8, 9, 10, 11
		The Assessment of Blended Learning	12
	Blended learning	The Planing of Blended Learning	1, 2, 3

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[65] Prof. Dr. Sugiyono, *Cara Udah Menyusun Skripsi, Tesis Dan Disertasi* (Bandung: Alfabeta, Cv, 2016).

Teacher	model	*Online Learning*	4, 5, 6, 7,8
		Face-two-face Learning	9, 10, 11, 12, 13
		Penilaian Pembelajaran *blendedlearning*	14, 15, 16, 17, 18
Students		*Online Learning*	1, 2, 3, 4, 5
		Face-two-face Learning	6, 7, 8, 9
		The Assessment of Blended Learning	10

Source : The indicators were absorbed from Carman[66] and Akkoyunlu[67] et al.

According to the above table of interview blueprint, the following drafts of interview guide for principal, English teacher, and student representatives were designed.

Table. The Instrument of Interview with the Principal

No	Questions	Answers
1	What is the reason for applying the blended learning model at this school during the covid-19 pandemic?	
2	What needs to be prepared for the learning process using the blended learning model?	
3	How is learning planning using the blended learning model?	
4	How is the online learning process carried out at this school?	
5	In your opinion, what are the school facilities and infrastructure that support online learning?	
6	What difficulties did you encounter in the application of online learning?	
7	What efforts have you made as a school principal to overcome obstacles in online learning?	
8	What is your reason for implementing face-	

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[66] Carman, "Blended Learning Design."
[67] Akkoyunlu and Yılmaz-Soylu, "Development of a Scale on Learners' Views on Blended Learning and Its Implementation Process."

	to-face learning in the midst of the COVID-19 pandemic?	
9	In your opinion, does the school meet the criteria for conducting face-to-face learning during the COVID-19 pandemic?	
10	What are the obstacles that you face in implementing face-to-face learning during this pandemic?	
11	What are your efforts to overcome obstacles in face-to-face learning?	
12	What is your response to the learning process carried out using the blended learning model?	

Table. The Instrument of Interview with the Second-Grade English Teacher

No	Questions	Answers
1	What is the reason for using the blended learning model during the covid-19 pandemic?	
2	What needs to be prepared for the learning process using the blended learning model?	
3	How is learning planning using the blended learning model?	
4	How is the online learning process that you do?	
5	What are the stages of learning carried out in online learning during the COVID-19 pandemic?	
6	In your opinion, what are the school facilities and infrastructure that support online learning?	
7	What difficulties did you encounter in the application of online learning?	
8	What efforts have you made to overcome obstacles in online learning?	
9	What is your reason for implementing face-to-face learning in the midst of the COVID-19 pandemic?	
10	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	
11	In your opinion, does the school meet the criteria for conducting face-to-face learning during the COVID-19 pandemic?	
12	What are the obstacles that you face in	

	implementing face-to-face learning during this pandemic?	
13	What are your efforts to overcome obstacles in face-to-face learning?	
14	How is the assessment system used in the blended learning model?	
15	What are the results of the assessment of blended learning?	
16	What difficulties do you face in conducting an assessment using the blended learning model?	
17	What are your efforts to overcome obstacles in the assessment of blended learning?	
18	What is your opinion about the learning process carried out using the blended learning model?	

Table. The Instrument of Interview with Student Representatives

No	Questions	Answers
1	What are the stages of learning carried out in online learning during the COVID-19 pandemic?	
2	In your opinion, what are the school facilities and infrastructure that support online learning?	
3	What difficulties have you encountered in the implementation online learning?	
4	What efforts have you made to overcome obstacles in online learning?	
5	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	
6	Why do you think face-to-face learning is needed during the COVID-19 pandemic?	
7	In your opinion, does the school meets the criteria for conducting face-to-face learning during the COVID-19 pandemic?	
8	What obstacles or barriers did you encounter in face-to-face learning?	
9	What are the efforts made by you to overcome the existing obstacles?	
10	What do you think about the current blended learning process?	

D. Technique of Analyzing data

Data collection techniques are the procedures or methods used by field researchers to collect data[68]. In this study, the following data collection techniques as recommended by Miles at al.[69]:

1. Data reduction

Data reduction entails summarizing, narrowing down the subject matter, focusing on the data under consideration, and discarding irrelevant information. In this study, the data reduction stage includes the following activities:

a. Observing the implementation of the blended learning model in the second-grade English subject at SMPN 9 Curup.

b. Conducting semi-structured in-depth interviews with research subjects to learn about the implementation of the blended learning model during the Covid-19 pandemic.

c. Recording or compiling the results of field notes taken during observations and interviews into a simpler and easier-to-understand format.

2. Data display

The next step is to display or present the data after it has been reduced. The data in this study is presented in the form of narrative texts. The obtained data is organized in a brief description so that it is easy to understand and allows the researcher to plan the next steps.

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[68] Fraenkel, Wallen, and Hyun, *How to Design and Evaluate Research in Education*.
[69] Mathew B. Miles, A. Micheal Huberman, and Johnny Saldana, *Qualitative Data Analysis: A Methods Sourcebook* (Thousand Oaks, California 91320: SAGE Publications, Inc., 2014).

3. **Data Conclusion or verification**

Drawing conclusions is the final step in data analysis. The conclusion of this study was reached by comparing data obtained from interviews with research subjects and observations regarding the implementation of the blended learning learning model in the second-grade English subject at SMPN 9 Curup.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings of the research

This research was conducted in the second-grade English subject of class A at SMPM 9 Curup with the research subjects consisting of the principal, English teacher, and five student representatives from class A. The researcher used four indicators to collect data on the implementation of the blended learning learning model: blended learning planning, online learning, face-to-face learning, and blended learning assessment.

During the covid-19 pandemic, the data were collected by observing the process of implementing the blended learning model in the second-grade English subject of class A at SMPN 9 Curup. The researcher observed learning processes directly, beginning with face-to-face learning and progressing to online learning. The researcher then conducted interviews with pre-determined informants, including the principal, class English teacher, and five students from class A. SMPN 9 Curup had implemented a blended learning model based on the findings of this research, particularly in the second-grade English class. This is evident from the planning, implementation, and evaluation of the blended learning model in the second-grade English class as scrutnized in class A.

The data on the findings obtained by the researcher from informants in the field during the research process is presented below.

1. The Planning of Blended Learning

Every lesson, in essence, necessitates advance planning. Regardless of the learning model's shape. The teacher's role in learning planning is to create learning tools. Prota, promissory note, syllabus, and lesson plans are the bare minimum of learning tools.

According to observations made by the researcher, the English teacher had prepared learning tools in the classroom as usual, namely prota, promissory note, syllabus, and lesson plans to LKPD. The stages of the blended learning model were included in the lesson plan used in the second-grade of class A. In learning activities, there were the stages of seeking information, acquiring information, and synthesizing knowledge. Although the blended learning syntax was not explicitly written, the learning activities in the lesson plan were part of the blended learning stages or syntax. The lesson plans were intended to help students learn at home or online. Its implementation, however, could be done either online or in person. The English teacher also separated their time between face-to-face and online learning. Where face-to-face learning took place in two shifts, on Tuesdays and Thursdays, to keep the class from becoming overcrowded. Face-to-face learning lasted only 1 hour 35 minutes without a break. The remainder of the coursework was completed online. Furthermore, the English teaching materials used in the implementation of this blended learning model were in the form of online and offline media such as student and teacher books, learning videos, English articles, and occasionally the English teacher used power point. However, most of the teaching materials used by the english teacher were sourced from YouTube in the form of videos.

The use of blended learning in this school was motivated by a number of factors. This was consistent with the data of interviews conducted by the researcher with the principal of SMPN 9 Curup and the second grade English teacher about blended learning learning planning as follows:

> "So we apply this blended learning model to students, beginning with socialization to parents, that in the learning system during this pandemic. We made a schedule so that the teacher could prepare learning materials on Monday, then from Tuesday to Friday, learning was done either online or face to face, and on Saturday, there was a joint evaluation of what the shortcomings were for the learning that had been done. Teachers create learning materials based on the needs of their students. So, in this case, the teacher simplifies the material provided based on the needs of the students in order to avoid burdening the students. As a result, the teacher simplifies the curriculum to meet the needs of the students" *(an interview with the principal of SMPN 9 Curup)*.

Regarding blended learning learning planning, the second-grade English teacher said a nearly similar thing:

> "In reality, the preparation for the blended learning model is nearly identical to that for other learning models. As a result, every teacher must have prota, promissory notes, syllabus, lesson plans, schedules, and reports pertaining to the learning process, or the teacher must prepare learning tools. However, the task is slightly augmented here because there are two learning methods, face-to-face and online. To go online, we must first prepare various media or teaching materials. And the lesson plans are simplified to meet the needs of the students *(an interview with the second-grade English teacher)*.

Based on the interview results, it was clear that the reason for using this blended learning model was to assist students in obtaining good learning because not all parties could do full online learning or online. Prior to that, the blended learning model's implementation began with socialization and meetings with parents about blended learning. Then, most, if not all, of the students' parents agreed with the learning that was done because, according to the parents, students would struggle if they only did online learning.

Furthermore, it could be seen that blended learning planning included preparing learning tools, creating schedules for face-to-face and online learning, and preparing special teaching materials for online learning. Providing material based on the needs of the students. Furthermore, the English teacher explained that learning planning in the blended learning model was nearly identical to other types of learning. It was just that it was delivered in conjunction with online learning. Lesson plans were also simplified so that students were not burdened during the learning process during this pandemic.

The blended learning model used provided opportunities for students alongside the English teacher to do independent English learning. The learning schedule was split between in-person and online learning. Where, the English teacher used face-to-face learning to engage students in interactive experiences such as discussions or collaboration during learning English. While, the English teacher used online learning to provide English materials with a wide range of learning resources. Students could find learning resources in a variety of places online as controlled by the teacher.

2. **The implemetation of blended learning (both online and face-to-face learning)**

There must be steps or stages in the learning process in a learning model. The blended learning model combines online and face-to-face learning. The blended learning learning model is implemented in stages or syntax. Based on the findings of repeated observations by the researcher, it was clear that the blended learning syntax was implemented in stages. That was, the stages of

blended learning were carried out using two different learning methods: online and face-to-face.

The stages of blended learning had been implemented in the scond-grade English subject of class A, where students and the English teacher carried out he following stages. Based on observations made by the researcher several times, the stages of seeking information and acquiring information in online learning were completed, followed by the stages of acquiring information and synthesizing knowledge in face-to-face learning. However, in the case of online learning, the blended learning stage might be completed in a single day. This was consistent with findings observed during the application of online learning part. All stages of blended learning had been completed, beginning with information seeking. The English teacher asked students to observe the video that had been provided, and then the teacher asked students to search for the information contained in the video. Then, at the stage of knowledge acquisition, students and the English teacher discussed the learning materials that they had observed through learning videos and asked each other questions. The teacher constantly encouraged students to ask questions and express their opinions. However, there were still some students who are apathetic. Furthermore, at the stage of knowledge synthesis, the teacher and students completed the learning together via a zoom meeting. Students took turns expressing their thoughts on the outcomes of their learning reflections.

The online learning component included the stages of information seeking and acquisition. Then, in the face-to-face learning component, the stages that were usually carried out were information acquisition and

knowledge synthesizing. However, if time was still limited in online learning, all stages of blended learning would be completed. According to the principal, the use of online media in the online learning process was quite varied.

> "Online learning at this school varies; some teachers use Zoom, others use WA, still others use YouTube, and still others live stream via Facebook. However, the vast majority of people use wa" *(an interview with the principal of SMPN 9 Curup)*

As observed by the researcher, the second-grade English teacher conducted the online learning part via WhatsApp groups and Zoom meetings. The learning material being studied at that time as observed was English narrative texts. In this learning, the teacher asked students to observe pictures and understand the reading materials in the form of narrative texts within the student books via a Whatsapp group. The teacher then instructed students to look for information about the learning video by clicking on the link provided. The teacher subsequently asked students to look for additional information about the learning materials. The teacher and students then held a Zoom meeting to discuss their findings. This was consistent with the following statement made by students 2 and 3 regarding online learning:

> "Through video calls via wa, sometimes using zoom as well, continuing to discuss learning materials, occasionally discussions with small groups, such as gathering at one person's house" *(an interview with student 2)*

The same statement was then made by student 3, as follows:

> "I was told to look for videos or materials about the learning that is being studied, and to keep discussing it with my mother and other friends, as well as through WhatsApp groups and Zoom meetings" *(an interview with student 3)*

Based on the findings of the interviews, it was clear that students might seek other sources of information, such as YouTube, articles on the internet, or

books owned by students. Students and teachers conducted discussions or asked questions about the learning videos that had been observed and discussed the information they had obtained after they had finished observing the learning videos and looking for information through a zoom meeting. Students were free to express their opinions and ask the teacher questions in this setting. Following that, the teacher informed students of the tasks that they had to complete. Students then uploaded their assignments via WhatsApp groups or collect them during face-to-face learning at the agreed-upon time.

Furthermore, the researchers conducted an interview with the principal regarding the facilities and infrastructure that support online learning, as follows:

"Prior to the pandemic, teachers were given laptop computers. Then, there's the free quota. We worked with Smartfren yesterday. As a result, parents are given cards one at a time, which are then filled out each month. It's been going on since August. This quota is actually from the government, but the schools are looking for it" *(an interview with the principal of SMPN 9 Curup)*

Furthermore, the researcher interviewed the second-grade English teacher in order to compare with the previous interview data. The second-grade English teacher revealed that the government had a free quota that could be used to conduct online learning. Furthermore, the teacher benefited from the assistance of colleagues who were more knowledgeable about IT. As a result, they could learn from one another. In addition to quotas, school conditions or conditions, such as the availability of all internet network operators in the school area, support online learning. The English teacher was also given resources such as laptop computers. The teacher also had personal resources for online learning, such as Android devices.

Online learning in the second-grade English subject of class A at SMPN 9 Curup was going quite well in terms of the english teacher's ability because some teachers, including the English teacher taken as the subject of this study, already had the ability to manage online learning through various online media. Therefore, there were no impediments to online learning in the second-grade English subject of class A. This is consistent with what the English teacher stated:

> "There won't be, God willing, because I've received a lot of help, including from friends, and there are currently PPL students, so there won't be any obstacles from myself as a teacher. Because the facilities are already in place, it is up to us to be diligent in learning how to use IT. Because if you're used to it, it won't be a problem or an impediment. However, there are some obstacles that we cannot avoid, such as the internet network, which may occasionally experience interference but, thankfully, this occurs infrequently *(an interview with the second-grade English teacher)*.

The principal then stated the same thing, that the obstacles in the implementation of online learning came from the students. According to the principal of the school:

> "Students' family environment clearly contributes to their difficulty. Where the students' parents are unable to operate gadgets, and because not all students have gadgets, the majority of them have their parents in such a way. As a result, when we conduct online learning, parents frequently bring their cellphones. So the challenge comes from the students, while only a small number of teachers, such as those who have not learned to use IT, are still perplexed by online learning. However, this is only a small part of the picture *(an interview with the principal of SMPN 9 Curup)*

Based on the interviews, it was clear that the unavoidable barrier in online learning was the internet connection, which was sometimes unstable or abruptly terminated. Meanwhile, the second-grade English teacher had well-prepared lesson plans, from adjusting learning materials during the pandemic

to scheduling online and face-to-face learning. In online learning, the teacher created teaching materials that students could access, and then the teacher learned how to use various online media. In the second-grade of class A, for example, the English teacher used the Whatsapp application and a Zoom meeting as online media in online learning.

While the facilities and abilities of students or parents who were still lacking in using online media became the obstacles that students faced in online learning. Some students had their own cellphones, while others use their parents'. Students might not be able to comprehend all learning materials. Student 1 issued the following statement:

> "When learning online, the network can be difficult at times, so you must be in a location with a good network" *(an interview with student 1)*.

Student 4 expressed a similar point about the challenge she faced, as follows:

> "The difficulty in learning English grammar is because when you study face-to-face as usual sometimes you find it difficult to understand the patterns and the usages, especially when learning online like this you will find it more difficult *(an interview with student 4)*

Some students admitted to having difficulty understanding English grammar through online learning. There were also those who were still experiencing issues with the internet network, which was still unstable in their area. The school will, of course, attempt to overcome some of these obstacles. As the second-grade English teacher of class A did for students who did not have internet access or who had difficulty understanding the English material presented, the teacher divided students into small groups, also known as peer tutors. Hence, students gathered in groups in one of the students' homes, and

then students who understood more became the tutors who taught their friends. Following that, an online discussion with the teacher would take place. This is consistent with a statement uttered by student 5 as follows:

> If the signal is difficult, I sometimes go outside to look for a signal or to a friend's house to study together if there is a difficult material, such as English writing task, we therefore spell it together so we can finish it quickly and can also ask friends who know better *(an interview with student 5)*

Such an effort was made to help and facilitate students' learning. The point was that the English teacher seemed to willingly make every effort to ensure that the students learned well during the Covid-19 pandemic. The second-grade English teacher of Class A allowed students to ask questions whenever they wanted via online media such as private chat on Whatsapp. When the teacher received an incoming message, the teacher would respond to the students' questions. Furthermore, the school strived for other teachers who had not mastered online learning to be able to learn how to use IT so that they were not perplexed by it. In this discourse, the principle said the following:

> As recently as yesterday, we wrote a letter to our IT colleague requesting that these teachers be trained on how this learning process works and how to use online media for online learning. Teachers will have a better idea of how to implement or manage learning in their classrooms as a result of the training. It's just how the teacher integrates it with face-to-face instruction. So, while the teachers at this school understand online learning, they may not be well-versed in it; for example, some teachers may require additional training to become more proficient *(an interview with the principal of SMP N 9 Curup)*

According to some transcripts above, the efforts made in overcoming the obstacles of online learning had been quite good. Obstacles could come from either teachers or students. However, because the second-grade English teacher of class A had sufficient mastery of IT or online media in learning, there were

no obstacles from the teacher except for unavoidable obstacles such as internet access or a network that suddenly experienced disruptions. Nonetheless, the English attended the training to broaden the teacher's knowledge about IT.

Face-to-face learning is one component of the blended learning model that the researcher had observed in the second-grade English subject of class A at SMPN 9 Curup. Based on additional observations of face-to-face learning, face-to-face learning allowed students and the English teacher to discuss the English material that was not understood when learning online. This is consistent with the explanation provided by the second-grade English teacher as follows:

> The face-to-face stages of the pandemic are unquestionably distinct from previous learning. Normally, there is an opening activity, but because there is only 1 hour 35 minutes, you can skip right to the core activities, such as starting a discussion about the previous lesson and then having students demonstrate or present the results of the discussion in front of the class. The stages in online learning are similar, but the process is different *(an interview with the second-grade English teacher)*

The researcher subsequently conducted interviews with students 1 and 4, who said similar things to what the English teacher said:

> Discuss material that has not been understood, continue to discuss, and occasionally come to the front of the class to explain the outcome of the discussion *(an interview with student 1)*

The other student expressed a similar point of view about the stages of face-to-face learning, which were as follows:

> Answering questions and then discussing the previous tasks, and sometimes we come to the front of the class to explain learning outcomes or deposits, such as rote memorization *(an interview with student 4)*

According to the findings of these interviews, the implementation of face-to-face learning included several stages or syntaxes of blended learning.

According to mutual agreement, the face-to-face learning process that could be carried out lasted only 1 hour 35 minutes. As a result, the activities carried out at school were directly integrated into the core activities that discussed learning material.

The blended learning stage was carried out in this core activity. Among them were the stages of information acquisition and knowledge synthesis. When the students had discussions, they could see the stages of information acquisition as they exchanged opinions with the English teacher or with their friends. The majority of the students appeared to be eager to learn. This was due to their genuine desire to comprehend the English material. Because they did not understand during online learning, students took advantage of the opportunity to learn face to face as much as possible.

When they had completed the previous stage, namely the acquisition of information, they proceeded to the stage of knowledge synthesizing. The second-grade English teacher of class A asked the students to present or express what they had learned or understood in front of the class based on the discussion. They might also present the results of group discussions in front of the class as a whole. This stage was known as knowledge synthesizing. Meanwhile, because time was limited during face-to-face learning, the stage of information seeking was rarely completed. As a result, the stage of information seeking was more frequently carried out during online learning.

Furthermore, face-to-face learning was sometimes used to carry out practical activities. The presence of face-to-face learning at this school was the result of a mutual agreement which aimed at making it easier for students to

obtain learning during the pandemic. It was because students were unable to fully participate in online learning. This is consistent with the principal's explanation as follows:

> Because these students find it difficult to complete assignments if online learning is done on a continuous basis because they cannot directly ask questions. You can ask questions via cellphone, but it takes a long time because the teacher does not always hold the cellphone, which impedes their learning process. Then we do it in shifts, face to face. Where at least one student meets with his teacher once a week to communicate *(an interview with the principal of SMPN 9 Curup)*

The preceding statement is similar to the explanation provided by the second-grade English teacher below:

> Because online learning has limitations due to students who do not have access to the necessary facilities and learning materials that have not been completed online. However, face-to-face meetings take place only twice a week, with students divided into two shifts on Tuesdays and Thursdays *(an interview with the second-grade English teacher)*.

Based on the interviews, it was clear that the main reason for holding face-to-face learning was due to the students' inability to fully engage in online learning. This was also a request from parents who were having difficulty if their children continued to study online. As a result, it was decided to conduct learning using a blended learning model that combined face-to-face and online learning.

Based on observations, SMPN 9 Curup had developed health protocols such as hand washing stations with soap and the mandatory use of masks. In particular, in the second-grade of class A, in addition to being required to wear masks, the teacher provided hand sanitizer. As a result, before entering class, students must use the hand sanitizer provided. Some students, however, take the initiative to bring their own hand sanitizer. Seating was also very important

during face-to-face learning. Where students were only permitted to occupy one table, which was usually shared by two people, the table became one person only.

The preceding statements were also supported by the findings in the discourse of health protocol during an interview with the second-grade English teacher of class A as follows:

> With God's help. Because, first and foremost, we must adhere to health protocols. Second, this junior high school, along with staff and parents, held a meeting to decide on using shifts and the time specified for face-to-face learning. The health protocols in this school can now be seen up close. We have provided a soap-washing station in some areas of the school, and students and teachers must always wear masks or face shields and frequently use hand sanitizer. Aside from that, learning has been organized in shifts, and the number of students is limited, as to keep the distance between seats *(an interview with the second-grade English teacher).*

The principal also stated the following about health protocols at SMPN 9 Curup:

> Because this school also offers online learning, I believe I have met the criteria for doing face-to-face learning, or blended learning. Yesterday, the parents of the students signed an agreement letter allowing face-to-face learning. The majority of the socialization time, if not all of it, was requested to be done face-to-face. We have health protocols in place, such as hand washing, hand sanitizer, and mask distribution. So our face-to-face learning is based on a mutual agreement with parents and school supervisors on a very urgent situation *(an interview with the principal of SMON 9 Curup).*

Based on the findings of the interviews and observations, it is possible to conclude that the health protocol at SMPN 9 Curup, particularly in the second-grade English subject of class A, has met the health protocol and is a mutual agreement to be followed. As a result, face-to-face instruction is expected to continue until the end of the semester.

According to the principal, the implementation of face-to-face learning encountered a few issues because it was deemed too brief. Here's how it works:

> This is a solution for online learning. It is refined or equipped with face-to-face learning because it is constrained by online learning. Perhaps the issue here is that we don't have much time because the agreement only allows for 1 hour 35 minutes of face-to-face learning. But how else could it be? Rather than not doing it at all, we simply run it at the agreed-upon time *(an interview with the principal of SMPN 9 Curup)*.

The same point was expressed by student 3, who stated:

> I don't always have time to ask, but my learning time is up. There are also no breaks. As a result, after studying in a face-to-face mode, I could continue joining the online mode *(an interview with student 3)*.

Meanwhile, the researcher spoke with the second-grade English teacher, who revealed:

> Actually, there are no impediments. Because this is blended learning, which includes online learning. So, even though it is a short period of time, we make the best use of the agreed-upon face-to-face learning time. Because this is a unique circumstance. If the learning is done face-to-face and lasts 1 hour 35 minutes, I can only conclude that the obstacle is a lack of time in the learning process *(an interview with the second-grade English teacher)*.

Based on the interviews, it was clear that the short time frame for face-to-face learning was not an impediment because the learning process was based on a blended learning model that combined face-to-face and online learning. As a result, learning time was divided into two parts: at school and at home. Because there was still online learning, the second-grade English teacher believed that the time allotted to study at school, which was 1 hour 35 minutes without a break, was sufficient to carry out the learning process.

In terms of time, which was considered relatively short in face-to-face learning, the teacher must make the best use of it in order to achieve learning

objectives. In this discourse, the second-grade english teacher said the following:

> Of course, I will make the most of this face-to-face learning opportunity; even though it is brief, the learning objectives must be met. Alternatively, if we believe there is still insufficient time, we as teachers may visit students' homes to study together. So students from nearby houses can congregate in one house, and I will go to the student's house. A home visit is what the term refers to. However, this is done very rarely because learning is usually completed when using online learning and then perfected face-to-face, albeit not as much as our learning in general prior to the pandemic *(an interview with the second-grade English teacher).*

The explanation above shows that the teacher would work hard to ensure that the learning process ran smoothly and that the learning objectives were met. The teacher would come to the student's house, or in other words, the teacher would make a home visit to a predetermined location where students could gather to discuss what had not been completed after online and face-to-face learning. As a result, the short time frame was not an impediment because it was a mutual agreement that must be implemented and followed. As a result, the second-grade English teacher of class A was considering another option, such as making a home visit. As a result, online and face-to-face learning complemented each other, ensuring that students continued to learn effectively during the COVID-19 pandemic.

3. The Assessment of Blended Learning

Assessment is critical in both traditional classroom learning and blended learning models. According to the researcher's observations, the assessment carried out by the second-grade English teacher of class A at SMPN 9 Curup included both online and face-to-face assessments. The English teacher always

observed the attitudes and behavior of students during online learning processes, whether through zoom meetings, WA group, and video calls. From students' attendance to students' discipline when entering the zoom room at the designated time, students' activities during the learning process, students' responses, and how students sit in learning. Furthermore, in face-to-face learning, an attitude assessment of the learning process in class was performed. Such an assessment covered all activities during discussions, expressing opinions, and other visible activities. In this discourse, the second-grade English teacher said the following:

> "There is an assessment of the learning process in face-to-face learning, and there is an assessment through journals, orally or in writing. What cannot be done face-to-face can be done online, such as through WA groups or video calls and zoom, from which we can also make assessments, such as attitude assessment, how are students' attitudes in the learning process, where I will judge which ones are active, who frequently respond, and who are polite despite the fact that the learning is done online. There is also a Google form assessment. Students fill out the google form with their responses. Furthermore, there is a time limit for collecting assignments. So I can make a decision based on that. Even if all of the assignments are correct, if they are not collected on time, the value is unquestionably different" *(an interview with the second-grade English teacher)*

According to the second-grade English teacher's explanation, attitude assessment was also performed during the online learning process. So, before beginning to learn, the teacher usually reminded students that their attitude toward the learning process would be evaluated by the teacher. Then there's the use of Google forms to assess students' comprehension of the material they had studied. There were questions about the learning that had taken place on the Google form.

The second-grade English teacher evaluated the students' discipline in collecting assignments based on observations made by the researcher several times. As a result, students who collected assignments within a predetermined time frame would differ from students who collected assignments after the time limit had passed. Meanwhile, skill evaluation could be observed while participating in practical activities at school. Furthermore, it could be seen in the work or products created by students based on the assignments given, which were then uploaded by students via online media or collected by teachers during face-to-face learning.

Based on repeated observations by the researcher, it was known that the second-grade English teaher of class A at SMPN 9 Curup conducted an assessment that was carried out in general, which included an assessment of attitudes, knowledge, and skills. Where, the observations were conducted both online and in a face-to-face mode. The assessment tool was modified by the teacher to meet the needs of the students. The second-grade English teacehr used Google Forms to assess students' comprehension. The teacher then conducted an evaluation of the students' portfolio. The teacher observed the attitude assessment during face-to-face and online learning. During online learning, the teacher observed the students' behavior and responses. In addition, the English teacher kept an attitude assessment journal containing detailed notes on students' attitudes in both face-to-face and online learning. Meanwhile, the second-grade English teacher observed skill assessment through practical activities carried out during face-to-face learning. The teacher

also assessed students based on their performance or product results on specific assignments *(the data of observation)*.

If students do not follow the lessons being taught, the second-grade English teacher was somewhat constrained in conducting assessments during the COVID-19 pandemic. In this discourse, the second-grade English teacher said the following:

> "It's difficult for me to conduct an assessment if the students are never present such as few individuals I have found in my class. They rarely participate in online learning, and they rarely participate in face-to-face learning. These students make an excuse like they are taking care of their sisters. But, it doesn't make sense if such an excuse makes them unable to attend my class *(an interview with the second-grade English teacher)*.

If students do not participate in the learning process, the teacher would be perplexed as to how these students would be valued. What would be the source of the value? This was due to the fact that students' learning motivation during the COVID-19 pandemic differed from traditional learning. Although there was face-to-face learning in blended learning, students did not always attend. Because the situation was different from going to school every day, it was now only on certain days. Students became accustomed to not attending school as a result of this. This, however, only happened to a few students. As a result, the role of parents was required in providing motivation and attention from students' parents/guardians to pay attention to their children's education. This was one of the efforts made by the second-grade English teacher of class A to address the issue of students' attendance. More information can be found below:

> "When that problem arises, I usually call the parents and advise them to pay attention to their child's education. Because parents are the only ones

who can keep an eye on their children at home. So, the student has changed since I gave him that advice. So, in general, the role of parents is critical" (an interview with the second-grade English teacher).

In reality, assessing blended learning was the same as assessing learning in general. It was just that the teacher was dealing with English education in the current pandemic, making it difficult for the teacher to observe students. There were few opportunities to observe students. As a result, the second-grade English students made the best use of every learning opportunity. The English teacher strived to meet the assessment standards in addition to meeting the learning objectiqves.

Based on interviews conducted several times regarding the results of the blended learning assessment, the second-grade English teacher revealed the following:

"When compared to the normal period learning outcomes in one week, the results are not as optimal as in the normal period learning. However, with the use of this model, there is learning to use WA, zoom, and face-to-face, so the results are not too low, which is a blessing because the activities are quite adequate for good grades" *(an interview with the second-grade English teacher).*

Using the blended learning model allowed students to learn more effectively during the pandemic. Despite the fact that the students' scores were lower than the value of students in normal times. Because the pandemic situation had fundamentally altered all teaching and learning activities, students must first adjust. However, at least with this learning model, students' learning outcomes had not suffered significantly as a result of the COVID-19 pandemic. To achieve optimal learning during the COVID-19 emergency, this blended learning model was used as an alternative or solution in learning. This blended learning learning model was thought to be suitable or appropriate for use today.

This was consistent with the principal's statement regarding the use of the blended learning model as follows:

> "Because it's a pandemic, that's the only way out; whether we like it or not, we have to run it so that students can continue to learn, even if the results aren't as good as learning before the pandemic. However, blended learning is the best option right now" ***(an interview with the principal of SMPN 9 Curup).***

The same viewpoint was expressed by the second-grade English teacher of class A as follows:

> "In my opinion, because it is the most suitable and appropriate in the current situation, learning with blended learning or a combination is the best thing to do during a pandemic. Because this blended learning model is extremely inventive. If this blended model had been used prior to the pandemic, students would have become accustomed to it, and students' learning outcomes would have greatly improved ***(an interview with the second-grade English teacher).***

The researcher then conducted the following interviews with students 2 and 5:

> "I like it because there is learning at home and at school, so I don't get bored studying at home all the time" ***(an interview with student 2).***

In addition, student 5 stated the following:

> "I think It's good because I can study as usual, despite the fact that I only have a short time. I can also learn through YouTube, which is something I almost never do" ***(an interview with student 5).***

Based on several interviews, it was possible to conclude that the blended learning model was the best way or way out at this time. The blended learning process was well received by all parties. No exceptions were made for the students who, on average, expressed satisfaction with the current learning process. Because, according to student representatives, continuing to study at home would bore them. Furthermore, students could get good learning through

online learning with various online media such as zoom meetings, WA group, video calls, and continued with face-to-face learning according to a predetermined time, even if it was not as optimal as learning during normal hours.

B. Discussion

A learning model that can be applied during the current pandemic is required to meet the learning needs of students during the COVID-19 pandemic. Blended learning, according to Smith and Hill, is learning that teachers and students can implement learning processes easily through a combination of online and offline modes of learning[70]. SMPN 9 Curup has implemented a blended learning model based on the findings of this research, particularly in the second-grade English subject of class A as the oriented portrait this study has focused on. The implementation of blended learning in the second-grade English subject is evident from the planning, implementation, and evaluation of the blended learning model applied by the second-grade English teacher of class A during the COVID-19 pandemic.

By utilizing technological advances and sophistication, the blended learning model applied in the second-grade English subject of class A aims to facilitate English learning processes during the COVID-19 pandemic. According to Shu and Gu, blended learning combines the best characteristics of classroom learning (face-to-face) and the best characteristics of online learning to increase active independent learning by students while decreasing the amount of face-to-face

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[70] Karen Smith and John Hill, "Defining the Nature of Blended Learning through Its Depiction in Current Research," *Higher Education Research & Development* 38, no. 2 (2019): 383–97.

time[71]. The blended learning model used provides opportunities for students and teachers to do independent learning. The learning schedule is split between the offline and online learning. Where, the second-grade English teacher uses face-to-face learning to engage students in interactive experiences such as discussions or collaboration. While, the second-grade English teacher uses online learning to provide English materials with a wide range of learning resources. Students can find learning resources in a variety of places.

Based on the findings of observations the researcher has conducted, it can be seen that the second-grade English teacher has prepared learning tools in the classroom as usual, namely prota, promissory note, syllabus, and lesson plans to LKPD. The stages of the blended learning model are included in the lesson plan used in the second-grade English subject. In learning activities, there are stages of seeking information, acquiring information, and synthesizing knowledge. Learning planning is the most fundamental aspect of the learning process. The second-grade English teacher's role in learning planning is to create and design learning media or tools. According to Steinert, learning tools are various preparations prepared by the teacher so that the implementation and evaluation of learning can be carried out systematically and produce the expected results[72].

During a press conference on August 7, Minister of Education and Culture Nadiem Makarim stated that schools have three curriculum options that can be

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[71] Hang Shu and Xiaoqing Gu, "Determining the Differences between Online and Face-to-Face Student–Group Interactions in a Blended Learning Course," *The Internet and Higher Education* 39 (2018): 13–21.

[72] Yvonne Steinert et al., "A Systematic Review of Faculty Development Initiatives Designed to Improve Teaching Effectiveness in Medical Education: BEME Guide No. 8," *Medical Teacher* 28, no. 6 (2006): 497–526.

used in emergency or special conditions while implementing learning during the COVID-19 pandemic, including:

1. Continue to use and refer to the overall KD in the 2013 Curriculum as stated in Permendikbud No. 37 years 2018

2. Applying and referring to Kepmen No. 719/P/2020 and SK Balitbang 018/H/KR/2020 Simplified Basic Competencies.

3. Independently using and referring to the Basic Competencies of curriculum simplification results.

According to observations made by the researcher in the second-grade English subject of class A at SMPN 9 Curup, the second-grade English teacher has chosen the third option, namely independently using and referring to the Basic Competencies resulting from curriculum simplification. This is evident from the teacher's lesson plans. In such a way, the English teacher simplifies learning objectives in order to adapt current conditions to their students' needs. In addition, the teacher provides instructional materials that can be used in the blended learning model. The second-grade English teacher can also create the teacher's own teaching materials using a variety of online and offline media. Students, for example, can access the teaching materials used, such as learning videos or power points that contain a summary of the English materials.

According to Husamah, there are six stages in designing blended learning to achieve the best results[73]. The following are the steps that can be taken:

1. Determine the types and materials of teaching materials

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[73] Husamah Husamah, "Pembelajaran Bauran (Blended Learning)," *Research Report*, 2014.

At this stage, it is necessary to prepare teaching materials that meet the requirements of distance learning (PJJ). As the foregoing, in the blended learning model, teaching materials should be designed so that students can learn on their own, interact face-to-face, and interact online.

2. Determine the blended learning design used

At this point, the learning design must be capable of incorporating elements of online learning, PJJ, and face-to-face learning. As a result, a Learning Implementation Plan based on the blended learning model is required.

3. Set the online learning format

It is necessary at this point to determine which online media will be used in online learning.

4. Do a trial of the design made

This is necessary so that it can be determined whether the learning design created can be easily implemented or vice versa.

5. Organizing blended learning well

6. Preparing criteria for evaluating the implementation of blended learning

Based on the planning theory above, the researcher has made observations on the English class A held by the second-grade English teacher at SMPN 9 Curup. The teacher has determined the materials and teaching materials to be used which of course can be accessed by students. The teacher determines a blended learning plan that includes face-to-face and online learning. The second-grade english teacher has also determined the online learning format used, namely using online media such as zoom meetings, whatsapp groups and video calls. In addition, the teacher also prepares a learning assessment using Google Forms.

From several observations that have been made by the researcher, it can be seen that the second-grade English teacher's ability to plan blended learning is quite good. The English teacher has been sufficiently skillful at preparing English lessons resting upon the blended learning model. This is in accordance with the theory by Husamah[74] which has been described. However, based on the observations, the second-grade English teacher's ability to prepare teaching materials is still limited because the forms or teaching media displayed are less varied. For example, when teachers use PPT as the teaching media, then for other learning contents the second-grade English teacher usually also uses the same PPT template so that students will be bored if they see the same display even though the materials to be delivered are different. However, the second-grade English teacher's skills have been considered quite good in preparing learning. It is evident from the fact that the second-grade English teacher dose not get bored to continue teaching using technology and keep trying to prepare optimal blended learning.

Based on observations made by the researcher several times, it is known that the application of the blended learning model in the second-grade English subject of class A has covered all components in blended learning, namely online learning carried out using online media such as zoom meetings, video calls via whatsapp and whatsapp groups. Students and the second-grade English teacher interact indirectly through these media and carry out learning with blended learning stages. The face-to-face learning component is carried out for deepening English materials if there is a material that has not been understood in online learning. In

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[74] Husamah.

addition, face-to-face learning is also used for practical activities. Meanwhile, for the independent study component, students are asked to work on assignments that are usually picked up on Mondays or can also work on assignments given through online media. However, in this study, the researcher combines online learning components with independent learning because basically independent learning will lead to distance learning which will also involve the use of online media in the learning process. The results of these observations are in accordance with the opinion of Istiningsih and Hasbullah stating that the components of blended learning include the following[75]:

a. Online learning is a learning environment that uses internet technology to access learning materials;

b. Face-to-face learning brings teachers and students together in one room to study;

c. Independent learning (individualized learning), in which students can learn on their own by accessing information or learning materials online through the internet.

According to the theoretical concept, blended learning should be able to overcome the limitations of traditional face-to-face and online learning[76]. There are numerous advantages to combining learning models, including students who are not only focused on the students' books, but also on the use of media. Students can access an unlimited number of learning resources or materials online by using YouTube, Zoom Meeting, or Whatsapp. As we all know, the current situation and

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[75] Siti Istiningsih and Hasbullah Hasbullah, "Blended Learning, Trend Strategi Pembelajaran Masa Depan," *Jurnal Elemen* 1, no. 1 (2015): 49–56.

[76] Maryam Tayebinik and Marlia Puteh, "Blended Learning or E-Learning?," *Tayebinik, M., & Puteh, M.(2012). Blended Learning or E-Learning*, 2013, 103–10.

times have changed the way students learn to use online media in learning, resulting in more varied learning. Furthermore, the media required are so diverse and numerous that the readiness of school supporting facilities and infrastructure is required[77]. When viewed from the conditions on the ground, it can be seen that the facilities and infrastructure provided by SMPN 9 Curup are quite complete. As the foregoing, prior to the pandemic, teachers had been given laptop computers from their schools, the facilities owned by class A in terms of English learning were adequate. In this case, the school has received internet data from the government.

The blended learning model incorporates various forms of learning to ensure that the learning process can take place under any circumstances. According to Ansori[78], there are four models of blended learning development in general:

1) The face-to-face driver model is a model that only uses technology as a supplement to face-to-face learning.

2) The rotation model is a structured combination model in which face-to-face and online learning each have their own schedule.

3) The Flex model is a blended learning model that emphasizes independent learning via online learning.

4) An online lab school model is a learning model that takes place in a virtual laboratory room.

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[77] Patsy Moskal, Charles Dziuban, and Joel Hartman, "Blended Learning: A Dangerous Idea?," *The Internet and Higher Education* 18 (2013): 15–23.

[78] Miksan Ansori, "Desain Dan Evaluasi Pembelajaran Blended Learning Berbasis Whatsapp Group (WAG)," *Dirasah: Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam* 1, no. 1 (2018): 120–34.

The blended learning model is used in the second-grade English subject of class A using a rotation model, in which the learning process is structured between face-to-face learning and online learning, which is done separately or on their own time. This is customized to meet the needs of the students in the class.

Of course, face-to-face and online assessments are used in blended learning. Bentri et al. identify a number of effective techniques for creating online learning assessments that can be adapted to the blended learning learning model[79], which are as follows:

1) Conduct regular assessments and provide continuous feedback to students as a means of supplementing the assessment in the learning process.

2) Incorporate dynamic interactions defined by group work, collaboration, and high-level interaction via discussion.

3) Modify traditional assessment tools such as essays, answer questions from discussions, and projects that require demonstration of acquisition and problem-solving skills.

4) Use alternative assessments such as performance appraisals, authentic assessments, and e-portfolios.

As the second-grade English teacher has done, the assessment generally includes an assessment of attitudes, knowledge, and skills. Where, the assessments are conducted both online and in a face-to-face mode. The assessment tool is modified by the teacher to meet the needs of the students. The second-grade English etacher uses Google Forms to assess students' comprehension. The teacher then conducts an evaluation of the students'

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[79] Bentri, Hidayati, and Rahmi, "Students Absorption of Materials through Using Blended Learning in the Implementation of Curriculum."

portfolios. The teacher observes the attitude assessment during face-to-face and online learning. During online learning, the teacher observes the students' behavior and responses. In addition, the teacher keeps an attitude assessment journal in which the teacher keeps detailed notes on students' attitudes in both face-to-face and online learning. Meanwhile, the teacher observes skill assessment through practical activities carried out during face-to-face learning. The teacher also evaluates the performance or product results that students have achieved on a specific task.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter provides conclusion which is drawn from the data of this study. Also, following the conclusion, suggestions are given to several related parties.

A. Conclusion

Based on the findings of the research on the implementation of the blended learning model in the second-grade English subject of class A at SMPN 9 Curup during the COVID-19 pandemic, it is possible to conclude that:

The blended learning model is regarded as an alternative or learning solution during the COVID-19 pandemic. The second-grade English teacher organizes learning activities in a systematic manner, beginning with the development of learning tools such as Prota, Promes, Syllabus, RPP, and LKPD in accordance with blended learning. The second-grade English teacher also arranges the learning schedule, which alternates between online and face-to-face instruction. The teacher subsequently organizes special learning media for online learning, such as learning videos from YouTube and powerpoint presentations. During face-to-face learning, the teacher always ensures that the students' health protocol is complete. The implementation of English learning in the second grade of class A is consistent with the syntax of blended learning. Both face-to-face and online learning have fulfilled the syntax or stages of blended learning, namely information seeking, information acquisition, and knowledge synthesizing. The teacher organizes the steps of learning activities in a systematic and regular manner. Furthermore, in the assessment of blended learning, the teacher conducts

the usual assessment, namely the assessment of attitudes, knowledge, and skills observed both online and in a face-to-face mode. As the knowledge assessment is observed using the question instrument on Google Forms, students' attitudes are assessed in both online and face-to-face learning, and the teacher keeps a student attitude assessment journal. Practical activities carried out during face-to-face learning are used to assess skills. The teacher also assesses students based on their performance or product results on specific assignments. Students can benefit from good learning even if it is not as optimal as learning during normal hours. The learning process, on the other hand, can be effectively carried out using this blended learning model. As a result, during the COVID-19 pandemic, this blended learning model can be stated as a learning solution.

B. Suggestions

The author would like to convey the following points as the suggestions based on the research that has been conducted:

1. Schools in general and SMPN 9 Curup in particular should be able to maximize school facilities and infrastructure when implementing the blended learning model, particularly during this pandemic. Schools should provide wifi to improve connectivity so that it can be used in online learning.

2. Because the blended learning model can be used as an alternative or learning solution during the COVID-19 pandemic, English teachers in general must play a role in disseminating the concept of the blended learning model to school residents so that other teachers can use it.

3. This research for related institutions, particularly educational institutions, can be used as a basis for developing new educational policies. It can, for example, be used as a foundation in the preparation of learning that is integrated with educational technology values.

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APPENDIXES

1. ## The Instrument of Observation

No	Indicators	Sub-indicators	Results of obervation
1	The planning of blended learning	Lesson plan (RPP) on the basis of blended learning model.	
		Time division in blended learning.	
		The facilities and infrastructure needed for learning with the blended learning model.	
2	Online Learning implementation	Seeking information	
		The acquisition of information	
		Syntesizing information	
3	Face-to-face learning implementation	Seeking information	
		The acquisition of information	
		Syntesizing information	
4	Assessment of blended learning	Attitude assessment	
		Knowledge assessement	
		Skill assessment	

2. ## The Instrument of Interview with the Principal

No	Questions	Answers
1	What is the reason for applying the blended learning model at this school during the covid-19 pandemic?	
2	What needs to be prepared for the learning process using the blended learning model?	
3	How is learning planning using the blended learning model?	
4	How is the online learning process carried out at this school?	
5	In your opinion, what are the school facilities and infrastructure that support online	

	learning?	
6	What difficulties did you encounter in the application of online learning?	
7	What efforts have you made as a school principal to overcome obstacles in online learning?	
8	What is your reason for implementing face-to-face learning in the midst of the COVID-19 pandemic?	
9	In your opinion, does the school meet the criteria for conducting face-to-face learning during the COVID-19 pandemic?	
10	What are the obstacles that you face in implementing face-to-face learning during this pandemic?	
11	What are your efforts to overcome obstacles in face-to-face learning?	
12	What is your response to the learning process carried out using the blended learning model?	

3. The Instrument of Interview with the Second-Grade English Teacher

No	Questions	Answers
1	What is the reason for using the blended learning model during the covid-19 pandemic?	
2	What needs to be prepared for the learning process using the blended learning model?	
3	How is learning planning using the blended learning model?	
4	How is the online learning process that you do?	
5	What are the stages of learning carried out in online learning during the COVID-19 pandemic?	
6	In your opinion, what are the school facilities and infrastructure that support online learning?	
7	What difficulties did you encounter in the application of online learning?	
8	What efforts have you made to overcome obstacles in online learning?	
9	What is your reason for implementing face-to-face learning in the midst of the COVID-19 pandemic?	

No	Questions	Answers
10	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	
11	In your opinion, does the school meet the criteria for conducting face-to-face learning during the COVID-19 pandemic?	
12	What are the obstacles that you face in implementing face-to-face learning during this pandemic?	
13	What are your efforts to overcome obstacles in face-to-face learning?	
14	How is the assessment system used in the blended learning model?	
15	What are the results of the assessment of blended learning?	
16	What difficulties do you face in conducting an assessment using the blended learning model?	
17	What are your efforts to overcome obstacles in the assessment of blended learning?	
18	What is your opinion about the learning process carried out using the blended learning model?	

4. Table. The Instrument of Interview with Student Representatives

No	Questions	Answers
1	What are the stages of learning carried out in online learning during the COVID-19 pandemic?	
2	In your opinion, what are the school facilities and infrastructure that support online learning?	
3	What difficulties have you encountered in the implementation online learning?	
4	What efforts have you made to overcome obstacles in online learning?	
5	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	
6	Why do you think face-to-face learning is needed during the COVID-19 pandemic?	
7	In your opinion, does the school meets the criteria for conducting face-to-face learning during the COVID-19 pandemic?	
8	What obstacles or barriers did you encounter	

		in face-to-face learning?	
9		What are the efforts made by you to overcome the existing obstacles?	
10		What do you think about the current blended learning process?	

5. Results of the First Observation

No	Indicators	Sub-indicators	Results of obervation
1	The planning of blended learning	Lesson plan (RPP) on the basis of blended learning model.	The blended learning model is used in the English lesson plan for second-grade of class A. The stages of blended learning, namely seeking information, acquiring information, and synthesizing knowledge, have been included in the activity steps.
		Time division in blended learning.	Time is divided into different days for online and face-to-face learning. Face-to-face learning is done on Tuesdays and Thursdays, and the rest is done online. Only 1 hour 35 minutes for face-to-face learning
		The facilities and infrastructure needed for learning with the blended learning model.	The teaching materials used to implement this blended learning model are quite diverse. Beginning with student and teacher books, progressing to learning videos from teachers and online learning resources such as YouTube
2	Online Learning implementation	Seeking information	This stage is used in online learning or when the teacher asks students to look for information related to the learning material being done, and most students look for information about learning on YouTube.
		The acquisition of information	This stage comes after the stage of gathering information. This is done by inviting students to discuss the learning material after they have searched for information about it. Typically, this is done in wa and zoom meetings.

		Syntesizing information	This stage is used to assess students' comprehension of the learning that has taken place. Where the form of activity is uploading assignments in the form of videos or summaries of learning materials via online media.
3	Face-to-face learning implementation	Seeking information	This stage is less common in face-to-face learning and more common in online learning. This is due to the short amount of time spent in face-to-face learning. As a result, it is more frequently used to discuss material that has not been completed or understood in online learning.
		The acquisition of information	This stage is really used when students are very enthusiastic about expressing things they don't understand when they are learning face-to-face. It appears that they are actually marking pages in the student's book about the material that they do not understand, which is then thoroughly discussed with the teacher and other students.
		Syntesizing information	At this point, students demonstrate their understanding by presenting it in front of the class.
4	Assessment of blended learning	Attitude assessment	When doing online learning, attitude assessment can be observed by observing student behavior during the learning process using online media. However, even though time is limited during face-to-face learning, the teacher observes the attitude assessment.
		Knowledge assessement	Teachers' current knowledge assessment uses Google Forms to assess students' understanding of the material that has been studied. The questions in the google form were adapted from

| | | | the LKPD and then entered into the google form. |
| | | Skill assessment | Practical activities, either online or face-to-face, are used to assess skills. |

6. Results of the Second Observation

No	Indicators	Sub-indicators	Results of obervation
1	The planning of blended learning	Lesson plan (RPP) on the basis of blended learning model.	The second-grade English teacher provides a variety of learning tools such as prota, promissory note, syllabus, rpp, and lkpd. The learning steps in the RPP have met the blended learning syntax.
		Time division in blended learning.	Based on a timetable that divides online and face-to-face learning into different days. On Tuesdays and Thursdays, face-to-face learning takes place; the rest is done online. Only 1 hour 35 minutes for face-to-face learning. As a result, the term blended learning refers to the blended learning type rotation model.
		The facilities and infrastructure needed for learning with the blended learning model.	The teaching materials used to implement this blended learning model are quite diverse. Starting with student and teacher books, moving on to learning videos from teachers and online learning resources such as YouTube and PPT.
2	Online Learning implementation	Seeking information	This stage is always carried out in online learning, or when the teacher asks students to look for information related to the learning material that is being carried out, and students typically look for information about learning on YouTube. The teacher may also provide videos to watch.
		The acquisition of information	As a follow-up to the information-seeking stage, the teacher will invite students to a group discussion.

No	Indicators	Sub-indicators	Results of obervation
		Syntesizing information	The teacher invites students to complete their learning as a follow-up to the stages or syntax of information acquisition.
3	Face-to-face learning implementation	Seeking information	Due to the limited time available, this stage is not carried out in face-to-face learning. Furthermore, this stage is unquestionably completed in online learning.
		The acquisition of information	The teacher double-checks the student health protocol before entering the classroom. Before entering class, the teacher also applies hand sanitizer to each student. Following that, the students and the teacher had a discussion in which the students asked questions and voiced their opinions.
		Syntesizing information	Students explain what they have learned by presenting it in front of the class.
4	Assessment of blended learning	Attitude assessment	When doing online learning, the teacher observes each student's actions, specifically student behavior during the learning process using online media. However, even though time is limited during face-to-face learning, the teacher observes the attitude assessment.
		Knowledge assessement	The teacher uses Google Forms to assess student learning outcomes.
		Skill assessment	The teacher conducts assessments through good practice activities completed online or offline. Furthermore, through the work or products of students

7. Results of the Third Observation

No	Indicators	Sub-indicators	Results of obervation
1	The planning of blended learning	Lesson plan (RPP) on the basis of blended learning model.	Class devices owned in the second grade of class A are quite complete. Starting from prota, promissory note, syllabus,

			lesson plans, LKPD.
		Time division in blended learning.	The term blended learning refers to the blended learning rotation model, in which face-to-face and online learning are conducted separately.
		The facilities and infrastructure needed for learning with the blended learning model.	The teacher has prepared a variety of instructional materials. However, some teachers continue to use the same power point template for different materials.
2	Online Learning implementation	Seeking information	This stage is performed on a regular basis and serves as the first step in beginning online learning with Zoom.
		The acquisition of information	This stage includes activities for discussion. However, when there is a disruption in the internet network, the teacher may find it difficult to regain student focus. If learning with Zoom is hampered, the teacher also invites students to participate in learning activities through peer tutoring activities, which are carried out via video calls as an effort by the teacher.
		Syntesizing information	The teacher invites students to complete their learning as a follow-up to the stages or syntax of information acquisition.
3	Face-to-face learning implementation	Seeking information	Because of the limited time, this stage is not carried out in face-to-face learning. Furthermore, this stage is unquestionably completed in online learning.
		The acquisition of information	Students actually mark the pages on the student book about the material they do not understand, which is then thoroughly discussed with the teacher and other students.
		Syntesizing information	Students are called to the front of the room to present the outcomes of the discussion.
4	Assessment of blended	Attitude assessment	When conducting online learning, attitude assessment is

	learning		carried out by observing student behavior while learning is taking place through the use of online media. However, even though time is limited during face-to-face learning, the teacher observes the attitude assessment.
		Knowledge assessement	Google forms are used by teachers to assess student learning outcomes.
		Skill assessment	Teachers assess students through hands-on activities, either online or in person. Furthermore, through the work or products of students

7. Results of the first Interview with the Principal

No	Questions	Answers
1	What is the reason for applying the blended learning model at this school during the covid-19 pandemic?	What is clear is that we are not permitted to conduct large-scale face-to-face learning, so we must rely on a blended learning system or a combination. So we apply this blended learning model to students, beginning with socialization to parents that the blended learning model is being used in the learning system during this pandemic. Even though face-to-face, online, or online learning models have been used, the well-known term is still new.
2	What needs to be prepared for the learning process using the blended learning model?	At the time, we devised a schedule in which the teacher was given the opportunity to prepare learning materials on Monday, learning was carried out online, face-to-face, or independently from Tuesda y to Friday, and a joint evaluation of the shortcomings of the learning was held on Saturday.
3	How is learning planning using the blended learning model?	Yes, teachers create learning materials based on the needs of their students. Well here the teacher simplifies the material provided according to the needs of students so as not to burden students. As a result, the teacher

			simplifies the curriculum to meet the needs of the students.
4	How is the online learning process carried out at this school?		Now, the online learning at this school varies; some teachers use Zoom, others use Wa, still others use YouTube, and still others use Facebook live streaming. However, the vast majority of people use wa.
5	In your opinion, what are the school facilities and infrastructure that support online learning?		Teachers were given laptop computers prior to the pandemic. There is now a free quota. We worked with Smartfren yesterday. As a result, parents are given cards one at a time, which are then filled out each month. It's been going on since August. This quota is imposed by the government, but the only ones who are attempting to comply are schools.
6	What difficulties did you encounter in the application of online learning?		The problem is that parents do not understand how to teach their children online. There are students' parents who are less able to operate gadgets, and while not all students have gadgets, the majority of them have their parents. As a result, when we conduct online learning, parents frequently bring their cellphones. So the challenge comes from the students, while only a small number of teachers, such as those who have not learned to use IT, are still perplexed by online learning. However, this is only a small part of the picture.
7	What efforts have you made as a school principal to overcome obstacles in online learning?		As recently as yesterday, we wrote a letter to the facilitator requesting that these teachers be trained on how this learning process works and how to use online media for online learning. Teachers will have a better idea of how to implement or manage learning in their classrooms as a result of the training. It's just how the teacher integrates it with face-to-face instruction. So, while the teachers at this school understand online learning, they may not be well-versed in it; for example, some teachers may require additional training to become more

		proficient.
8	What is your reason for implementing face-to-face learning in the midst of the COVID-19 pandemic?	Because these children find it difficult to complete assignments if online or online learning is done on a continuous basis because they cannot directly ask questions. You can ask questions via cellphone, but it takes a long time because the teacher does not always hold the cellphone, which impedes their learning process. Then we do it in shifts, face to face. Where at least one student meets with his teacher once a week to communicate.
9	In your opinion, does the school meet the criteria for conducting face-to-face learning during the COVID-19 pandemic?	Because this school also offers online learning, I believe I have met the criteria for doing face-to-face learning, or blended learning. Yesterday, the parents of the students signed an agreement letter allowing face-to-face learning. The majority of the socialization time, if not all of it, was requested to be done face-to-face. We have health protocols in place, such as hand washing, hand sanitizer, and mask distribution. So our face-to-face learning is based on a mutual agreement with parents and school supervisors on a very urgent situation.
10	What are the obstacles that you face in implementing face-to-face learning during this pandemic?	This is a solution for online learning in face-to-face learning. It is refined or equipped with face-to-face learning because it is constrained by online learning. Perhaps the issue here is that we don't have much time because the agreement only allows for 1 hour 35 minutes of face-to-face learning. But how else could it be? Rather than not doing it at all, we simply run it at the agreed-upon time.
11	What are your efforts to overcome obstacles in face-to-face learning?	Yes, by making the most of our available time. As a result, the teacher must be skilled at organizing learning so that learning objectives can be met in the time available.
12	What is your response to the learning process carried out using the blended learning model?	Because we are in the midst of a pandemic, whether we like it or not, we must continue to run it so that students can continue to learn, even if

| | | the results are not as good as learning prior to the pandemic. However, blended learning is the best option right now. |

8. Results of the Second Interview with the Principal

No	Questions	Answers
1	What is the reason for applying the blended learning model at this school during the covid-19 pandemic?	Face-to-face learning is prohibited in order to meet the learning needs of students. On a large scale, a mix of face-to-face and online learning is used.
2	What needs to be prepared for the learning process using the blended learning model?	We devised a schedule for blended learning. Because this is a critical component in the implementation of blended learning. The teacher now prepares the learning tools based on the needs of each class.
3	How is learning planning using the blended learning model?	As a result, the teacher simplifies the curriculum to meet the needs of the students. The teacher then prepares learning tools as usual, but this time they are tailored to the needs of combined learning.
4	How is the online learning process carried out at this school?	Some teachers use Zoom, others use Wa, still others use YouTube, and still others use Facebook live streaming. However, the vast majority of teachers use wa.
5	In your opinion, what are the school facilities and infrastructure that support online learning?	One of them is unrestricted quota. This quota is actually from the government, but the schools are looking for it. Previously, during the pandemic, teachers were also given laptop computers by their schools.
6	What difficulties did you encounter in the application of online learning?	The challenge mostly comes from the students, while only a small number of teachers, such as those who have not learned to use technology, are still unsure about online learning. However, this is only a small part of the picture. Furthermore, connection issues are occasionally abruptly interrupted.
7	What efforts have you made as a school principal to overcome obstacles in online	Through trainings, we always strive to ensure that teachers can continue to learn using technology.

No	Questions	Answers
	learning?	
8	What is your reason for implementing face-to-face learning in the midst of the COVID-19 pandemic?	To compensate for the shortcomings of online learning. Because these children have difficulty completing assignments if online learning is done on a continuous basis because they cannot directly ask questions
9	In your opinion, does the school meet the criteria for conducting face-to-face learning during the COVID-19 pandemic?	Already meet the requirements. We've met with parents and the school committee, and the majority of them have requested face-to-face meetings. We have health protocols in place, such as hand washing, hand sanitizer, and mask distribution.
10	What are the obstacles that you face in implementing face-to-face learning during this pandemic?	Perhaps the issue here is that we don't have much time because the agreement only allows for 1 hour 35 minutes of face-to-face learning.
11	What are your efforts to overcome obstacles in face-to-face learning?	We must make the most of the time available to us. As a result, the teacher must be skilled at organizing learning so that learning objectives can be met in the time available. The point is that teachers must be adept at time management.
12	What is your response to the learning process carried out using the blended learning model?	Because we are in the midst of a pandemic, whether we like it or not, we must continue to run it so that students can continue to learn, even if the results are not as good as learning prior to the pandemic. However, blended learning is the best option right now.

9. **Results of the Third Interview with the Principal**

No	Questions	Answers
1	What is the reason for applying the blended learning model at this school during the covid-19 pandemic?	Because of the mutual agreement and to assist students in getting good learning in this emergency.
2	What needs to be prepared for the learning process using the blended learning model?	We devised a schedule for blended learning. Because this is a critical component in the implementation of blended learning.
3	How is learning planning using the blended learning model?	Of course, prepare your learning materials as usual. Teachers must, of course, prepare online learning for this

No	Questions	Answers
		blended learning model.
4	How is the online learning process carried out at this school?	Everything, teachers use YouTube, and there is also live streaming via Facebook. However, the vast majority of teachers use WA.
5	In your opinion, what are the school facilities and infrastructure that support online learning?	As previously stated, the government provides a learning quota. This quota is actually from the government, but the schools are looking for it. Previously, during the pandemic, teachers were also provided with laptop computers from their schools.
6	What difficulties did you encounter in the application of online learning?	Connection issues that occasionally cause a crash.
7	What efforts have you made as a school principal to overcome obstacles in online learning?	We will try to install wifi in this school, which currently does not have any.
8	What is your reason for implementing face-to-face learning in the midst of the COVID-19 pandemic?	Because these children struggle to complete assignments if online learning is used continuously, face-to-face learning is also required.
9	In your opinion, does the school meet the criteria for conducting face-to-face learning during the COVID-19 pandemic?	This is due to the fact that we have prepared health protocols such as hand washing, hand sanitizer, and mask distribution.
10	What are the obstacles that you face in implementing face-to-face learning during this pandemic?	Perhaps the issue here is that we don't have much time because the agreement only allows for 1 hour 35 minutes of face-to-face learning.
11	What are your efforts to overcome obstacles in face-to-face learning?	Teachers must be skilled at making the best use of their time.
12	What is your response to the learning process carried out using the blended learning model?	Although the results are not as good as in the pre-pandemic period, they have been extremely beneficial during this pandemic. However, in my opinion, blended learning is the best option right now.

10. Results of First Interview with the Second-Grade English Teacher

No	Questions	Answers
1	What is the reason for using the blended learning model during the covid-19	First, there is the current situation, which is the COVID-19 pandemic. Second, because of obstacles posed by

		pandemic?	parents who continue to struggle with Android. Third, because each student's financial situation differs, some do not have cellphones. Fourth, students do not comprehend the learning material delivered via online learning.
2		What needs to be prepared for the learning process using the blended learning model?	Actually, the preparation for the blended learning model is nearly identical to that of other learning models. As a result, every teacher must have prota, promissory notes, syllabus, lesson plans, schedules, and reports pertaining to the learning process, or the teacher must prepare learning tools. However, the task is slightly augmented here because there are two learning methods, face-to-face and online. To go online, we must first prepare various media or teaching materials. And the RPP was simplified to meet the needs of the students.
3		How is learning planning using the blended learning model?	As with the previous question, where do we prepare before discussing with parents how the learning process will be carried out? Lesson plans are simplified, and the learning process is carried out, whether face-to-face, online, or by assigning homework.
4		How is the online learning process that you do?	Students are free to ask questions or discuss the learning process at any time. But I still have control over learning in that I will ask students to look for information from anywhere, and sometimes I will also provide material in the form of learning videos about the material that will be discussed, and then we will discuss it together.
5		What are the stages of learning carried out in online learning during the COVID-19 pandemic?	On Monday, the stages will begin. Students are given tasks such as finding information or learning about the material to be studied, and if they have difficulty, parents can assist them; however, if they continue to have difficulty, students are formed into small groups with peer tutors for discussion, and the next follow-up will be carried out. Face-to-face learning

		results from joint discussion and discussion reporting.
6	In your opinion, what are the school facilities and infrastructure that support online learning?	Yes, many friends help each other, there is a government quota, and there is help from plp students who understand more about IT so I can study with them at the same time. Teachers are also given training to learn about online learning.
7	What difficulties did you encounter in the application of online learning?	Actually, I received a lot of assistance, such as from PLP students' friends and younger siblings, so God willing, the problem from myself as a teacher is that sometimes it is difficult to make children focus in the learning process, possibly because it is the first time. While the facilities are already in place, it is only us who are dedicated to learning how to use IT. Because if you're used to it, it won't be a problem or an impediment. But there are some obstacles that we can't avoid, such as the internet network, where there may be disruptions that cause students' focus to be disrupted, but thankfully, this is very rare.
8	What efforts have you made to overcome obstacles in online learning?	I'll be more active in learning how to use IT because I really want this online learning to run smoothly, so I'll do whatever I can. If there are students who are having difficulty communicating with one another, I will divide them into groups with peer tutors to make it easier for them to communicate with one another.
9	What is your reason for implementing face-to-face learning in the midst of the COVID-19 pandemic?	Because there are limitations from students who lack facilities and learning materials that have not been completed online. However, face-to-face meetings take place only twice a week, with students divided into two shifts on Tuesdays and Thursdays.
10	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	The face-to-face stages of the pandemic are unquestionably distinct from previous learning. Normally, there is an opening activity, but because there is only 1 hour 35 minutes, you can skip right to the core

		activities, such as starting a discussion about the previous lesson and then having students demonstrate or present the results of the discussion in front of the class. The stages in online learning are similar, but the process is different.
11	In your opinion, does the school meet the criteria for conducting face-to-face learning during the COVID-19 pandemic?	With God's help. Because, first and foremost, we must adhere to health protocols. Second, this elementary school, along with staff and parents, held a meeting to decide on using shifts and the time specified for face-to-face learning. The health protocols in this school can now be seen up close. We have provided a place for students and teachers to wash their hands and use soap in some areas of the school, and students and teachers must always wear masks or face shields and frequently use hand sanitizer. Aside from that, learning is organized in shifts, and the number of students is limited, as is the distance between seats.
12	What are the obstacles that you face in implementing face-to-face learning during this pandemic?	Actually, there are no impediments. Because this is blended learning, which includes online learning. So, for the agreed-upon face-to-face learning time, we make the best use of it, even if it is limited. Because this is a unique circumstance. If the learning is done face-to-face and lasts 1 hour 35 minutes, I can only conclude that the obstacle is a lack of time in the learning process.
13	What are your efforts to overcome obstacles in face-to-face learning?	Of course, I will make the most of this face-to-face learning opportunity; even though it is brief, the learning objectives must be met. Alternatively, if we believe there is still insufficient time, we as teachers may visit students' homes to study together. As a result, the students whose houses are close friends can congregate in one house.
14	How is the assessment system used in the blended learning model?	If there is an assessment of the learning process in face-to-face learning, there is also an assessment in

No	Questions	Answers
		journals, either orally or in writing. What cannot be done face-to-face can be done online, such as through wa groups or video calls and zoom, from which we can also make assessments, such as attitude assessment, how are students' attitudes in the learning process, where I will judge which ones are active, who frequently respond, and polite despite the fact that the learning is done online. There is also a Google form assessment. Students fill out the google form with their responses.
15	What are the results of the assessment of blended learning?	When compared to learning outcomes in the normal period in one week, the results are not as good. However, there is learning to use wa, zoom, and face-to-face with the use of this model, so the results are not too low, thank God, because the activities are quite adequate for good grades.
16	What difficulties do you face in conducting an assessment using the blended learning model?	I find it difficult to conduct an assessment if the student is never present. They rarely participate in online learning, and they rarely participate in face-to-face learning. Some say take care of their sisters. Tthe reason doesn't make sense. Some students are like that.
17	What are your efforts to overcome obstacles in the assessment of blended learning?	If that's the case, I usually contact the parents and advise them to pay attention to their child's education. Because parents are the only ones who can keep an eye on their children at home. So, the student has changed since I gave him that advice. So, in general, the role of parents is critical.
18	What is your opinion about the learning process carried out using the blended learning model?	In my opinion, learning with blended learning or a combination is the best thing to do during a pandemic because it is the most suitable and appropriate in the current situation.

11. Results of Second Interview with the Second-Grade English Teacher

No	Questions	Answers
1	What is the reason for using	The current situation does not allow

	the blended learning model during the covid-19 pandemic?	for traditional face-to-face learning to take place. However, it is insufficient for comprehensive online learning. As a result, it is more appropriate to combine
2	What needs to be prepared for the learning process using the blended learning model?	A learning process must have a program, which includes everything from a prota, promissory note, syllabus, mapping, and evaluation tools. It's the same as usual when it comes to learning.
3	How is learning planning using the blended learning model?	The planning is done in accordance with what has been prepared by the education administration. There are only two options here: online and in-person.
4	How is the online learning process that you do?	Typically, I use zoom and wa as online media. Students are given tasks such as finding information or material to study, and if they have difficulty, parents may assist them; however, if they continue to have difficulty, students are formed into small groups with peer tutors for discussion, followed by a joint discussion and reporting of the results of the discussion. in face-to-face instruction
5	What are the stages of learning carried out in online learning during the COVID-19 pandemic?	First, I ask students to look for information from anywhere, and sometimes I also provide material in the form of learning videos about the material to be discussed, and then we discuss it together and draw conclusions together.
6	In your opinion, what are the school facilities and infrastructure that support online learning?	Prior to the pandemic, schools provided teachers with laptop computers and a plethora of learning resources. Props such as skeletons, maps, and rocks are examples. As a result, I can continue to use the teaching aids in online learning. Then there's the study quota, which can assist teachers in finding online learning resources.
7	What difficulties did you encounter in the application of online learning?	Yes, the main barrier is the internet connection, which makes it difficult to connect with the zoom at times. Students in the wa group will

		sometimes panic if they are unable to enter the zoom. The majority of the problems are caused by the students.
8	What efforts have you made to overcome obstacles in online learning?	I'll be more active in learning how to use IT because I really want this online learning to run smoothly, so I'll do whatever I can. If there are students who are having difficulty communicating with one another, I will divide them into groups with peer tutors to make it easier for them to communicate with one another.
9	What is your reason for implementing face-to-face learning in the midst of the COVID-19 pandemic?	Because online learning has limitations due to students who do not have the necessary facilities and learning materials that are not fully conveyed online.
10	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	Of course, the first time we checked the health protocol's completeness. As is customary, the learning objectives are communicated first, followed by a direct transition to the core activities, such as starting a discussion about the previous lesson and then having students demonstrate or present the results of the discussion in front of the class. The stages in online learning are similar, but the process is different.
11	In your opinion, does the school meet the criteria for conducting face-to-face learning during the COVID-19 pandemic?	Already. The health protocols in this school are clearly visible. We have provided a place for students and teachers to wash their hands and use soap in some areas of the school, and students and teachers must always wear masks or face shields and frequently use hand sanitizer. Aside from that, learning is organized in shifts, and the number of students is limited, as is the distance between seats.
12	What are the obstacles that you face in implementing face-to-face learning during this pandemic?	It also does not appear to be an impediment. But, because it is the rule, there is some time for face-to-face learning. Because this is blended learning, which includes online learning. So, even though it is a short period of time, we make the best use of the agreed-upon face-to-face

		learning time. Because this is a unique circumstance. Furthermore, some students fail to wear masks to school on occasion.
13	What are your efforts to overcome obstacles in face-to-face learning?	Of course, I will make the most of this face-to-face learning opportunity; even though it is brief, the learning objectives must be met. If there is still not enough time, we as teachers will come to the students' homes to study together. So students from nearby houses can congregate in one house, and I will go to the student's house. A home visit is what the term refers to. For students who continue to forget to bring masks, I will send them home to retrieve them, and I will never tire of reminding them of the importance of health protocols.
14	How is the assessment system used in the blended learning model?	As is customary, attitudes, knowledge, and skills are evaluated. It is possible to observe this during the learning process. What online learning cannot do can be observed through face-to-face learning. So, with God's help, there is no assessment that cannot be completed. Everything is possible; we just need to be creative as educators.
15	What are the results of the assessment of blended learning?	When compared to learning outcomes in the normal period in one week, the results are not as good. However, there is learning to use wa, zoom, and face-to-face with the use of this model, so the results are not too low, thank God, because the activities are quite adequate for good grades.
16	What difficulties do you face in conducting an assessment using the blended learning model?	I find it difficult to conduct an assessment if the student is never present. Neither in online nor in face-to-face education.
17	What are your efforts to overcome obstacles in the assessment of blended learning?	If that's the case, I usually contact the parents and advise them to pay attention to their child's education.
18	What is your opinion about the learning process carried out using the blended learning model?	This is a method of learning in the event of a pandemic. Because, in my opinion, it is very effective.

12. Results of Third Interview with the Second-Grade English Teacher

No	Questions	Answers
1	What is the reason for using the blended learning model during the covid-19 pandemic?	To meet the learning needs of students with current conditions that do not allow for traditional face-to-face learning. However, it is insufficient for comprehensive online learning. As a result, it is more appropriate to combine
2	What needs to be prepared for the learning process using the blended learning model?	Prota, promissory note, syllabus, mapping, and evaluation tools are examples of learning tools. It's the same as usual when it comes to learning.
3	How is learning planning using the blended learning model?	The planning is in accordance with what has been prepared from the prepared learning tools. There are only two options here: online and in-person.
4	How is the online learning process that you do?	utilizing online media such as zoom and wa Students are given tasks such as finding information or material to study, and if they have difficulty, parents may assist them; however, if they continue to have difficulty, students are formed into small groups with peer tutors for discussion, followed by a joint discussion and reporting of the results of the discussion. in face-to-face instruction
5	What are the stages of learning carried out in online learning during the COVID-19 pandemic?	When I go online, I usually ask students to watch the videos I provide or search for information related to the material before we ask questions together.
6	In your opinion, what are the school facilities and infrastructure that support online learning?	When I go online, I usually ask students to watch the videos I provide or search for information related to the material before we ask questions together.
7	What difficulties did you encounter in the application of online learning?	The main barrier remains the same, and that is the internet connection, which makes it difficult to connect with the zoom at times. However, disturbances are becoming increasingly rare.

8	What efforts have you made to overcome obstacles in online learning?	I'll be more active in learning how to use IT because I really want this online learning to run smoothly, so I'll do whatever I can. If there are students who are having difficulty communicating with one another, I will divide them into groups with peer tutors to make it easier for them to communicate with one another.
9	What is your reason for implementing face-to-face learning in the midst of the COVID-19 pandemic?	Because online learning has limitations due to students who do not have the necessary facilities and learning materials that are not fully conveyed online.
10	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	As is customary, we double-check the health protocol's completeness. As is customary, the learning objectives are communicated first, followed by a direct transition to the core activities, such as starting a discussion about the previous lesson and then having students demonstrate or present the results of the discussion in front of the class.
11	In your opinion, does the school meet the criteria for conducting face-to-face learning during the COVID-19 pandemic?	Already. The health protocols in this school are clearly visible. We have set up a soap-washing station in some areas of the school, and students and teachers must always wear masks or face shields.
12	What are the obstacles that you face in implementing face-to-face learning during this pandemic?	There are still students who forget to wear masks to school.
13	What are your efforts to overcome obstacles in face-to-face learning?	Using this face-to-face learning opportunity as well as possible even though it is short, the learning objectives must still be achieved. Or sometimes if it feels like there is still not enough time, then we as teachers come to students' homes to study together.
14	How is the assessment system used in the blended learning model?	Assessment is carried out directly during face-to-face and online learning. All aspects will be assessed during the learning process.
15	What are the results of the assessment of blended	Student learning outcomes are quite good for learning during the

	learning?	pandemic. But when compared to learning in normal times, of course it is still lacking. But with this blended learning model, it helps students to learn well so that their grades are quite good, meaning not much different.

13. The Results of Interviews with Student Representative 1

No	Questions	Answers
1	What are the stages of learning carried out in online learning during the COVID-19 pandemic?	Video calls via wa, continue to discuss learning materials, sometimes discussions with small groups, for example gathering at one person's house
2	In your opinion, what are the school facilities and infrastructure that support online learning?	Already because there is a quota from the government which is explained from the school.
3	What difficulties have you encountered in the implementation online learning?	The difficulty in learning mathematics online is that you don't understand
4	What efforts have you made to overcome obstacles in online learning?	Keep learning by diligently asking your parents, friends and teachers.
5	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	Discuss material that has not been understood, continue to discuss then sometimes come to the front of the class to explain the results of the discussion
6	Why do you think face-to-face learning is needed during the COVID-19 pandemic?	Because as a complement to online learning, so if you don't understand when you study online, you can discuss it when studying face-to-face
7	In your opinion, does the school meets the criteria for conducting face-to-face learning during the COVID-19 pandemic?	Yes, we always wear masks and wash our hands
8	What obstacles or barriers did you encounter in face-to-face learning?	There are no obstacles, it's even better to learn together at school
9	What are the efforts made by you to overcome the existing obstacles?	For example, do not know about the learning material. I will directly ask the teacher
10	What do you think about the current blended learning process?	I like it because I study at home using my cellphone and at school, so I don't get bored of studying at home.

14. The Results of Interviews with Student Representative 2

No	Questions	Answers
1	What are the stages of learning carried out in online learning during the COVID-19 pandemic?	Asked to look for videos or materials about the learning that is being studied, continue to be discussed together with the mother and other friends also through wa groups and zoom meetings
2	In your opinion, what are the school facilities and infrastructure that support online learning?	There is already an internet quota given every month
3	What difficulties have you encountered in the implementation online learning?	Sometimes I don't understand the material
4	What efforts have you made to overcome obstacles in online learning?	Ask your parents or teacher
5	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	Learning together is like discussing and discussing material that you don't understand online
6	Why do you think face-to-face learning is needed during the COVID-19 pandemic?	In order to better understand the learning material, it is explained when face-to-face learning
7	In your opinion, does the school meets the criteria for conducting face-to-face learning during the COVID-19 pandemic?	Already because it meets health protocol standards
8	What obstacles or barriers did you encounter in face-to-face learning?	Sometimes I don't have time to ask ma'am, but the learning time is up. Also, there are no breaks. So after studying, you are immediately invited to go home
9	What are the efforts made by you to overcome the existing obstacles?	Sometimes the teacher immediately reprimanded the noisy ones. If it's not noisy, you can ask.
10	What do you think about the current blended learning process?	It's nice, because I can meet friends and can study in the same class even for a while

15. The Results of Interviews with Student Representative 3

No	Questions	Answers

No	Questions	Answers
1	What are the stages of learning carried out in online learning during the COVID-19 pandemic?	Discussions on wa and zoom, sometimes learning through learning videos
2	In your opinion, what are the school facilities and infrastructure that support online learning?	There is a learning video and the quota is also available
3	What difficulties have you encountered in the implementation online learning?	Sometimes the network is difficult when learning online
4	What efforts have you made to overcome obstacles in online learning?	If the signal is difficult, sometimes I go out of the house to look for a signal or sometimes go to a friend's house to study together
5	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	Answering questions and then discussing about the tasks given previously and sometimes we come to the front of the class explaining learning outcomes or deposits, for example rote memorization
6	Why do you think face-to-face learning is needed during the COVID-19 pandemic?	So that I can understand better, because when studying online, Aji sometimes doesn't understand much more about math
7	In your opinion, does the school meets the criteria for conducting face-to-face learning during the COVID-19 pandemic?	Because we apply health protocols such as masks, wash hands
8	What obstacles or barriers did you encounter in face-to-face learning?	There seems to be no problem, ma'am, because the study runs smoothly without any disturbance. But sometimes there are friends who forget to wear masks, so the teacher keeps reminding them.
9	What are the efforts made by you to overcome the existing obstacles?	Comply with all health protocols, so that face-to-face learning can continue to be carried out.
10	What do you think about the current blended learning process?	It's good because you can study as usual even though it's just a little time. You can also learn through YouTube, usually never.

16. **The Results of Interviews with Student Representative 4**

No	Questions	Answers
1	What are the stages of learning carried out in	Video calls via wa, sometimes using zoom as well, continuing to discuss

No	Questions	Answers
	online learning during the COVID-19 pandemic?	learning materials, sometimes discussions with small groups, for example gathering at one person's house
2	In your opinion, what are the school facilities and infrastructure that support online learning?	Already because there is a quota from the government which is explained from the school
3	What difficulties have you encountered in the implementation online learning?	The difficulty in learning mathematics stems from the fact that when you study face-to-face as is customary, you sometimes don't understand, and this is especially true when learning online.
4	What efforts have you made to overcome obstacles in online learning?	Keep learning by diligently asking your parents, friends and teachers.
5	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	Discuss material that has not been understood, continue to discuss then sometimes come to the front of the class to explain the results of the discussion
6	Why do you think face-to-face learning is needed during the COVID-19 pandemic?	Because as a complement to online learning, so if you don't understand when studying online, you can discuss it when studying face-to-face
7	In your opinion, does the school meets the criteria for conducting face-to-face learning during the COVID-19 pandemic?	Yes, we always wear masks and wash our hands
8	What obstacles or barriers did you encounter in face-to-face learning?	The study time is only for a short time, ma'am, there is no rest. After studying, I was immediately sent home by the teacher.
9	What are the efforts made by you to overcome the existing obstacles?	Using the time available to ask for material that I did not understand until I understood.
10	What do you think about the current blended learning process?	I like it because I study at home using my cellphone and at school, so I don't get bored of studying at home.

17. The Results of Interviews with Student Representative 5

No	Questions	Answers
1	What are the stages of learning carried out in online learning during the COVID-19 pandemic?	Watching the video, then the discussion is just concluded
2	In your opinion, what are	Already because there is a quota from the

	the school facilities and infrastructure that support online learning?	government which is explained from the school
3	What difficulties have you encountered in the implementation online learning?	Sometimes zoom gets stuck. So disjointed
4	What efforts have you made to overcome obstacles in online learning?	Find a place with a good signal
5	What are the stages of learning carried out in face-to-face learning during the COVID-19 pandemic?	Discuss material that has not been understood, continue to discuss then sometimes come to the front of the class to explain the results of the discussion
6	Why do you think face-to-face learning is needed during the COVID-19 pandemic?	Because if you study online, there are those who don't understand, ma'am. It's also better to ask and explain directly to the teacher
7	In your opinion, does the school meets the criteria for conducting face-to-face learning during the COVID-19 pandemic?	Yes, we always wear masks and wash our hands
8	What obstacles or barriers did you encounter in face-to-face learning?	It doesn't take long, and sometimes I forget to bring a mask, so I come back and get a mask, but my house is close.
9	What are the efforts made by you to overcome the existing obstacles?	For example, do not know about the learning material. I will directly ask the teacher via wa
10	What do you think about the current blended learning process?	I like it because I study at home using my cellphone and at school, so I don't get bored of studying at home.