STUDENTS' PERCEPTIONS OF THE IMPLEMENTATION OF BLENDED LEARNING METHOD IN ENGLISH LANGUAGE TEACHING (ELT)

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan persepsi siswa terhadap penerapan blended learning dalam English Language Teaching (ELT). Pelaksanaan blended learning di ELT baru dilaksanakan kurang lebih satu tahun dan pertama kali dilaksanakan di kelas sepuluh. Penelitian ini menggunakan pendekatan kualitatif deskriptif. Kuesioner terbuka dibagikan kepada 116 siswa dari seluruh siswa SMAN 1 Selimbau yang mengikuti pelaksanaan blended learning dan dipilih dengan menggunakan teknik purposive sampling. Sementara itu, wawancara semi terstruktur dilakukan dengan guru bahasa Inggris yang menerapkan blended learning, untuk membandingkan data penelitian dari persepsi siswa. Untuk menganalisis data, peneliti menggunakan analisis tematik. Hasil analisis menunjukkan bahwa siswa memiliki pemahaman dasar tentang penerapan blended learning dalam English Language Teaching (ELT). Para siswa juga memiliki harapan yang tinggi terhadap penerapan blended learning, yaitu kedepannya penerapan metode blended learning di ELT dapat dilakukan secara berkesinambungan. Para siswa juga mengkritisi pelaksanaan blended learning dan memberikan saran agar dalam pelaksanaan blended learning sebaiknya memperhatikan segala sesuatunya.

Kata Kunci: Persepsi Siswa, Blended Learning, Pengajaran Bahasa Inggris.

Abstract

This research aims to describe students' perceptions of the implementation of blended learning in English Language Teaching (ELT). The implementation of blended learning in ELT has only been carried out for approximately one year and was first implemented in the tenth grade. This research used a descriptive qualitative approach. An open-ended questionnaire was distributed to 116 students' from all students in SMAN 1 Selimbau who attended the implementation of blended learning and were selected using a purposeful sampling technique. Meanwhile, semi-structured interviews were conducted with English teachers who implemented blended learning, to compare research data from students' perceptions. To analyze the data, the researcher used thematic analysis. The results of the analysis show that the students have a basic understanding of the implementation of blended learning in English Language Teaching (ELT). The students also have a high expectation of the implementation of blended learning, that is, in the future, the implementation of the blended learning method in ELT can be carried out continuously. The students also criticized the implementation of blended learning and gave suggestions that in the implementation of blended learning it is better to pay attention to everything.

Keywords: Students' Perceptions, Blended Learning, English Language Teaching

INTRODUCTION

Due to the fact that both E-Learning and Blended Learning (BL) are digital-based, both their content and methods, the teaching and learning process that integrates ICT can be conducted in these two systems (Elyas, 2018: 1). E-learning is education that takes place outside of a traditional classroom and makes use of electronic tools. Online learning, internet learning, computerized electronic distant learning, and many more words are used

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to define e-learning that is given online over the internet. Blended learning, meanwhile, combined traditional physical classes with features of online education. In addition to certain in-person class meetings, the blended learning approach also includes some class sessions that are replaced with online training (Hassan Ja'ashan, 2015: 40–46). In order to increase the quality of learning, blended learning combines traditional face-to-face class activities with online learning in a coordinated manner.

Judging from the statements above, the blended learning method has advantages because it consists of two online and offline learning systems, so they can overcome the obstacles that occur. If only implement online learning, there will be many obstacles such as facilities, packet data quotas, and minimal signal coupled with burdensome technical learning that many students with assignments, with short deadlines for workmanship (Sulata & Hakim, 2020). Meanwhile, for offline learning in class, there are also distractions. Two distraction factors arise in classroom learning, including external and internal distraction (self-generated distraction). Many things can trigger disturbances in the classroom, a small proportion of the disturbance factors in the classroom are caused by technology disturbances (Aunurrahman, *et al*. 2016: 61). Meanwhile, other disturbances such as natural disasters, covid-19, and so on can create obstacles for offline learning (face to face). Therefore, the implementation of blended learning is needed to deal with the current era. An era where online and offline learning can help improve the quality of learning. Not only in the era of adaptation of new habits but also blended learning method that is integrated online and offline learning can also be used when conditions Covid-19 have improved.

Based on the researcher pre-observation at SMAN 1 Selimbau, the researcher can find out that the English teacher at SMAN 1 Selimbau had just implemented the blended learning method for about one year, especially in English Language Teaching (ELT). Blended learning is implemented to provide convenience more than just e-learning because mixed methods make it easier for students in the teaching and learning process in the various eras. Not only that, but schools also make readiness before implementing blended learning methods, such as online and offline learning schedules so that teaching and learning activities are regular and do not experience obstacles, prepare appropriate regulations for the learning process, and make learning concepts better directed. However, because it is a relatively new approach, not all teachers use blended learning in their classrooms. There are a number of reasons why teachers do not employ blended learning,

including the lack of facilities that support it or the fact that they continue to use the conventional teaching methodology. In the conventional method of instruction, the teacher discusses concepts from a text before posing questions to the students. The majority of classroom activities were teacher-centered, however the latest ICT advances are frequently not used in the teaching and learning process.

Some researchers have undertaken studies on blended learning. The use of blended learning in the teaching of listening is the topic of this study, which was undertaken by a number of academics, including Setiyoningsih (2015). Then, the second-grade kids in the other study were taught reading comprehension of an exposition text using a mixed learning paradigm (Alnuari, 2018). the usage of Schoology as a blended learning platform for teaching writing is discussed in the other study (Hardiansyah, 2018). Another study is being done on the impact of blended learning on undergraduate students' ability to speak English in the era of the fourth industrial revolution (Sari, 2019). Another similar study using Google Classroom for blended learning in English education at University of Sulawesi Barat has been done (Fikri, 2020).

Based on the earlier study mentioned, it all addresses blended learning in a manner that can help English language learners enhance their technological learning abilities. This research would concentrate on describing students' impressions of the application of blended learning in English language instruction, which sets it apart from earlier research (ELT).

The researcher is interested in doing study on students' perceptions of the use of the blended learning method in English Language Teaching, as can be seen from the explanation above (ELT). The researcher would be able to learn more about how blended learning is being used at SMAN 1 Selimbau thanks to the insights provided by the students in order to create a stronger and more long-lasting teaching strategy. The researcher expects that this research would be able to improve education and benefit the school.

METHODOLOGY

The researcher utilizes a qualitative descriptive methodology to accomplish the research objective, which is about students' perceptions of the application of the Blended Learning method in English Language Teaching (ELT). The researcher used the qualitative descriptive approach because it is comparable to get information about how students perceive the use of blended learning in the teaching of English (ELT). A descriptive study,

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according to Creswell (2012), is a type of survey that tries to gather the opinions or attitudes of certain populations. Aiming to understand the phenomena of what the research subject is experiencing, such as behavior, perception, motivation, and action, holistically, on a particular, real thing, and by utilizing various scientific methods, qualitative research is research that produces descriptive data in the form of words and language (Moelong, 2017). However, the researcher in this study simply paid attention to students' perceptions. Researchers can therefore manage the constraints by choosing their research emphasis.

The researcher involved Tenth-grade students of SMAN 1 Selimbau in the academic year of 2020/2021. In addition, the researcher also interviewed a teacher who implemented blended learning. The reason the researcher only took a teacher was that in the tenth grade only one English teacher had implemented blended learning.

To collect the data in this research, the researcher used indirect communication and direct communication techniques. For Indirect communication techniques, the researcher used a questionnaire. The type of questionnaire that used is an open-ended questionnaire where there is no choice of responses. This allows participants to provide a variety of responses in their own words (Creswell, 2012).

The open-ended questionnaire distributed to participants has two important parts.The first part contains profiles of student participants who feel the implementation of blended learning which consists of name, gender, age, and class. It should be noted that the participant's profile i.e. name will not be displayed as part of the research code of ethics (Fraenkel, Wallen, and Hyun, 2011). Only anonymous and class name data displayed. The second part is an open question that must be answered by the participants. The questions that need to be answered by the participants aim to ascertain how students feel about the use of the blended learning approach in teaching English (ELT).

Meanwhile, direct communication techniques the researcher used interviews. In this research data was collected through semi-structured interview, which Fontana and Fey (cited in Creswell, 2015:100) states that "one of the most powerful ways to try to understand humans." The choice of this type of interview is to find more problems open where the implementation of interview activities is free than structured interview. The researcher used an interview guide to make it easier to retrieve research data. Before conducting the interview, the researcher prepared an interview guide (Sukmadinata, 2013: 216-217). Through the interview guide, the researcher can find out what to ask, how to ask questions, and how to follow up. In addition to preparing the interview guide, the researcher

has also prepared the tools such as a recorder, a blank sheet, a pen, and a camera that is used in the interview.

Thematic analysis was used to examine the information gathered by the researcher from the answers to the questionnaire and the interview. Thematic analysis, according to Braun & Clarke (Heriyanto, 2018), is a method of data analysis with the objective of uncovering patterns or themes using data gathered by researchers. The replies to open-ended surveys and interviews were analyzed thematically, and each of the four themes was identified. Understanding the implementation of blended learning, expectations, criticisms, and ideas are the four themes of the open-ended questionnaire. Action, motivation, deficit, and evaluation are the four main themes of the interview. The replies of participants (tenth-grade students) to pertinent questions were utilized to ascertain how students perceived the utilization of blended learning at the time. To contrast the impressions of the students' answers, the teacher's responses to relevant questions were employed.

FINDINGS AND DISCUSSION

The majority of participants were female, namely 67 people. While the male of participants were 49 people. Judging from the four classes, the most of participants were class X ips 2 with 31 people, while the others were: X ipa (29 people), X ips 1 (29 people), and X ips 3 (27 people). So in total there were 116 participants, from 116 student questionnaires, researchers only took a few that often appeared, namely 9 questionnaires.

Based on the results of thematic analysis of questionnaire responses using an inductive approach in finding and coding frequently occurring themes. The distribution of open-ended questionnaires, were conducted immediately after the students' final exams were completed. They were Gustisa, Andraji, Apriyanjo, Dutala, Novriko, Ginarta, Nelipo, Aldoge, and Juniam (their names are in pseudonym).

Students' Perceptions Through The Understanding Provided From The Implementation Of The Blended Learning Method In English Language Teaching (ELT)

Students' perceptions through the understanding provided from the implementation of the Blended Learning method in English Language Teaching (ELT), in general, are good. Gustisa pointed out that the implementation of blended learning method is now in

full swing, where learning face to face (offline) done first, then at the next meeting take place online. Gustisa further said that because of the function that ICT plays in blended learning, learning is substantially aided by its adoption. In order to learn more about the subject matter, both in books and online, technology, information, and communication play a significant part in education. This shows that the students are aware of how the blended learning approach is being used in the teaching of English.

The students responses that they understanding each process of implementation of blended learning. The same thing goes to online and offline learning schedules, they understand that it is important for learning to be directed. The students' understanding of online and offline learning schedules in the implementation of blended learning is obtained from their experience. For instance, Andraji's response is as follows:

> *Penerapan metode blended learning berjalan lancar karena didasari oleh pengaturan sistem pembelajaran online dan offine yang sudah terstrktur dengan baik. Adanya jadwal, pergantian jadwal jika ada kendala, belajar bisa kapan saja dan di mana saja, meningkatkan komunikasi dan interaksi dengan guru, membuat mandiri dan bertanggung jawab, memberikan pengalaman baru, menjadikan waktu lebih berharga, lebih aktif, efektif, dan efisien.*

> The implementation of the blended learning method runs smoothly because it is based on well-structured online and offline learning system settings. Their schedules, change of schedule if there are obstacles, can learn anytime and anywhere, improving communication and interaction with teachers, making independent and responsible, providing a new experience, making time more valuable, more active, effective, and efficient.

Andraji claimed that students had a better understanding of blended learning's implementation process and required skills following the class. Students' comprehension of blended learning application in ELT, particularly in learning schedule. Blended learning produces effective, efficient, and flexible learning, claim Stein & Graham (2014). Additionally, blended learning has been shown to improve students' critical thinking abilities and independence in their academic work (Sari, 2013). not only responsible but also independent. Vernadakis, et al. (2012) claim that a learner-centered learning process can be created using the blended learning learning model.

The media, according to the students, plays a significant part in the implementation of blended learning. For instance, Apriyanjo's response is as follows:

Guru biasa menggunakan G-mail, Whatsapp, Fb, google drive, Link/website sebagai media dalam pembelajaran online. Sedangkan buku dan proyektor merupakan media yang digunakan guru dalam pembelajaran offline atau tatap muka.

Teachers usually use G-mail, Whatsapp, Facebook, Google Drive, Links/websites as media in online learning. While books and projectors are media used by teachers in offline or face-to-face learning.

The response shows that the student was knowledgeable of the blended learning method's implementation processes, competencies, and media. In order to implement blended learning, the media is crucial. The role of ICT in blended learning is the basis for the media. The role of ICT is very important in facing the changing era of "industrial 4.0" or the fourth industrial revolution, where humans are connected and communicate via the internet (Hermann, Pentek, & Otto, 2016), making technology, information, and communication (ICT) is very important to be integrated into all aspects. One of them is the educational aspect, in order to be competitive in society, students must also be familiarized with changes in the learning system that applies to the use of ICT (Astuti & Febrian, 2019).

Students' Perceptions Through The Expectations Given For The Implementation Of The Blended Learning Method In The Future

In general, students have positive perceptions of the expectations set forth for the implementation of the blended learning technique in the future. Because blended learning is a good solution to use in the twenty-first century, Dutala emphasized that he expected the installation of blended learning methods to be able to be performed continually. This shows that the students understood the value of implementing blended learning in their coursework.

The replies from the students indicated that they felt strongly about the need of blended learning since they needed it to finish their coursework effectively. The same is true for the implementation of blended learning, which must be done with attention to detail in order to improve learning outcomes. From their experiences, it is possible to determine how the students expect blended learning to be implemented. As an illustration, Novriko's reply is as follows:In general, students have positive perceptions of the expectations set forth for the implementation of the blended learning technique in the future. Because blended learning is a good solution to use in the twenty-first century,

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> *Berharap kedepannya penerapan metode Blended Learning dapat berkembang menjadi lebih baik lagi.*
>
> It is expected that in the future the implementation of the Blended Learning method can develop even better.

According to Novriko, expectations for the implementation of blended learning following the class were based on how students felt and what they experienced. Students are aware of any advances or adjustments since they are familiar with how blended learning is being used. Students might raise hopes for the future deployment of blended learning by comprehending this. Future developments are anticipated for blended learning implementation, which will be carried out continually. Paying attention to everything will ensure that learning and learning activities flow in line with learning objectives, especially if the teacher can use effective learning strategies to ensure that learning runs as smoothly as possible (Kartal et al., 2015).

Students' Perceptions Through The Criticism Given For The Implementation Of The Blended Learning Method

Finding flaws in the application of the blended learning method in English language teaching through student criticism (ELT). Sensitivity, or the degree to which a person is sensitive to what they are feeling, what is lacking, and ultimately what could be criticized. Both Ginarta and Nelipo have responded in this manner.

Kesulitan memahami materi jika strategi pengajaran hanya melalui penjelasan, menonton video, membaca materi, dan melakukan diskusi. (Ginarta)

Difficulty understanding the material if teaching strategies only through explanation, watching videos, reading material, and hold discussions. (Ginarta)

Jika jaringan internet bermasalah akan sulit mengirimkan tugas tepat waktu, dan jika tidak memahami media yang digunakan dengan baik maka akan mengalami kendala. Selain itu, keteteran akan mengatur waktu belajar, mengerjakan tugas dan sebagainya. (Nelipo)

If there is a problem with the internet network, it will be difficult to send assignments on time, and if you don't understand the media used properly, you will experience problems. In addition, difficulties will be managing study time, doing assignments and so on. (Nelipo)

The reason of the issue was teaching strategy, infrastructure, and learning time. The above shows the constraints of facilities and infrastructure, one of which is the internet. According to Marsh and Drexler cited in Lin, Tseng, & Chiang (2017) blended Learning is a learning method that represents the digital era because it is integrated with the internet. So the internet greatly affects the implementation of blended learning.

Students' Perceptions Through The Suggestions Given For The Implementation Of The Blended Learning Method

There is one significant aspect in the students' suggestions for how to make the future deployment of blended learning even better. The instructional methods are the main point. These techniques were essential for assisting them in fulfilling the course's objectives. The researcher should nevertheless be aware of a few things. Aldoge and Juniam respond to this in turn.

Sebaiknya, setelah menyampaikan materi dengan memberikan penjelasan, tambahkan contoh, referensi, jika perlu buatlah game yang berhubungan dengan materi, dan membuat kesimpulan agar siswa dapat dengan mudah memahami apa yang disampaikan dan menjadi lebih tanggap. Jika siswa sudah memahami, hasil belajar akan lebih baik. (Aldoge)

Preferably, after delivering the material by providing an explanation, add examples, references, if necessary make games related to the material, and make conclusions so that students can easily understand what is being conveyed and become more responsive. If students already understand, learning outcomes will be better. (Aldoge)

Sebaiknya membuat konsekuensi yang sesuai untuk siswa dalam mengumpulkan tugas misalnya telat 1 hari -5, 2 hari -10 dan seterusnya. Untuk penggunaan media perlu diberikan arahan terlebih dahulu, tentang media apa yang digunakan, beritahu cara menggunakannya agar memudahkan siswa dalam proses belajar mengajar. Kurangi deadline tugas yang padat, agar siswa tidak keteteran membagi waktu karena belum terbiasa belajar online dan offline. (Juniam)

It is better to make appropriate consequences for students in submitting assignments for example 1 day -5 late, 2 days -10 and so on. For the use of media, it is necessary to give direction first, about what media to use, tell how to use it to make it easier for students in the teaching and learning process. Reduce tight task deadlines, so students don't have to struggle to divide their time because they are not used to studying online and offline. (Juniam)

The students claimed in the previous part that they had understanding, expectations, criticism, and lastly ideas regarding the implementation of blended learning instruction. As aspiring instructors, the researcher should be able to deliver the best, plan engaging teaching and learning activities that can actively involve the students, and supply the necessary materials for the students. Good teaching tactics should be available from the teacher. The techniques go beyond merely meeting their demands for the integration of blended learning into ELT. According to the advice given by students, it is preferable to pay close attention to everything when implementing blended learning. This will help students comprehend the subject matter, allow the teacher to understand student task delays by assigning suitable consequences, and give guidance for using blended learning media. Understanding mixed learning resources can influence how well students learn (Wong, L., et al., 2014).

Based on the findings of the researcher's interviews with English teachers who used blended learning at SMAN 1 Selimbau. The teacher makes the following claim:

Actions in Implementing Blended Learning Method in English Language Teaching

Ya, ee, saya melakukan tindakan dimulai ee, dari kayak menyiapkan perangkat pembelajaran seperti Prota, Promes, Silabus, RPP kayak gitu hingga LKPD yang sesuai dengan blended learning. Habis tu mengatur jadwal online dan tatap muka, menyiapkan regulasi, membuat ee konsep pembelajaran, nyiapkan media mengecekan kelengkapan protokol kesehatan siswa untok tatap muka yaa. Aa Dah tusaya menyusun kayak langkah-langkah kegiatan pembelajaran secara sistematis dan teratur gituk.

I took actions starting from preparing learning tools such as Prota, Promes, Syllabus, RPP, to LKPD in accordance with blended learning. After that, arrange online and face-to-face schedules, prepare regulations, create learning concepts, prepare media,

check the completeness of student health protocols for face-to-face. Finally, I compiled the steps of learning activities systematically and regularly.

The teacher said that in the implementation of blended learning the actions taken were like preparing everything so that the implementation of blended learning went well, without obstacles, directed, and orderly. This suggests that teachers are aware of the importance of strong action in preparing the implementation of blended learning in (ELT).

The Motivation Given to Students in Implementation Blended Learning Method in English Language Teaching

> *Ya,, ee saya memberikan motivasi dengan menyampaikan bahwa ee metode Blended Learning itu merupakan salah satu metode yang baik ya, yang harus diterapkan di era ee sekarang ini. Soalnyakan karena di era sekarang ini tu teknologi sangat penting ya dalam dunia pendidikan. Untuk mengubah pola pikir siswa tentang media sosial, ee media sosial e tu kan tidak hanya untuk hiburan tetapi juga ee sebagai sarana pembelajaran.*

> I gave motivation by saying that the Blended Learning method is one of the good methods, which must be applied in this era. Because in this era of technology is very important in education. To change the mindset of students on social media, that social media is not just for entertainment but also as a learning tool.

The teacher said that he provided motivation by conveying the advantages of blended learning that would make students interested in learning. This shows that the teacher wants students to know the importance of the implementation of blended learning in the learning process. Learning is not solely based on technology because learning is essentially more on the process of interaction between teachers, students, and learning resources.

The Deficiencies of Blended Learning Method in English Language Teaching Activities.

> *Ee, untuk kekurangan ialah kurang keterampilan dalam merancang metode atau ee materi pembelajaran. Selain itu, untuk media yang dibutuhkan sangat beragam ee sehingga sulit untuk diimplementasikan ya jika sarana dan prasarananya tu tidak mendukung. Fasilitas yang dimiliki siswa belum merata, ee seperti komputer gitu dan akses internet juga. Lalu, ee minimnya pengetahuan tentang pemanfaatan teknologi.*

> Lack of skills in designing methods or learning materials. Moreover, for the required media so diverse that it is difficult to implement if the facilities and infrastructure tu does not support. Amenities students have not been evenly distributed, so ee as computer and internet access as well. In addition lack of knowledge about the use of technology.

The teacher said that in the implementation of blended learning there were deficiencies that could become obstacles in the learning process. The response is the same as the expert opinion. Usman (2018) lists the following as shortcomings of blended learning: the wide variety of media required makes implementation challenging without the necessary infrastructure and equipment. Unbalanced distribution of student-owned resources like computers and internet access. While participating in independent online study requires adequate internet access. lack of public awareness of technological use. requires the appropriate learning approach in order to fully realize the potential. This demonstrates that the the teacher is aware of his valiant efforts to be sensitive to every failure to integrate blended learning in ELT.

The Evaluation of the Results of the Implementation of Blended Learning Method in English Language Teaching

Saya melakukan penilaian seperti penilaian pengetahuan yang diamati melalui instrumen soal dalam bentuk itu ee google. Penilaian sikap siswa diamati dalam pembelajaran online maupun ee tatap muka. Penilaian keterampilan diamati melalui kegiatan praktek tatap muka ya, atau membuat video terlebih dahulu gitu, kemudian membagikannya. Saya juga melakukan penilaian melalui hasil tugas yang telah dibuat siswa.

I make an assessment such as an assessment of knowledge that is observed through a question instrument in the form of google. Ratings student attitudes observed in online learning and face-to-face. Skills assessment is observed through face-to-face practical activities, or making videos first, then sharing them. I also conducted an assessment through task results that students have made.

According to Han, F., & Ellis, R. A. (2020), evaluating blended learning is very complex to do because students have to be indifferent to situations or environments, namely face to face and online. Thorne in Sjukur. S.B (2012: 368-378) states that "it represents an opportunity to integrate the innovative and technological advances offered by online learning with the interaction and participation offered in the best of traditional learning."

The answered to the research question about how are the students' perceptions of the implementation of the Blended Learning method in English Language Teaching at SMAN 1 Selimbau is positive. As has been presented on results findings in questionnaires and interviews. From the positive response given by students, it is closely related to students' active participation in learning (Barger & Byrd, 2011). From most of the positive

responses of students, there were also some students whose responses were not good. Even though there were negative responses, researchers are still focused on the most common responses, namely positive responses, and looking for the best way from the responses or perceptions given by students. Because, with the perception given, it will make it easier to improve the implementation of blended learning in ELT so that it will be even better in the future so that all students can feel comfortable and interested in learning.

From the explanation above, it is known that the latest from this research is the perception of students that can help the quality of the teaching and learning process to be even better in the future. While prior study has solely focused on how technology-enhanced blended learning can help English language learners improve their learning capabilities (see Alnuari, 2018; Fikri, 2020; Hardiansyah, 2018; Sari, 2019; Setiyoningsih, 2015), this research can contribute to the field of education and also makes a good contribution to the school.

CONCLUSION

The study's respondents expressed a favorable opinion of the use of the blended learning approach in ELT, it can be inferred from the data and discussion. The respondents' positive evaluation was based on their personal learning journey using the blended learning approach. It is evident from the students' responses to the questionnaire that they love learning when the teacher used the blended learning approach. Additionally, the perspectives of the students as expressed in the questionnaire responses were validated by the teacher interviews. This study also demonstrates that students can accept the implementation of this method and learn new blended learning techniques. So that the teacher may understand that the students require the usage of blended learning techniques since, for them, it is an excellent solution that must be used in the twenty-first century. Future studies on blended learning could use different populations and characteristics to determine whether or not the same results could be obtained. Additionally, it is possible to conduct additional research on a brand-new situation involving a shortcoming or weakness in the blended learning approach that the study's participants experienced.

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