

STUDENTS' LEARNING MOTIVATION TOWARD THE IMPLEMENTATION OF BLENDED LEARNING DURING POST-PANDEMIC EFL CLASSROOM

¹**Jibriil Ahmad Abdillah**

¹Universitas Negeri Surabaya, Indonesia
¹*jibriil.18048@mhs.unesa.ac.id*

²**Sueb***

²Universitas Negeri Surabaya, Indonesia
²*sueb@unesa.ac.id*

*Corresponding author

DOI: <https://doi.org/10.36841/pioneer.v14i1.1706>

Received : May 18, 2022

Revised : June 8, 2022

Accepted : June 9, 2022

Published : June 30, 2022

Abstract: As the situation of the Covid-19 pandemic in Indonesia is gradually recovering, schools may reopen for limited face-to-face learning under particular measures during this transition period to the post-pandemic. This study aims to describe the implementation of blended learning and student motivation in secondary schools in limited face-to-face classes. This qualitative study collected the data through observation and questionnaires, involving two classes of junior high school students (N=70) of one urban public school in Sidoarjo, East Java, where blended learning was mandatory during the transition period. The results show a clear difference between the two modes; students who participated during the in-person learning session are more enthusiastic, engaged, and active during teaching and learning activities, while students who studied at home seemed quieter and less motivated to learn during the blended learning session. Students further considered blended learning as a way to increase their learning motivation. They were more interested in the subject and had an easier way to find material online. Furthermore, various types of activities such as group and pair work, collaborative learning, and individual learning can be used to increase students' engagement and interests during communicative language practice. The extrinsic and intrinsic factors of students as learning drivers should be considered by the teacher before applying certain learning methods and learning approaches, especially for English learning after the pandemic.

Keywords: *blended learning, learning motivation, post-pandemic, secondary level students*

INTRODUCTION

The implementation of distance learning published by the government, which has been implemented in Indonesia since the beginning of the Covid-19 case in early 2020, has now been revised with the implementation of limited face-to-face learning. Regarding the Joint Decree Number 5 of 2021 concerning Guidelines for the Implementation of Learning in the Corona Virus Disease 2019 (Covid-19) Pandemic

Period (Indonesia), all Indonesian schools may be open for restricted face-to-face learning starting from July with the teacher's requirement of health protocol and vaccination programs. This obligation has affected the perception of the teachers and students towards the shifted learning activities during and after pandemic learning.

As the health measures have been loosened since early 2022 led to a sudden switch of the learning method, from online and distanced learning to partial or full in-person learning and blended learning, which might affect students learning motivations. This period has been considered a transition period from pandemic to normalized pandemic (new normal period or post-pandemic). The new normal period is a situation in which we must act normally in new situations to restore normal conditions by following numerous health protocol criteria for everyone's safety (Saepul & Manshur, 2020). This sudden switch also challenges teachers due to the new approach that should be implemented and adapted to the new learning environment (Lie et al., 2020). Most students will likely have a different perspective towards implementing blended learning, a new learning method for them, especially for secondary school students. The school should prepare the limited face-to-face learning right from the infrastructure, learning method, and health protocols at school.

One of the aspects affected due to the implementation of blended learning is the student's learning motivation. Pardede (2012) claimed that one of the most essential success aspects in the adoption of any learning approach, including blended learning, is the learning motivation of students who are major stakeholders. During the implementation of fully-online learning, students have been familiar with technology-based and self-paced learning modes. However, with blended learning and limited in-person learning, students are believed to experience dilemmas in terms of motivation. Students further have different points of view regarding their learning motivations during the fully-online learning period. Thus, the previous study also suggests that there is a need to be evaluated some aspects, including the learning motivations, before implementing immediate learning (Burston, 2013). Another research also describes some perceptions: inadequate infrastructure, instructors' and students' unpreparedness for learning, the difficulties of conducting an accurate evaluation, and gauging the skills element (Laksana, 2021). The rapid implementation of blended learning in junior high

school level students is believed to give a learning shock regarding their learning aspects, especially motivation.

Previous studies focused on implementing blended learning in higher education level institutions/universities during the covid-19 pandemic related to its advantages, disadvantages, and effectiveness compared to the traditional face-to-face learning method. Previous studies (Manurung et al., 2020) implied that, without question, implementing blended learning has aided institutions in dealing with issues that arise as a result of an aberrant learning system. Nevertheless, although blended learning brings many advantages to students learning motivation, it still contains some disadvantages due to the lack of understanding between teachers and students with the online platform used. Moreover, another study concentrated on the effectiveness and how blended learning can improve teacher and student relationships in learning motivation in a university in Bandung (Aristika et al., 2021), concluded that a higher yield among students treated with blended learning. Also, motivation in education is crucial because students will grasp the teaching offered by educators because they are encouraged to understand the information acquired. Differences in perspectives about the implementation of blended learning are intriguing. The current study adds to that knowledge by looking at it from an abnormal learning system and different categories of students. Another study in Indonesia points out that elementary and secondary school learning tends to be directed into a better face of education, and is more effective and enjoyable (Lestari & Gunawan, 2020). So, it is necessary to continue to find out the effect of blended learning on students learning motivation in secondary school students.

There have been studies on the application of blended learning. However, the studies only focused on the effectiveness of blended learning at the higher education level, which explained that universities, professors, and instructors should be urged to promote the deployment of the blended learning approach (Surjono et al., 2017). Hence, this study will focus on students' motivation—blended learning—during the transition (post-covid) to the secondary school level. There is a need to conduct this research to find out whether there are advantages to the implementation of blended learning for secondary school students learning motivation so that the blended learning can be used in future learning in Indonesia. This study is intended to elaborate on the implementation of blended learning in the English classroom during the transition

period to post-pandemic and the effect of blended learning on students learning motivation.

REVIEW OF LITERATURE

Blended Learning

Blended learning is a concept where learning and teaching activity or transferring knowledge is done in class and online (Lim et al., 2019). The combination of the face-to-face meeting in a class, face-to-face meetings in online classes, and the teacher's assignment utilize traditional learning and technology to find the best outcome from the limited time and the boredom of using technology. Furthermore, another researcher (Ikhwan & Widodo, 2019) stated that blended learning means blending the method between traditional-based learning and technology-based learning. In other words, blended learning is a way to teach students by implementing traditional-based learning in class and technology-based learning.

There is much argument regarding the benefit of blended learning, including improved critical thinking and knowledge transformation; faster learning; effective learning environment; educator and student flexibility; customization; increased student motivation; and the development of autonomy and self-directed learning (Jou et al., 2016; Patchan et al., 2016; Wang et al., 2021). This phenomenon shows that blended learning has a lot of positive effects on students, primarily if it is implemented in junior high school EFL students. The previous research related to blended learning positively impacted students' learning ambiance. Nevertheless, students' success under blended learning is determined by their regulation and attitude (Van Laer & Elen, 2019). Therefore, blended learning will come in handy for both teachers and students as it brings more advantages than disadvantages. The positive effect will be reached by implementing blended learning if students and teachers cooperate reasonably in the live event (online meeting), collaboration, self-paced learning, assessment, and performance support materials. Blended learning is one option for meeting the demands of educational institutions all around the world (Rafiola et al., 2020). Therefore, teachers need to create a great relationship and bonding with their students to succeed in blended learning. The essential elements in implementing blended learning, especially in Indonesia, are online, offline, and assessment factors.

Online Classroom Vs. In-Person Learning

Online meeting is essential in blended learning, especially in the current situation. In the first outbreak of Covid-19, the school must hold whole online learning to cover students' learning activities. Students are prepared for autonomous learning, lifelong learning, and high-quality learning through online learning (Saputri et al., 2020). Online learning can be implemented through various applications or websites. However, the most used by teachers are Ruang Guru, Kahoot!, Google Classroom, and Learning Management Systems (LMS) like Moodle and Socrative are the most popular digital education tools in online learning (Risten & Pustika, 2021). Students can avoid boredom due to the monotony of learning media by learning from the various sources and websites teachers provide. During COVID-19, students were given (or pushed) more autonomy in terms of how they studied and when and where they learned. That is, students, learn synchronously or asynchronously online at a time and place that is convenient for them, such as at home. Autonomy without self-efficacy and self-regulated learning, on the other hand, can have negative consequences, such as procrastination (Heo et al., 2022). Nevertheless, students' engagement in the online classroom is crucial as students need to set self-paced learning, and set their own learning goals to maximize learning outcomes. Teachers can use online learning tools to capitalize on their students' learning curves and styles in the classroom. In various online learning settings that allow for self-paced learning, teachers and students can collaborate to achieve established goals (Patra et al., 2022).

During the current situation around the world and in Indonesia itself, the school can start having an offline meeting school with limited students. This current situation led to the new normal ways of learning from online learning. Students can learn in class as they learn before the covid-19 outbreak. The material used in blended learning is examined. In the previous study, Chaeruman et. al., (2018) explain that to meet the quality learning standard, the class content offered in the system must first undergo expert evaluations. The content is posted into the system if it meets the requirements; otherwise, it is updated until it is uploaded into the system. Students who are learning from school will have offline learning with the emergency curriculum with the strict protocol and calculated time and material. The interactive engagement processes between students and certain activities are depicted in individual interest profiles

(Buckley et al., 2004). Students learning engagement during in-person learning is directly related to their learning interest in specific subjects and activities.

Learning Motivation

Learning motivation is defined as the effort and desire to learn the language and positive attitudes about learning the language, which comprises cognitive, emotional, and behavioral components (Navickienė et al., 2021). Shabani (2012) explains that learning motivation is an innate conviction that guides an individual's learning aim, induces learning behaviors to make consistent attempts, reinforces cognitive history, and strengthens and improves learning outcomes. Moreover, motivation is the initial and most important requirement for tackling a learning activity, as well as the engine that drives the process (Meşe et al., 2021). In other words, learning motivation is the students' willingness to participate in the study by showing interest and effort to pursue specific learning outcomes. Learning motivation is a factor that is crucial for the success of learning and teaching activity in class. During the covid-19 period, students need to learn from home by utilizing online media through online resources such as Google Scholar, YouTube, and Wikipedia. Teachers can also use online media to share tasks or assignments with some applications or startups such as Google Classroom, Kahoot!, Quizzes, and so forth. Students learning motivation is also affected by the implementation of fully online learning; blended learning in the new normal causes students to adapt to the new learning method. A study from Harandi (2015) shows a considerable link between e-learning and student motivation. As a result, while using e-learning, students are more likely to be motivated.

Learning motivation is affected by two aspects, intrinsic and extrinsic aspects. An intrinsic aspect is related to students' willingness to engage with the learning process to pursue certain self-outcomes such as knowledge. Oletić (2006) mentions that intrinsic motivation is a desire to do something from within. Another resource explains that intrinsic motivation is described as doing something for its inherent satisfactions rather than for some separable consequence. Concerning EFL for students, intrinsic factors come from their willingness to commit to the subject to get knowledge and good grades. When a person is intrinsically motivated, he or she is inspired to act because of the enjoyment or challenge it provides, rather than because of external prompts, pressures, or incentives.

On the other hand, Extrinsic motivation refers to an action that is done to achieve a particular goal rather than doing it for instrumental value. Extrinsic motivation is produced by incentives or punishments based on task accomplishment or failure. Grades are an extrinsic motivator in college classes; intrinsic motivation includes an interest in the subject matter, appreciation of challenge, or a sense of progress and developing mastery (Lin et al., 2003). In his study, Harandi (2015), states that learning also needs some driving force and extrinsic motivation, as studying to meet parental expectations, achieve further objectives, or get specific incentives is normal. Extrinsic and intrinsic motivation would be complementary. According to the above research, students learning intrinsic and extrinsic motivation measure the dimension of learning motivation in this study.

METHOD

This study used qualitative as the research method since the purpose of the study is to discuss students' motivation toward the implementation of blended learning in the English classroom during the transition period to post-pandemic. The qualitative method is suitable for this research since it is helpful to think of research as the process of diminishing the uncertainty about key events or issues (Sofaer, 1999), especially in a natural classroom setting without intervention (Creswell, 2002). Pathak et al. (2019) add that the qualitative method is used to better understand people's views, experiences, attitudes, behavior, and interactions. Furthermore, the study was conducted in two phases, namely classroom observation and questionnaires to get deeper information about their learning motivation while learning English through blended learning. The study involved EFL students ($N=70$ students taken from two parallel classes) of one public junior high school in Sidoarjo, East Java. The gender proportion of the participants contained a slight difference between female and male students (male: 32, female: 38) living in an urban context with all of the students having access to the Internet. The school was one of the public schools required to implement limited in-person learning through blended learning during the transition period from January to March 2022.

The data were initially collected through classroom observation on the implementation of blended learning by looking at teachers' instructional strategies and,

secondly, the students' motivation upon the implementation of the learning blended. Further, the researcher gave questionnaires to the students to obtain information about students' learning motivation and students' adaptation during blended learning. Students needed to fulfill the questionnaires within two weeks. The questionnaire was adapted from previous research (Kirna et al., 2015) that was using Keller's motivation theory, which included three of Keller's four characteristics of motivation: attention, self-assurance (confidence), and relevance (Keller, 2016). It used the Likert-scale type, which contained 31 statements. The Likert scale's answers contained Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD). The questionnaires were created through Google Form, and it was sent online to the students. Hence, the data was analyzed through several stages: familiarizing, coding, and generating meaning (Swanson and Holton, 2005).

FINDINGS AND DISCUSSION

Findings

Initially, blended learning has been extensively utilized in North America, the United Kingdom, Australia, Circles College, and the training industry (Gusdiyanto et al., 2020). Currently, the blended learning method is being implemented worldwide due to the global pandemic of covid-19 and has received various receptions among teachers and students upon its implementation.

The Implementation of Blended Learning in English Classroom During Limited Face-to-Face Learning

This section is to elaborate the implementation of blended learning in the English classroom, especially during limited face-to-face learning activities in the transition period to post-pandemic. The research was conducted using both observation and questionnaires. The activities employed a learning management system (LMS) Google Classroom, an educational application (Mindomo), and WhatsApp group (WAG) where students and teachers were able to communicate instantly through the instant messenger application.

Table 1. Classroom Instructions during Blended Learning

Teacher instruction	Activities		Media	Reflection
	Class	Home		
Teacher greets students both in class and at home (used WhatsApp)	Response to the teacher immediately.	Response to the teacher one by one through Whatsapp group	WAG	It shows that the response from students at home seems to be more passive than the students learning from home.
The teacher asks students to form a group	Students immediately form a group with their deskmates.	Students respond in WhatsApp groups slowly.	WAG	It shows that students in the class know exactly what to do, while students at home take time to respond to teacher instruction
Teacher asks students to use Edmodo application	Students ask the teacher how to use the application	Some students try to use the application and ask a question about how to use the application	Mindomo	It shows that students are already familiar with the use of the application in learning even though they are not mastering it.
The teacher asks students to work in a group creating a mind map related to the topic of favourite animals	Students try to do the assignment given by the teacher	Only some students respond to teacher guidance, while the other seems to be more passive.	WAG and Mindomo	It shows that students in the class are committed to the assignment because they are excited to work in a group and try new applications. On the other hand, students learning from home seem to be less excited and a quitter.
The teacher finishes the class and gives an assignment to students through google classroom	Students thanks the teacher and check their google classroom account	Some students respond to the teacher in WhatsApp group	WAG and Google classroom	Both students learn in person and at home respond to the teacher. However, it is only a few responses from the WhatsApp group.

From the table above, we can infer that students who learned from in-person learning seemed to be more interested and active during the learning and teaching activity, while students who were learning from home seemed to be quieter and less motivated to learn through time blended learning. The reason students that were learned from home were quieter was due to the effect of low extrinsic motivation. Besides that, students experienced confusion at home as there was limited interaction and instruction to the students from the teacher to use the Mindomo application. A previous study stated that innovative activities should be included in e-Learning or blended-Learning proposals, and they should be designed with the customization of the entire formative route as a primary goal (Priego & Peralta, 2013). Therefore, the use of the application is

not only needed to be exciting or innovative but also easy to use through clear instruction.

Students who learned in person seemed to be more excited and committed to the learning activity. It shows that students were excited to learn by utilizing a new method (application) rather than learning traditionally. However, it also appeared that students learning motivation were affected by the way the learning method is designed. If the learning design created by the teacher could accommodate students learning in-person and online then the learning and teaching activity can be carried out better. A previous study described that, after being taught utilizing blended learning, students reported considerably stronger intrinsic motivation for learning English and attitudes about English as a topic, as well as increased satisfaction with the learning environment (Sucaromana, 2013).

Students' Learning Motivation in Blended Learning

The researcher next distributed an online questionnaire through GoogleForm to the students. The questionnaire consisted of 31 items classified into seven aspects: attention, relevance, confidence, students' literacy towards ICT, Students' expectations for future blended learning, assignment, and the management of blended learning. These seven aspects are based on the ARCS model developed by John M. Keller, a motivational design process that includes a synthesis of motivational concepts and theories that are clustered into four categories: attention (A), relevance (R), confidence (C), and satisfaction (S). The distribution of the questionnaire was intended to elaborate the design learning that may affect the achievement, motivation, and learning outcomes of the students.

Based on Table 2, the data show that students slightly agree that blended learning could enhance their learning motivation. It is believed that the students perceived more interest when learning English using information and communications technology (ICT), such as educational technology or application and LMS. It was corroborated by the student's more intensive engagement during the online session (by using both LMS, WAG, and the application). In addition, during the teaching and learning activities, the students could perform better and gain more confidence since they were able to look for the information or materials online directly. Students further wanted to take part during learning online and in-person learning. The learning

environment seems also to affect them when studying online that in turn leads to better support for the students to enhance their learning motivation and participation.

Table 2. Students' Attention

Questions	Aspect	Answers				
		SA	A	N	D	SD
1. Learning English using an innovative and blended learning strategy is pleasant.	Attention	11 (17%)	15 (24%)	23 (37%)	5 (8%)	9 (14%)
2. I am interested in most of the learning uses ICT (WA, Google Classroom, YouTube, Line, etc.)	Attention	9 (15%)	17 (29%)	21 (36%)	9 (15%)	5 (5%)
3. I've been following blended learning (a combination of online and face-to-face, such as an online search for information, or discussions with social networks: Facebook, Line, or with blogs, email, Moodle, or others) and I like it.	Attention	10 (17%)	14 (24%)	26 (44%)	4 (7%)	5 (8%)
4. Regardless of whether it suits me or not, I want to take part in learning that combines online and face-to-face in class.	Attention	11 (18%)	14 (22%)	23 (37%)	6 (10%)	8 (13%)
5. Using ICT (WA, Google Classroom, YouTube, Line, etc.) to learn makes me more interested in the explanations that will be delivered by the teacher.	Attention	6 (10%)	11 (19%)	28 (47%)	10 (17%)	4 (7%)
6. The state of the environment affects me when studying online.	Attention	13 (21%)	19 (31%)	17 (27%)	10 (16%)	3 (5%)

Table 3. Students' Relevance towards ICT

Questions	Aspect	Answers				
		SA	A	N	D	SD
1. I am used to using this information technology in my daily life, such as using cell phones, Facebook, and the internet.	Students' literacy towards ICT	16 (25%)	22 (35%)	17 (27%)	5 (8%)	3 (5%)
2. I am used to looking for information on the internet and reading course material online or on the computer.		8 (13%)	20 (32%)	25 (39%)	5 (8%)	5 (8%)

Table 2 shows that most of the students were familiar with gadgets and electronic devices to support their activities by using the Internet. The students were from an urban public school so they were able to utilize the technology in the classroom in their daily activities, such as using mobile phones (Smartphone), applications, social media, computers (ICT), etc. The students were already familiar with gadgets and learning applications since the beginning of the pandemic outbreak when the learning was shifted to be conducted online or in distanced mode. This condition is believed to help them gain more confidence when they had to learn through online application, hybrid, and blended learning; the students could independently look for the material or

information on the Internet and operate essential applications to support their learning activities.

Table 4. Students' Expectations for Future Blended Learning

Questions	Aspect	Answers				
		SA	A	N	D	SD
1. Online content needs to clearly present learning indicators for each topic.	Students' expectation for future blended learning	10 (16%)	13 (21%)	26 (42%)	9 (15%)	4 (6%)
2. Learning indicators should be formulated in sufficient detail.	Students' expectation for future blended learning	17 (27%)	14 (23%)	20 (32%)	8 (13%)	3 (5%)
3. Each topic should be given a summary of the material according to the learning indicators, in addition to the complete subject matter.	Students' expectation for future blended learning	10 (17%)	16 (27%)	21 (35%)	9 (15%)	4 (15%)
4. Online content is very important to provide examples of problem solving and space for discussion because knowledge of English is abstract.	Students' expectation for future blended learning	7 (12%)	14 (23%)	26 (43%)	9 (15%)	4 (7%)
5. Online content should clearly contain the link between indicators and materials and assignments.	Students' expectation for future blended learning	10 (16%)	20 (32%)	22 (36%)	7 (11%)	3 (5%)
6. Materials in the form of practicum videos should be provided in online content.	Students' expectation for future blended learning	3 (5%)	11 (18%)	29 (49%)	14 (23%)	3 (5%)
7. Materials that contain visualizations/animations or simulations really help me in understanding English material.	Students' expectation for future blended learning	13 (22%)	14 (23%)	21 (35%)	6 (10%)	6 (10%)

Table 3 mainly deals with students' satisfaction with whether the employment of blended learning could fulfill the expected learning activities and outcomes. The data show that students had some problems related to the implementation of blended learning. Students admitted that despite the fact they mostly agree that blended learning is important, it (the instruction and task) needs to be well-designed before applying it to teaching-learning activities in the classroom. Some aspects such as clear indicators for each topic, formulation of sufficient detail, straightforward summary for each topic, provision of examples of problem-solving and space for online discussion, and additional links between the indicators, material, and assignment.

Discussions

This qualitative study discusses two findings, namely the implementation of blended learning during limited face-to-face in-person learning and students' motivation during limited face-to-face blended learning. In the first finding, through observation, both classes have a relatively similar response toward the way teachers deliver the material during the implementation of blended learning. Students who learn in-person feel attracted to ICT to learn and do group projects. As previous studies stated, students could use ICT as a learning tool to access digital content quickly and effectively to aid in investigating issues, solving problems, and making decisions (Adu & Olatundun, 2013).

Further, it also could use to develop novel ways to promote learning and develop new understandings in areas of learning, to connect, share, and collaborate in local and global contexts, and acquire new thought and learning abilities. Thus, ICT is a helping hand for teachers and students during the learning and teaching activity. It assists the teacher in interacting with students learning at school and home and gives students more platform to learn and absorb material from broader sources. However, students that are learned online at home are less active and lack excitement during the learning activity. It is different from the previous study's findings (Alnoori & Obaid, 2017) that blended learning looked to be more successful than traditional techniques owing to its flexibility, which allowed for the use of a wide range of technologies, and teachers in the classroom can support and supervise the technology used in blended learning situations to prevent it from being exploited or ineffectively employed. This phenomenon is caused due to the shortage of clear instruction on how to use learning applications in the implementation of ICT. It is in line with previous study that not all students adjust to online learning; some students gain from ICT engagement, while others are unfamiliar with online learning (Manurung et al., 2020). Therefore, from the data, we can infer that extrinsic factors such as well-designed learning platforms, teacher instructions, rewards, and punishment have a major contribution to students learning drive.

Extrinsic motivation encourages students to learn about a task even if they are uninterested in it because of the expected satisfaction they will receive from some rewards (Ulfa & Bania, 2019). Moreover, through the observation students' intrinsic factors have the same effect on students learning motivation as much as the extrinsic

factors. Their willingness to learn English to obtain knowledge and good grades become the biggest factors that affect their learning drive in class. As stated by a previous study, students who learn English out of interest with intrinsic goals of understanding English culture, socializing with foreigners, and living abroad are more likely to improve their English linguistic competence and foster their psychological development of English learning in a blended learning environment (Peng & Fu, 2021).

The second finding of students learning motivation shows that students perceive blended learning as a way to enhance their learning motivation. A person's intrinsic desire is required in the subject of learning motivation, for instance, task diligence and resilience in the face of adversity, displaying interest in various issues that emerge, preferring to work independently, rapidly becoming bored with mundane things, can defend his position, and does not readily let go of what is believed (Aristika et al., 2021). The findings infer that students feel more interested in the subject and have ease searching material online. The benefits of blended learning help students keep up with blended learning and feel that it makes learning more enjoyable. Students also have a good literacy in learning with ICT due to their previous habit of using the ICT to learn during the fully online learning period. Their familiarity with cellphones, computers, search engines, learning applications, and a wide range of learning sources helps them to keep up with the implementation of blended learning. As mentioned in a previous study, when compared to other environments, students who studied in a mixed environment performed better, and blended learning environments are more successful than face-to-face and online learning environments (Meltem Eryilmaz, 2015).

The nature of blended learning that collaborates traditional and online learning can make students learn more in less time. However, students have a slight negative point of view on the expectation of blended learning in the future. They criticized the lack of details in learning indicators that cause their learning path to be undirected. An insufficient summary is given by the teacher as learning material also becomes students' obstacle to absorbing the knowledge, and the online discussion is not provided by the teacher as the way students interact and exchange their opinion on the material they are learning. These obstacles are the same as previous studies (Manurung et al., 2020) that EFL students had obstacles when learning hybrid: bad internet connection, slow feedback, confusing instruction; electrical instability and nervousness; and challenging

learning materials. A good blended learning design must be providing clear learning instructions, be accessible at any time, assist in completing lessons, provide user-friendly features and comprehensive learning materials, clearly define learning objectives, and provide the necessary learning materials (Rianto, 2020). Therefore, the learning material on blended learning must have a clear indication for each topic, be defined in sufficient depth, provide a clear summary for each topic, include problem-solving examples and areas for online discussion, and provide a relationship between the indicators, content, and assignment.

CONCLUSIONS AND SUGGESTIONS

Conclusions

Due to the limited time students have in the classroom, most EFL teachers will agree that students do not have the opportunity to practice the skills and language components they have just acquired in new and varied circumstances. Recent research has found that blended learning systems can successfully address this issue. Therefore, during the limited face-to-face learning issued by the government, schools are implementing blended learning. The implementation of blended learning during the limited face-to-face learning shows that it can be beneficial for both teachers and students to hold a learning activity and create a better learning environment. However, students' extrinsic and intrinsic factors as the learning drive must be observed by the teacher before implementing a specific learning method and learning approach. A previous study reveals that teachers are expected to understand students' learning preferences for them to attain higher levels of accomplishment since they must be able to generate critical, unique, and scientific work (Rahmawan & Perianto, 2021). Further, a range of activity types such as group and pair work, collaborative learning, and individual learning might be used to engage students in communicative language practice. In addition, the blended learning designed well by the teacher by utilizing ICT proved that it could improve students learning motivation and activity in the class. The implication of this research can be applied to other subjects in junior high school.

Suggestions

This present study suggests that teachers must prepare themselves pedagogically in teaching English by using the blended learning method and mastery of ICT to

maximize the learning outcomes and minimize failures in the teaching process. In addition, students need a well-designed platform to learn better, explicit instruction, and extensive learning resources as the extrinsic factors affecting students learning motivation. Moreover, teachers have to be more active in communicating with their students through online media to give guidance, support, and feedback as part of blended learning to grow students' intrinsic willingness to involve and learn in blended learning.

REFERENCES

- Adu, E. ., & Olatundun, S. . (2013). The Use and Management of ICT in Schools : Strategies for School Leaders. *European Journal of Computer Science and Information Technology*, 1(2), 10–16.
- Aleksandra Oletić. (2006). Intrinsic Motivation, Extrinsic Motivation, and Learning English As a Foreign Language. *Psychological Reports*, 99(7), 813. <https://doi.org/10.2466/pr0.99.7.813-818>
- Alnoori, B., & Obaid, S. (2017). The Effectiveness of 50-50 Blended Learning Method on Teaching Reading Skills in ESL Classroom. *International Journal Of Language Academy*, 5(8), 288-303.<https://doi.org/10.18033/ijla.3805>
- Anis Chaeruman, U., Wibawa, B., & Syahril, Z. (2018). Creating a Blended Learning Model for Online Learning System in Indonesia. *International Journal of Engineering & Technology*, 7(3.36), 156. <https://doi.org/10.14419/ijet.v7i3.36.29098>
- Aristika, A., Darhim, Juandi, D., & Kusnandi. (2021). The effectiveness of hybrid learning in improving of teacher-student relationship in terms of learning motivation. *Emerging Science Journal*, 5(4), 443–456. <https://doi.org/10.28991/esj-2021-01288>
- Ayu Suci Lestari. (2020). *The Impact of Covid-19 Pandemic on Learning Implementation of Primary and Secondary School Levels*. 22(7), 117–122.
- Buckley, S., Hasen, G., & Ainley, M. (2004). Affective engagement: A person-centred approach to understanding the structure of subjective learning experiences. ... *for Research in ...*, January, 1–20. <http://publications.aare.edu.au/04pap/buc04762.pdf>
- Burston, J. (2013). Proving IT Works. *CALICO Journal*, 20(2), 219–226. <https://doi.org/10.1558/cj.v20i2.219-226>
- Creswell, J. (2002), *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Merrill Prentice-Hall, Upper Saddle

River, NJ.

- Gusdiyanto, H., Dwiyoogo, W. D., & Adi, S. (2020). Pembelajaran Blended Learning Sosio Antropologi Olahraga untuk Mahasiswa Pendidikan Jasmani dan Kesehatan. *Jurnal Pendidikan: Teori, Penelitian, Dan Pengembangan*, 5(1), 7. <https://doi.org/10.17977/jptpp.v5i1.13115>
- Harandi, S. R. (2015). Effects of e-learning on Students' Motivation. *Procedia - Social and Behavioral Sciences*, 181, 423–430. <https://doi.org/10.1016/j.sbspro.2015.04.905>
- Heo, H., Bonk, C. J., & Doo, M. Y. (2022). Influences of depression, self-efficacy, and resource management on learning engagement in blended learning during COVID-19. *The Internet and Higher Education*, 54(October 2021), 100856. <https://doi.org/10.1016/j.iheduc.2022.100856>
- Ikhwan, E. J., & Widodo, P. (2019). Attitude Conception: The Role of Blended Learning in Environmental Education. *Online Submission*, 2(6), 53–62. <https://doi.org/10.32996/ijlt.2019.2.6.7>
- Jou, M., Lin, Y. T., & Wu, D. W. (2016). Effect of a blended learning environment on student critical thinking and knowledge transformation. *Interactive Learning Environments*, 24(6), 1131–1147. <https://doi.org/10.1080/10494820.2014.961485>
- Keller, J. M. (2016). Motivation, Learning, and Technology: Applying the ARCS-V Motivation Model. *Participatory Educational Research*, 3(2), 1–15. <https://doi.org/10.17275/per.16.06.3.2>
- Kirna, I. M., Sudria, I. B. N., & Tegeh, I. M. (2015). Apa Respons Dan Harapan Siswa Sma Tentang Blended Learning? *Jurnal Pendidikan Dan Pengajaran*, 48(1–3), 15–25. <https://doi.org/10.23887/jppundiksha.v48i1-3.6914>
- Laksana, D. N. L. (2021). Implementation of Online Learning in The Pandemic Covid-19: Student Perception in Areas with Minimum Internet Access. *Journal of Education Technology*, 4(4), 502. <https://doi.org/10.23887/jet.v4i4.29314>
- Lie, A., Tamah, S. M., Gozali, I., Triwidayati, K. R., Utami, T. S. D., & Jemadi, F. (2020). Secondary School Language Teachers' Online Learning Engagement During the Covid-19 Pandemic in Indonesia. *Journal of Information Technology Education: Research*, 19, 803–832. <https://doi.org/10.28945/4626>
- Lim, D. H., Morris, M. L., & Kupritz, V. W. (2019). Online Vs. Blended Learning: Differences in Instructional Outcomes and Learner Satisfaction. *Online Learning*, 11(2), 809–816. <https://doi.org/10.24059/olj.v11i2.1725>
- Lin, Y. G., McKeachie, W. J., & Kim, Y. C. (2003). College student intrinsic and/or extrinsic motivation and learning. *Learning and Individual Differences*, 13(3),

251–258. [https://doi.org/10.1016/S1041-6080\(02\)00092-4](https://doi.org/10.1016/S1041-6080(02)00092-4)

- Manurung, G. N., Manurung, K., Mertosono, S. R., & Kamaruddin, A. (2020). Perceptions of efl learners in the implementation of blended learning post-natural disaster at a university in indonesia. *Theory and Practice in Language Studies*, 10(8), 959–968. <https://doi.org/10.17507/tpsls.1008.15>
- Meltem Eryilmaz. (2015). *The Effectiveness Of Blended Learning Environments*. 8(4), 251–256.
- Meşe, E., Sevilen, Ç., & Info, A. (2021). Factors influencing EFL students' motivation in online learning: A qualitative case study. *Journal of Educational Technology & Online Learning*, 4(1), 11–22. <http://dergipark.org.tr/jetol>Doi:<http://doi.org/10.31681/jetol.817680>
- Navickienė, V., Kavaliauskienė, D., & Pevcevičiūtė, S. (2021). Aspects of Esp Learning Motivation in Tertiary Education. *Tiltai*, 71(2), 97–108. <https://doi.org/10.15181/tbb.v71i2.1103>
- Pardede, P. (2012). Pardede, Blended Learning for ELT Blended Learning for ELT. *Journal of English Teaching*, 2(3), 165–178. https://www.researchgate.net/publication/330834033_Blended_Learning_for_ELT
- Patchan, M. M., Schunn, C. D., Sieg, W., & McLaughlin, D. (2016). The effect of blended instruction on accelerated learning. *Technology, Pedagogy and Education*, 25(3), 269–286. <https://doi.org/10.1080/1475939X.2015.1013977>
- Patra, I., Hashim Alghazali, T. A., Sokolova, E. G., Prasad, K. D. V., Pallathadka, H., Hussein, R. A., Shanan, A. J., & Ghaneiarani, S. (2022). Scrutinizing the Effects of e-Learning on Enhancing EFL Learners' Reading Comprehension and Reading Motivation. *Education Research International*, 2022. <https://doi.org/10.1155/2022/4481453>
- Peng, R., & Fu, R. (2021). The effect of Chinese EFL students' learning motivation on learning outcomes within a blended learning environment. *Australasian Journal of Educational Technology*, 37(6), 61–74. <https://doi.org/10.14742/ajet.6235>
- Priego, R. G., & Peralta, A. G. (2013). Engagement factors and Motivation in E-Learning and Blended-Learning Projects. *ACM International Conference Proceeding Series*, 453–460. <https://doi.org/10.1145/2536536.2536606>
- Rafiola, R. H., Setyosari, P., Radjah, C. L., & Ramli, M. (2020). The effect of learning motivation, self-efficacy, and blended learning on students' achievement in the industrial revolution 4.0. *International Journal of Emerging Technologies in Learning*, 15(8), 71–82. <https://doi.org/10.3991/ijet.v15i08.12525>
- Rahmawan, A. D., & Perianto, E. (2021). Identifying Students' Problems on Critical

- Thinking as a Way to Foster Higher Order Thinking Skills. *PIONEER: Journal of Language and Literature*, 13(2), 260. <https://doi.org/10.36841/pioneer.v13i2.1288>
- Rianto, A. (2020). Blended Learning Application in Higher Education: EFL Learners' Perceptions, Problems, and Suggestions. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, 5(1), 55. <https://doi.org/10.21093/ijeltal.v5i1.574>
- Risten, R., & Pustika, R. (2021). Exploring students' attitude towards English online learning using MOODLE during COVID-19 pandemic at SMK Yadika Bandarlampung. *Journal of English Language Teaching and Learning*, 2(1), 8–15. <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- Saepul, U., & Manshur, S. (2020). Efektivitas pembelajaran di era new normal terhadap hasil belajar mahasiswa pada mata kuliah matematika diskrit (Effectiveness of Discrete Mathematics Learning in New Normal Era on Student's Learning Achievement). *Uniqbu Journal Of Exact Sciences (UJES)*, 1(1), 41–45.
- Saputri, T., Khan, A. K. B. S., & Kafi, M. A. (2020). Comparison of Online Learning Effectiveness in the Ele During Covid-19 in Malaysia and Indonesia. *PIONEER: Journal of Language and Literature*, 12(2), 103. <https://doi.org/10.36841/pioneer.v12i2.700>
- Shabani, K. (2012). Dynamic assessment of L2 learners' reading comprehension processes: A Vygotskian perspective. *Procedia - Social and Behavioral Sciences*, 32(2010), 321–328. <https://doi.org/10.1016/j.sbspro.2012.01.047>
- Sucaromana, U. (2013). The effects of blended learning on the intrinsic motivation of Thai EFL students. *English Language Teaching*, 6(5), 141–147. <https://doi.org/10.5539/elt.v6n5p141>
- Surjono, H. D., Muhtadi, A., & Wahyuningsih, D. (2017). The Implementation of Blended Learning in Multimedia Courses for Undergraduate Students in Indonesia. *International Journal of Information and Education Technology*, 7(10), 783–786. <https://doi.org/10.18178/ijiet.2017.7.10.972>
- Ulfa, M., & Bania, A. S. (2019). EFL student's motivation in learning English in Langsa, Aceh. *Studies in English Language and Education*, 6(1), 163–170. <https://doi.org/10.24815/siele.v6i1.12860>
- Van Laer, S., & Elen, J. (2019). The effect of cues for calibration on learners' self-regulated learning through changes in learners' learning behaviour and outcomes. *Computers and Education*, 135(July 2018), 30–48. <https://doi.org/10.1016/j.compedu.2019.02.016>
- Wang, N., Chen, J., Tai, M., & Zhang, J. (2021). Blended learning for Chinese university EFL learners: learning environment and learner perceptions.

Computer Assisted Language Learning, 34(3), 297–323.
<https://doi.org/10.1080/09588221.2019.1607881>