

Enhancing Student's English Linguistic, Social and Digital Competences through Blended Learning

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Abstract: To build learning competency in the era of industrial revolution 4.0, blended learning, a method that combines face-to-face with on-line learning becomes an interesting approach to use in learning English. This learning model aims to change the culture of learning- a teaching which is centered on the teacher-centered learning(TCL) to student-centered learning (SCL). The main purpose of this study is, therefore, to find out how blended learning can (1) improve students' linguistic competencies; (2) improve students' social competencies; and (3) improve students' digital competencies. The research was conducted for the students of Da'wah and Sharia Faculties in Bandung Islamic University. The students were firstly given the pre-test, then they studied English Grammar face to face for 5 times. Then, they did the group activities to make a task in the form of a Vlog; and finally they were given the activities by using internet services and application to learning English, Edmodo. Using action research, the results showed that students' linguistic competencies given through face-to-face activities were significant as indicated by the results of their tests. The students' social competencies through group work showing the role division of each individual where they had to make Vlogs was considered very positive; and students' digital competencies through Edmodo showed excellent feedbacks, measured by the results of evaluations that were made through the application as well. Overall it can be concluded that through the Blended Learning method, students' linguistic, social and technology /digital competences significantly increased.

Keywords: Blended Learning, Linguistic Competence, Social Competence, Technological Competence

1. Introduction

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In the advanced technology era such as today where internet becomes the tool that is needed so much, especially in the Revolution Industry 4.0, the teaching approach must also need shifting, from the traditional method to the internet-based/digital method, or mixed-method, blended learning. To a certain extent, in this digital era, the traditional learning method that focuses on teachers as a center of knowledge is somehow no longer relevant. It needs to be supported by technology-based media. Blended learning is an alternative method highly relevant to the recent digital era integrating the traditional methods and multimedia technology-based methods. It merges some teaching models and learning styles which introduce several media options for interaction between teachers and students

Blended learning integrates traditional teaching methods with the digital world. This learning model aims to change the culture of learning- a teaching which is centered on the teacher-centered learning (TCL) to student-centered learning (SCL). Blended learning is basically the learning method that combines face to face and online/digital learning. The instructional interaction is not merely in the classroom, between the teacher and the students, yet the interaction can be between students to students, and teachers-students and the technology media. Knowing that the interaction involves both off-line and online method, therefore, the purpose of this is to find out how blended learning improves students' linguistic competence, social competence, and digital competence.

2. Literature Review

Blended learning combines face-to-face and online teaching-learning (Graham 2013), that is now widely adopted by some educators as the "new traditional model" (Ross and Gage, 2006:167) or the "new normal" in course delivery (Norberg et al., 2011:207). It is in accordance with what Semler (2005) states,

"Blended learning combines the best aspects of online learning, structured face-to-face activities, and real-world practice. Online learning systems, classroom training, and on-the-job experience have major drawbacks themselves. The blended learning approach uses the strengths of each to counter the others' weaknesses."

Blended learning is one of the learning methods in the knowledge age. In the implementation of this method, teachers will no longer dominate the instructional process in the classroom, yet they will take their role as facilitators, motivators, mentors, and consultants. Teachers also play their roles as 'classmates' where they can share ideas and share knowledge with students. This method encourages so much the student's learning activity and participation. It emphasizes students to learn openly, flexibly as needed, and critically to solve problems, and orientates the empirical world with real action through their learning experiences (Zainuddin & Attaran, 2015) as they are encouraged to research, ask, discover, create, and to share collaboratively their new ideas with others. In addition, they must also use various supporting media technologies such as computers and the internet as a dynamic interaction medium.

Blended learning according to Poon (2014) has the potential for changing students' learning methods knowing that it can encourage a positive impact on them. Students and teachers have more opportunities to interact and communicate, both inside and outside the classroom. According to Porter, Graham, Spring, and Welch (2014), mixed learning has contributed to building strong interactions between learners and teachers, as well as among fellow learners. Blended learning also does not neglect traditional learning because face-to-face interaction in the classroom and online outside of the classroom remains done (Halili & Zainuddin, 2015). Blended learning allows learners to learn independently outside of the classroom, getting the material online, and engaging in two-way communication with other learners and instructors outside of study hours. This method also establishes students' intelligence on the use of technology (technological literacy), and access educational information as a learning resource (information literacy).

In blended learning arrangements, up close and personal encounters structure some portion of the mix and student uplifting mentalities to such sessions could mean mixed learning adequacy. An examination by Marriot, Marriot, and Selwyn (2004) indicated students communicating their inclination for up close and personal because of its assistance of social cooperation and relational abilities gained from a study hall condition. Their inclination for the online session was uniquely into the extent it supplemented the customary eye to eye learning. Students in an examination by Osgerby (2013) had positive impression of mixed adapting yet favored eye to eye with its well-ordered guidance.

Analysts show that educator nearness in eye to eye sessions reduces the mental separation among them and the students and prompts more noteworthy learning. This is on the grounds that there are verbal angles like giving

commendation, requesting for perspectives, humor, and so on and non-verbal articulations like eye to eye connection, outward appearances, signals, and so on. which make instructors closer to students mentally (Kelley & Gorham, 2009). Zainuddin (2015) states that in the Blended learning model, teachers have plenty of time to the provider *feedback* on student development outside the lesson hours, and also have the opportunity to motivate students and answer unresolved questions in the classroom.

In conclusion, it can be said that Blended learning is a combination of up close and personal instructing and internet educating, yet more than that it is a component of social communication. Mixed learning is upheld by a viable blend of methods for conveyance, various methods for instructing and learning styles and found in open correspondence among every one of the parts associated with preparing". With respect to the advantages of utilizing mixed learning as a mix of direct (face to face) educating and web-based instructing, yet more than that as a component of social cooperation namely:

- a. There is an interaction between teacher and student, or students with students
- b. Teaching can be face to face or online
- c. Blended learning drives us to think about the qualities of advanced innovation
- d. Blended Learning is an instructional method that combines three interactions: teacher -students (linguistic interaction), students-students (social interaction), and teacher-students and media technology (technology interaction).

The implementation of blended learning in the classroom interaction between a teacher and the students as the Linguistic Interaction is done by face to face interaction. The focus of the teaching will be on the linguistics point or grammatical points. This is very appropriate to improve the students' language competence which according to Noam Chomsky is the ability to use adequate language seen from the language system.

The Grammatical competence comprises the ability of using a language in the forms of Sound, Words, and Sentence Structure. The linguistics competence can be also given in a discourse competence involving understanding how specific examples of language use are built internally. Competency discourse also teaches to understand how the text relates to the discourse they are used (Canale and Merrill, 1980)

The interaction conducted by Blended Learning is the student–student interaction which is called social interaction. The social interaction can lead to the social competence. Student's social competence in this study is understood as the ability of students to interact socially. Social interaction is the main requirement for the occurrence of social activities and the presence of social reality which is based on individual motivation and social actions. When interacting with an individual or social group, a student is basically trying or learning how to understand the social actions of an individual or other social group. Social behaviour is something an individual or social group does in interactions and in certain situations. Social interaction will run in an orderly and orderly manner and community members can function normally, which is needed not only the ability to act in accordance with their social context, but also requires the ability to objectively assess their personal behaviour in terms of the social perspective (Narwoko, 2004: 21).

Student social competence in this study follows the social competencies given by Slamet in Sagala (2009: 38), namely: (1) organizing conflict, (2) building Team Work, (3) cooperating, (4) communicating effectively, (5) understanding of environmental change, (6) adapting to the prevailing value system. This social competence can be seen when students interact intensively with other students in a team or group. The task of student groups to create Vlogs is an activity that researchers believe can build student social competence.

The last interaction created in Blended Learning is the one between teacher-students and media technology which is called technology interaction. In this digital era, to get better quality of instruction, students need to be equipped with the internet -based learning method. There are numbers of methods for language learning based on the internet application, such as Edmodo applications. In this study, the focus is on the use of Edmodo as the supporting learning activity. Edmodo is a person to person communication-based learning stage planned for educators and guardians. Edmodo was initially created toward the part of the arrangement by Nic Borg and Jeff Ohara and Edmodo itself, ostensibly the electronic learning program applying a simple, effective and increasingly pleasant learning framework.

Gay and Sofyan (2017) found out that Edmodo is an online learning atmosphere having an interactive process in which students are facilitated by teachers or peers to gain knowledge or ability. Through Edmodo teachers and students can share notes, links and documents. Edmodo is also an online learning that can help students have their self-regulated learning in a number of ways. Students can learn the materials in line with their preferences and goals at any time and from any places. The applications available on Edmodo provides students with collaboration and virtual teamwork and

makes students proficient in handling tasks online (Business Wire, 2014). Applying Edmodo can make teaching and learning a good pedagogical device which can stimulate curiosity, increase motivation and enrich the learning process (Patel, 2016)

Edmodo has a few advantages in learning, as follow: Kumelashvili (2016) states that in the teaching process, some teachers want to use Edmodo to share resources and learning objects with the class. These can prevent students searching for improper resources etc. Lie (2013) also explains that Edmodo can create extended discussions when time-learning in class is not adequate. Through Edmodo, a few students can be more open and express themselves more freely when they are on-line. Moreover, the teacher can lead the course material to more personal relevance for the students using an online- discussions. Evenddy and Hamer (2016) also state that Edmodo can make the teaching-learning process more interesting. By using Edmodo's features the teacher can give assignments, quizzes, share the materials, and give feedback for students' work directly. EDMODO has some features, namely: File and Links, Quiz, Polling, Gradebook, Library Award, Badges, and Parents Codes. Applying some of the features in Edmodo, learning interaction is relatively interactive.

3. Method

Blended Learning that integrates online learning and offline learning and facilitates free and open dialogue in the Community of Inquiry (COI), offers a proper instrument to assess the quality of online teaching. Blended learning as one of teaching-learning approaches has a significant influence on learning achievement proving that students' satisfaction was higher in blended courses than the traditional classroom teaching (Black, 2002).

In this digital era students seem prefer using blended courses due to their greater time flexibility and convenience (Hogarth, 2010). The learning experience of students using digital learning applications and devices challenged traditional instructional practices by emphasizing the need for increased interactivity and mobility and a wider range of learning contexts to support the cognitive and social processes of learning and knowledge construction (Wu, Wu, & Li, 2019) remains as a crucial part in Blended Learning course design.

The Blended learning applied in Bandung Islamic University is taken from the so called Blended synchronous learning (BSL) where students take part in offline classes (Yang, Yu, & Chen, 2019). The research conducted was the action research whose the aim is to explore theory in relation to practice and knowledge produced in application context (Eden & Ackermann, 2018), and to add knowledge from analyzing one's own practice and improve practice using that knowledge in generating knowledge using research methodologies in shaping the social action for improvement (Erbilgin, 2019). Taking the steps of the action research as stated, this blended learning process used was applied in three stages, as follows:

1. Linguistic interaction: face to face teaching and learning process. Students were given 5 meetings in the classroom. The materials given were focused on the English grammar: parts of speech, phrases, clauses and sentences. The assessments were carried out by two kinds of test, those are: structured assignments that were given during the teaching and learning process, and formative test in the form of Mid-Term Test.
2. Social interaction: In the activity, the students worked within the team of 6 to 7 people. They had to make Vlog in English. In the group students discussed within the group the sub theme they chose. In the second meeting each group presented what they would do for the Vlog. For the rest two meetings, students made the Vlog, then the result was placed in You tube and CD that must be submitted to the teacher.
3. Digital interaction: Students was firstly given the general training about Digital Learning. After that, they were given four meetings in the classroom learning English subject through Edmodo application for Speaking (but this is nor assessed formally). The materials given through Edmodo application were about Sentences and Reading Texts. The assessment was given also through digital activity and this is the test for Final Term Test.

4. Discussion and Result

In the instructional process, the Blended Learning Method was conducted in three stages. The first stage was the Face to Face teaching and learning process. Students were given 6 meetings in the classroom. The materials given were focused on the English grammar: parts of speech, phrases, clauses and sentences. The assessments were carried out by two kinds of test, those are: structured assignments that were given during the teaching and learning process, and formative test in the form of Mid-Term Test.

In the second stage, the instructional activity is focused on the social competence. In the activity, the students worked within the team of 6 to 7 people. They had to make Vlog in English. Before they made it, the teacher discussed with the students the theme that they wanted to select. The discussion was very transparent and objective since each student would take the same opportunity to choose the theme. The one theme selected most by the students became the central theme. After that, in the group students discussed within the group the sub theme they chose. In the second meeting each group presented what they would do for the Vlog. For the rest two meetings, students made the Vlog, then the result was placed in YouTube and CD that must be submitted to the teacher.

The third stage was the teaching learning process through digital learning. Students were firstly given the general training about Digital Learning. After that, they were given four meetings in the classroom learning English subject through Edmodo application for Speaking (but this is not assessed formally). The materials given through Edmodo were about sentences and reading texts. The assessment was given also through digital activity and this is the test for Final Term Test.

In conducting classroom activity, to improve the student's digital competence, Edmodo was chosen to be applied. Edmodo has some features, such as (1) polling, (2) gradebook, (3) file and links, (4) quiz, (5) library (6) assignment, (7) award badge, and (8) parent code. From those features, 4 features were used in the classroom activities, and the students were also assessed by the digital learning.

Table 1

Students' Linguistics, Social and Technology Competencies

Linguistic Competency		Social Competency		Technology Competency	
Face To Face 6 Meetings		Vlog 4 Meetings		Edmodo 5 Meetings	
Students	Score	Students	Score	Students	Score
Mochamad Faisal Amin	70	Mochamad Faisal Amin	74	Mochamad Faisal Amin	75
Fina Nur Rahman	70	Fina Nur Rahman	72	Fina Nur Rahman	74
Resi Rismayanti	73	Resi Rismayanti	75	Resi Rismayanti	77
Mawar Salma Aziza	71	Mawar Salma Aziza	80	Mawar Salma Aziza	87
Gita Fajar Agustini	73	Gita Fajar Agustini	74	Gita Fajar Agustini	74
Farida Rahma	74	Farida Rahma	74	Farida Rahma	74
Melati Dwita Putri	73	Melati Dwita Putri	72	Melati Dwita Putri	73
Anisah Noviyantini	72	Anisah Noviyantini F	74	Anisah Noviyantini F	76
Dewi Hairunisa	75	Dewi Hairunisa	83	Dewi Hairunisa	89
Vita Rahman	75	Vita Rahman	80	Vita Rahman	85
Aldilla Nur Fadzar	79	Aldilla Nur Fadzar	82	Aldilla Nur Fadzar	86
Fitri Trismadani	73	Fitri Trismadani	74	Fitri Trismadani	78
Aulia Fadhil	71	Aulia Fadhil	78	Aulia Fadhil	80
Mulyana Mulus	71	Mulyana Mulus	75	Mulyana Mulus	77
Annisa Khoirunnisa	77	Annisa Khoirunnisa	75	Annisa Khoirunnisa	77
Alma Yuliani	73	Alma Yuliani	75	Alma Yuliani	78
Nanda Febriana	73	Nanda Febriana	73	Nanda Febriana	74
Muthia Salma Eriadi	70	Muthia Salma Eriadi	72	Muthia Salma Eriadi	72
Yani Desiana Sudrajat	75	Yani Desiana Sudrajat	76	Yani Desiana Sudrajat	79
Annisa Berliana Yodi	75	Annisa Berliana Yodi	75	Annisa Berliana Yodi	78

As mentioned above that for linguistic competencies, students were given six meetings out of 16 for one semester. Subjects taught were focused on grammatical points, those were: (1) parts of speech: noun and the problems; verb and the problems; adjective and the problems; adverb and the problems; pronoun and the problems; and connectors and the problems, (2) subject and object of a sentence: noun; noun phrase; gerund; noun clause; pronoun; to infinitive phrase, (3) predicate (4) kinds of English sentence, (5) types of English sentence, and (6) active vs passive voices.

The teaching learning process was done face to face. The teaching method used was not only grammatical one, where the teacher's role is more dominant, but it was also communicative and collaborative teaching method where students could have bigger role in the classroom activities. The four macro skills of language were also applied in the activities: listening, reading, speaking and Writing. The teacher could play role as both the instructor and the facilitator,

The Linguistic fitness which is the capability to utilize a language in the types of Sound, Words, and Sentence Structure, characterizes an intrinsic learning of standards as opposed to information of things or relations. In improving the student's linguistic competence, the subject matters taught focusing on Parts of Speech, Phrases, Clauses, and Sentences were believed to be able to increase the student's understanding of how to use English. The activities for doing the exercises were set in such a way that the students could use their knowledge of parts of speech, phrases, clauses and sentences considerably good.

Besides grammatical competence, the linguistics competence can be also given in a Talk Skill which is the capacity to comprehend and make types of language that are longer than sentences, for example, stories, discussions, or business letters. As stated above that students also used their grammatical competence in the four macro skills: in listening, reading, speaking and writing. In reading, students were given the exercises such as: completion, getting main idea, and getting the summary. In speaking, they did the guided conversation. In listening, students completed the blank spaces with parts of speech, phrases, clauses or sentences, and in writing students made a paragraph writing.

In can be concluded that to improve the linguistics competence, teachers need to be very creative to make more learning activities in the classroom, so that students could apply their language knowledge, and skip properly and enthusiastically.

It is said again that the purpose of learning is not only to provide knowledge but also to provide values of change or change in attitude and character, likewise in learning English. By using the Blended Learning method, where in this stage students are given group activities in the form of making a Vlog. By having such group activities students are given opportunities to build their own character in their group by interacting with their fellows. This built-in competence is part of social competences. The values built into this social competency include: responsibility, tolerance, seriousness, and commitment in team as well as togetherness.

As mentioned above that social competence can be applied in a social interaction which is the main requirement for the occurrence of social activities and the presence of social reality based on individual motivation and social actions. When interacting with an individual or social group. A student is actually trying or learning how to understand the social actions of an individual or other social group, social behaviour is something an individual or social group does in interactions and in certain situations.

The activities given to the students where they had to make a Vlog in the group they had chosen are believed enable students to improve their social competence. From the first time students determined the big theme, then they had to select the group members, of course these activities would encourage themselves to have tolerance and responsibility. The next step is that the students had to make the draft of Vlog that they had to present in the classroom. In this activity, students would show their seriousness, commitment and responsibility. In the last step where students made the Vlog, the most important social competence they built is togetherness supported by seriousness, commitment and responsibility.

From the analysis given, it was shown that social competence can be improved in learning English when students are given opportunities to do it properly, and the things they learned in interacting socially is that they gained responsibility, tolerance, seriousness, commitment, and togetherness.

To improve the students' technological competence, students learned digitally using Edmodo. The teacher gave students 5 meetings to learn English through EDMODO. Below is an example of learning activities by using EDMODO:

The first meeting

- sentence material with animated video media

The second meeting

Student made a resume from the video

Here is an example of the result of Student's Resume

- What can be infused in the motivational video is the explanation Someone will be a person who is wanted not from what they say. Ignoring those who leave you continues to improve their quality, starts to change to say to themselves' I can ... I can do it... even though sadness and disappointment overwhelm the heart, there is

nothing extraordinary if we are in a normal zone. When we change, natural law will run on our side, the universe will respond to sadness, despair, disappointment if we focus on the desired dream. It is humane there will be things we are tired of and want to give up, in essence see what we have done until when we want to surrender, the goal is to firmly determine the strength of commitment to ourselves. Do not let your body be controlled by the world. Ambition of goals is permissible, the short cut is looking for people to master fields that are directly proportional to your goals and imitate them to give innovation and creation by themselves. Also keep an eye on the social environment. some are nutritious and some are toxic. Stay careful to build social relations. In essence the pain of disappointment is directly proportional to what we will get. Be soft but not weak

After students learned English through Edmodo, they found out that Edmodo was useful in the learning procedure. It gives a sheltered and simple approach to construct virtual courses dependent on class appropriation like in school. With Edmodo, the educator/speaker can send grades, assignments, or tests to understudies/understudies effectively.

The instructional process between students and teachers is not only progressively encouraged, but educators can also talk with different instructors, share showing encounters, etc. In the utilization of Edmodo, there are a few things that should be viewed as, for example, uncommon codes for each class/gathering. On the off chance that understudies need to join a gathering, understudies first to know the uncommon code of the gathering.

From the learning activities observed, it was found the students were very enthusiastic enjoyed very much doing the activities. They communicated and discussed with the teachers and other students more efficiently. Students could easily interact and discuss with direct observation of the teacher. Moreover, Edmodo provides communication between teachers, and students. Edmodo was found as an proper means for examinations and quizzes. Students were provided with learning materials such as questions, photos, learning videos for them easily. In addition, students can also download the learning material. Teachers are facilitated well in giving questions from anywhere and anytime.

5. Conclusion

From the discussions above it can be concluded that teaching and learning a language including English requires some strategic methods that must meet the students' demands. In the era of revolution industry 4.0 which is characterized by the use of big data, IOT (internet of things), and artificial intelligence, the teaching and learning method which combines the face to face and digital method is of course very useful to get the more effective teaching and learning result. Blended learning used in this study is considered significant to improve some skills needed by the students. Based on the results of the study, it can be concluded that:

1. Blended learning can improve students' linguistic competence when the teaching and learning process is given face to face. Students can apply their knowledge of the grammatical language use in four macro skills: in listening, reading, speaking and writing. Students can also improve the discourse competence in understanding and creating forms of language which are longer than sentences, such as stories, conversations, or business letters. to improve the linguistics competence, teachers need to be very creative to make more learning activities in the classroom, so that students could apply their language knowledge, and skip properly and enthusiastically
2. Blended learning can also increase the students' social competence when students interact each other within the group. The social competences improved by the social interaction are: responsibility, tolerance, seriousness, commitment, and togetherness.
3. Blended learning can improve the students' technological competence by having some activities through digital system (EDMODO). Edmodo makes teachers, and students communicate efficiently; moreover, students learned more enthusiastically using Edmodo, since it eases up the learning process. They could easily communicate and interact with other classmates under the direct supervision of the teacher.

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