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## STUDENTS' PERCEPTION OF BLENDED LEARNING METHOD IMPLEMENTING AT ENGLISH EDUCATION DEPARTMENT OF STAI HUBBULWATHAN DURI

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### ARTICLE INFO

### ABSTRACT

**Keywords:**

*Student's Perception,  
Blended Learning  
Method*

This research aims to find out the Students' Perception of Implementing Blended Learning Method at English Education Department of STAI Hubbulwathan Duri. This research is quantitative approach with a descriptive design. Descriptive research design is research that provides an overview of the object under study through a sample or population data as it is. In this study, researchers collected data using questionnaires. Data were obtained from 35 students of the English Education Department of STAI Hubbulwathan Duri. To find out the students' perception, the scores gained from the closed-ended questionnaire were transformed into percentages to be analyzed. The result of this research showed that the students gave their positive perception toward the implementation of the Blended Learning Method in English Language Teaching. The positive judgment from the respondents came from their experience in learning by using Blended Learning Method. They enjoyed the learning process when the lecturer implemented Blended Learning Method. This research also reveals that Blended Learning Method was very beneficial for them. Blended Learning Method made them more interested in learning. In addition, become more active and responsible.

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### Introduction

Technology of information and communication that is growing rapidly is increasingly becoming a necessity for people around the world. The information and communication tools such as mobile phones and computers is getting sophisticated, could help someone to get what they want and need. In the current technological era, almost all human activities need the help of sophisticated devices that could easily help

their activities, such as selling via online, looking for references, even finding objects to be obtained, it can be found through technology of information and communication. In addition, by technology, someone would easily carry out fun activities such as taking pictures, chatting, listening to music or games.

Through the development of technology, the education system had developed, which initially used a conventional system, then moved into digital. In the beginning, the teaching and learning process only occurred in the classroom, but in this area the teaching and learning process could be done anywhere and everywhere, not bound by space and time. For students who prefer to learn through the internet, they could get it through Blended Learning because Blended Learning was internet-based learning and face-to-face, so there are variations in learning that make students not feel bored. Blended Learning is a mixture of face-to-face learning and online learning, so that learning does not only occur in the classroom but can also be done outside the classroom. According to Gina, Lynnae & Herny, (2013:04) “Blended Learning refers to a strategic and systematic approach to combining times and models of learning, integrating the best aspect of face-to-face and online interactions for each discipline, using appropriate ICTs”.

Basically, there are three basic stages in the Blended Learning model that refer to ICT-based learning, as proposed by Grant as cited in Susandi (2017), namely: (1) seeking of information, (2) acquisition of information, and (3) synthesizing of knowledge. The stages of seeking of information, including searching information from various sources of information available in ICT, choose critically among sources of information providers based on the content of relevant content of validity/reliability, and academic clarity. The teacher acts as an expert who can provide input and advice to limit students from potential information stacks in ICT. Also through Blended Learning, teachers could learn interactively that approaches face-to-face learning. It could even be done when teachers and students are thousands of kilometers apart on two different continents. Not only that, but someone could also arrange their own study schedule according to the time they want. 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).

During pandemic, all teaching and learning activities must be carried out online, following the government's decision in Surat Edaran Menteri No. 4 Tahun 2020 that the teaching and learning process must be carried out from home through distance learning. Therefore, STAI Hubbulwathan Duri applies the Blended Learning method. Based on preliminary observations made by the researcher by interviewing several English Education Department lecturers, they said that they use several applications for learning process such as the Google Classroom application that has been set by STAI

Hubbulwathan Duri and several applications for virtual learning such as Google Meet and Zoom Meeting. In addition to the applications that the researchers have mentioned, there are also some lecturers who use the WhatsApp application in the learning process by utilizing the voice note and video call icons, the WhatsApp application is used because it is viewed as more efficient in use compared to other virtual applications which aim to facilitate students in the learning process without afraid of running out of internet quota.

All lecturers of English Education Department at STAI Hubbulwathan Duri choose to use Blended Learning in the teaching and learning process because of the pandemic situation. Blended Learning is very good for students because it provides a combination of various methods, and in these variations the lecturer can provide new alternatives to students in learning that can also be applied in the English Department. However, based on preliminary observations, in this learning practice with the Blended Learning method, not all students can take part in the online teaching and learning process and there are some students who are constrained in participating in learning due to various things, such as lack of network availability, limited quotas and implementation times that collide with other activities. The teaching and learning process using the blended learning method is less effective.

Regarding some students who cannot participate or are constrained in the learning process using this method, students' perceptions are needed to be used as material for future evaluation. According to Slameto (2010:102) "Perception is a process that involves the entry of messages or information into the human brain. Through perception, humans continuously make contact with their environment. This relationship is carried out through the senses, namely the senses of sight, listener, touch, taste and smell". From the explanation above, the researcher was interested in conducting a study about "Students' Perception of Implementing Blended Learning Method at English Education Department of STAI Hubbulwathan Duri".

### ***1. Perception***

The word of "Perception" comes from the Latin perceptio, percipio is the organization, identification, and interpretation of sensory information in order to represent and understand the environment. According to Walgito (1997: 53) states that perception is a tangible process that the individual receives a stimulus through its receptor. The stimulus received by the individual is organized then interpreted so that the individual realizes, understands something that is felt with these senses. In addition, as Darmuh (2016) quoting from Robbins (2003) defines that perception is a process carried out by individuals to regulate and interpret sensory perceptions to give meaning to their environment.

The nature of perception refers to the interpretation of sensory data. In other words, sensation involved detecting the presence of a stimulus whereas perception involved understanding what the stimulus means. For example, when we saw something,

the visual stimulus was the light energy reflected from the external world and the eye becomes the sensor. This visual image of the external thing became perception when it was interpreted in the visual cortex of the brain. Thus, visual perception refers to interpreting the image of the external world projected on the retina of the eye and constructing a model of the three dimensional world.

From the above explanation it became clear that perception is something more than sensation. It correlates, integrates and comprehends diverse sensations and information from many organs of the body by means of which a person identifies things and objects, the sensations refer to.

Some factors were affecting the perceptions of people are, there are:

a. Perceptual learning

Every one of the community learns to emphasize some sensory inputs and to ignore others. For example, a person who has got training in some occupation like artistry or other skill jobs can perform better than other untrained people. Experience is the best teacher for such perceptual skills. For example, blind people identify the people by their voice or by sounds of their footsteps.

b. Mental set

Set refers to preparedness or readiness to receive some sensory input. Such expectancy keeps the individual prepare with good attention and concentration. For example, when we are expecting the arrival of a train, we listen to its horn or sound even if there is a lot of noise disturbance.

c. Motives and needs

Our motives and needs will definitely influence our perception. For example, a hungry person is motivated to recognize only the food items among other articles. His attention cannot be directed towards other things until his motive is satisfied.

d. Cognitive styles

People are said to differ in the ways they characteristically process the information. Every individual will have his or her own way of understanding the situation. It is said that the people who are flexible will have good attention and they are less affected by interfering influences and to be less dominated by internal needs and motives than or people at the constricted end. The students' perception can be one of students' evaluations for the lecture. Through the perception, the lecturer will be able to know what students' need in learning. The study about perception is useful for lecturer more efficient in teaching.

According to Sarwono (2003: 88) four aspects of perception that can distinguish perception from thinking are:

- a. The things observed from a stimulus vary depending on the pattern of the whole of which the stimulus is a part.
- b. Perception varies from person to person and overtime.

- c. Perception varies depending on the direction (focus) of the sense organs.
- d. Perception tends to develop in a certain direction and once formed that tendencies will usually persist.

## 2. *Blended Learning*

Blended Learning consist of two words, *blended* (mix) and *Learning* (studying). Rusman as quoted in Achmadi (2015) states that Blended Learning is a combination of various approaches in learning. It can be concluded that to achieve the objectives of the learning process, Blended Learning can be used which combines several approach methods, for example web-based learning and conventional or face to face simultaneously in the learning process. Liebling and Prior (2005: 24) state that Blended Learning involves a lot of media - for example a combination of classroom teaching with independent e-learning. Through a combination of teaching, the use of Blended Learning can have an impact on the teaching and learning process.

### a. The Purpose of Blended Learning

The following is the purpose of using the learning model Blended Learning according to Husamah (2013: 22)

- 1) Helping students to develop better in the learning process following learning styles and inner learning choices.
- 2) Provide practical-relational opportunities for teachers and students for the development of independent, useful, and sustainable learning.
- 3) Improved scheduling improvements for students, by combining face-to-face and best online learning. Face-to-face classes can be used to engage people who are students in interactive experiences while serving online providing students with lots of multimedia content that will be known anytime and anywhere, as long as students have internet access.

From the explanation above, blended learning is very useful for developing teaching and learning processes independently for students.

### b. Characteristic of Blended Learning

The characteristics of the Blended Learning according to Husamah (2013: 16) are :

- 1) Learning that combines various ways of delivery teaching models, learning styles, as well as various media-based diverse technology.
- 2) As a combination of direct teaching or face to face (face-to face), independent study, and online learning.

- 3) Learning is supported by an effective combination of ways delivery, teaching methods, and learning styles.
- 4) Teachers and parents of learning participants have the same role importantly, teachers as facilitators, and parents as supporters.

c. The Model of Blended Learning

The model of Blended Learning according to Handoko and Waskito (2018: 7-11) are :

1) Station Lab Model

In this model, students can move from one station to another a predetermined schedule where at least a few stations. There is one station that uses online learning. This model is usually suitable for use in primary schools where teachers are located become a learning center.

2) Rotation Lab Model

This model is almost similar to the station lab model, where students can move from one station to another with a predetermined schedule. However, this online learning model specifically uses a lab computer that has been provided specifically for certain fields. One lab is usually managed by a lecturer / teacher or professional. This model is usually very suitable for skills-based education, engineering, medicine, or vocational education.

3) Individual Rotation Model

In this model, students can move from station to station but on a schedule set by the teacher/lecturer. Unlike the previous model, in this model students do not have to follow all stations; the student only follows activities that have been scheduled for them.

4) Flip Classroom Model

The class flip model changes the way between class activities and activities at home. Students can study online at home through an online learning platform to understand a topic, then at face-to-face meetings, lecturers / teachers guide students to do exercises, discussions, presentations, or work on certain projects. This model allows lecturers / teachers to use face-to-face meetings for the stages of activities carried out by students and can reduce traditional delivery of material. So with a learning model that can be centered on student activities (Student center learning).

5) Flex Model

The flexible model allows students to move from one activity to another according to their needs. Online learning is the backbone of this flexible model. Lecturers / teachers provide support and

direction, where students can carry out learning activities according to the curriculum but with a flexible schedule. This model demands adequate content readiness because many student activities are carried out independently. The availability of online learning platforms with a lot of content can also help the successful implementation of this flexible learning model. This model allows students to study independently and determine what is beneficial to them. This model is suitable for further education, such as Masters or Professor where students are required to complete their project and to determine what they need to complete.

6) A La Carte Model

This model allows students to learn with lecturers / teachers. Learning can be done directly with a certain schedule or it can be through video recordings. Students can study through campus computers, gadgets, or personal computers at home. This model is suitable for general subjects or elective subjects.

There were some researchers which attempt to study the topic related to the Blended Learning Method, and it could support this research, there are :

1. Sam Pravita Sari NIM: 10535 6293 15, students majoring English Education Department Faculty Of Teacher Training and Education Muhammadiyah University of Makassar 2020 in her research entitled “Investigating The Students' Perception Toward Blended Learning Method Implemented In Teaching English at Seventh Semester English Students Of Unismuh Makassar (A Descriptive-Qualitative Research)”

The similarity with researchers is that they both discuss the benefits and the weaknesses of the Blended Learning method based on students' perceptions. The difference is that in her research the blended learning method was not implemented entirely by lecturers at the English Education Department so that the implementation of Blended Learning was not applied and felt equally by students. While in this research all lecturers at the English Education Department at Stai Hubbulwathan Duri implemented the Blended Learning method so that student perceptions could be fully trusted.

2. Sri Sherli Novianti Talis NIM: 10535547713, Students Majoring English Education Department Faculty of Teacher Training and Education Makassar Muhammadiyah University 2018 in her research entitled “The Students' Perception Toward Implementing Blended Learning Method In English Language Teaching (ELT) at The Fifth Semester Students English Department Makassar Muhammadiyah University”

The similarity with researchers is that they both discuss the benefits and of the Blended Learning method based on students' perceptions. The

difference is that the research was carried out when the Covid-19 pandemic had not yet occurred so that the application of the Blended Learning method was only an optional option. Meanwhile, this research was conducted during the Covid-19 pandemic, so the application of the Blended Learning method is highly recommended for the implementation of online learning.

3. Zamzami Zainuddin and Cut Muftia Keumala (2018) students Sekolah Tinggi Ilmu Ekonomi (STIE) Lhokseumawe, Aceh, in their journal entitled “Blended Learning Method Within Indonesian Higher Education Institutions”.

The similarity of this research is that both discuss the Blended Learning method. The difference is that the journals presented by researchers only discuss and present information about Blended Learning. Whereas this study describes information about the research carried out in several stages by qualitative research.

### Method

The researcher used a quantitative approach research with a descriptive design research. The descriptive research method is useful for investing in a variety of educational problems. Typical descriptive is a method with the assessment of attitudes, opinion, demographic information, condition, and procedures. Descriptive data are usually collected through a questionnaire, interviews and observation (L. R. Gay, 1981 :153). The researcher conducted this research at English Education Department of STAI Hubbulwathan. The location was chosen to facilitate the research process because researchers also studied here as well. After all, STAI Hubbulwathan had determined to apply the Blended Learning method for the learning process during this pandemic.

The researcher conducted this research for 6 months from May to November of 2021. The population and samples of this research is the students of the English Education Department of STAI Hubbulwathan Duri from 3<sup>rd</sup> to 7<sup>th</sup> semester which consists of 35 students. In the process to get the sample for the research, the researcher used the Purposive Sampling Technique. The researcher used the Purposive Sampling Technique because this research had some criteria to get the sample objectively.

**Table 1: The Amount of students at English Education Department of STAI Hubbulwathan Duri**

No	Participants	Amounts of students
1	3 <sup>rd</sup> Semester	13
2	5 <sup>th</sup> Semester	10
3	7 <sup>th</sup> Semester	12
Total		35

*Source: Kabag. AUAK STAI Hubbulwathan Duri Academic Year 2021/2022*

In this research, researcher used an observation as one of the instrument for the techniques of data collecting .The following are the types of observations according to Margono, (2004: 158) :

a. Participatory observation

Participatory observation is a research observation in a way researchers are involved with the daily activities of people who are being observed or who are used as sources of research data.

b. Frank or Obscure Observation

A frank or obscure observation is a researcher in data collection who asks openly the source of the data he is researching. However, at some points researchers are also dishonest or vague in their observations, this avoids that the data they are looking for is still data.

c. Unstructured Observation

Unstructured observations are observations that are not prepared systematically about what will be observed. This type of observation in this study uses passive participatory observation because in this observation the researcher comes to the place of the activity being observed but is not involved in the activity.

Based on the description above, it can be concluded that this type of observation can be used by researchers according to research needs. The observations used by researchers in this study were observing, listening and recording how learning was carried out using the Blended Learning method. So that these notes can be collected as field notes to add information about Blended Learning implemented at STAI Hubbulwathan Duri.

The researcher used a questionnaire as an instrument for the techniques of data collecting. According to Nicholas (2011), there are two methods of delivering questionnaires; personally and by post or through the Internet. Looking at the current pandemic condition, it is very unlikely to give questionnaires to participants personally, therefore the researcher chose the method via the internet by sending a questionnaire from Google Form which can then be accessed by the participants in this study. On the Google Form, the results of the questionnaire will be automatically described so that researchers no longer need to do a descriptive presentation process to analyze the data.

In this study, researchers used a questionnaire from the research journal of Sari and Wahyudin (2019) which had been tested for normality and validity so that the researcher did not need to do the normality and validity test anymore. The questionnaire consisted of 15 questions. The researcher use close-ended questions. Close-ended questions are also easy to analyze using percentages because we can predict the answer and the participants don't have to write too much. To find out the questionnaire data from the sample, the researchers used a Likert scale. "Likert scales are called summated-rating or additive scales because a person's score on the scale is computed by summing

the number of responses he or she gives. Likert scales usually ask people to indicate whether they agree or disagree with a statement.” (Neuman, 2014: 131).

When answering questions from the Likert Scale, the sample determines the level of conformity with a statement. Likert scale usually has five scale choices, namely Strongly Agree (SA), Agree (A), Undecided (Und), Disagree (D), and Strongly Disagree (SD).

**Table 2: The Likert Scale Score**

Option	Score
Strongly Agree (SA)	5
Agree (A)	4
Undecided (Und)	3
Disagree (D)	2
Strongly Disagree (SD)	1

There were some procedures in doing the analysis of data that the researcher applied in this research. First, the researcher share the link to the questionnaire in Google Form to the students and then the researcher gave some time to answer the questionnaire based on students’ perception. In data collection techniques, one of the techniques that researchers use is a questionnaire. In analyzing the data, the authors use the Google Form platform which had already described the results of the questionnaires that had been answered by the participants. Therefore, the authors no longer need to perform data analysis using predetermined formulas because Google Form has presented them completely. This makes it easier for the researchers to analyze the results of the questionnaire. After the questionnaire data was answered by the participants, the next step the researcher presented in the form of tables and descriptions, then the next step was discuss the results of the questionnaires that had been described, and finally the researcher made a conclusion.

### **Finding and Discussion**

As shown in the data presentation, in this discussion the researcher explained the detailed answers from the questionnaire based on the Students’ Perception of Implementing Blended Learning Method at English Education Department of STAI Hubbulwathan Duri. The implementation of the teaching and learning process during the pandemic using the blended learning method, certainly raises various opinions from students. First, in questionnaire number 1 most of the students answered "blended learning is interesting". This shows that the blended learning method can attract their attention when using it in the teaching and learning process. Second, in questionnaire number 2, most students answered that they "liked the activity using this method". This shows that apart from being interesting, this method is actually favored by most students

in the teaching and learning process. Third, in questionnaire number 3 and 4, most of the students answered that “this method helps improve English language skills in the present and in the future” and “this method helps improve creative thinking skills”. This means that in blended learning students can also hone their English skills and think creatively which makes it easier for them to understand English learning and they can use it continuously in the future.

Fourth, in questionnaires number 5 and 6 most students disagreed that "this method is boring and they don't want to learn with this method" and "there is no improvement in English skills after using this method". This means that most students consider this method feasible and not boring. The improvement of English language skills certainly remains as long as students use this method well in learning. Fifth, in questionnaires number 7 and 8, most of the students disagreed that “learning English using the blended learning method is more difficult” and “this method is a time wasting and time consuming”. That means this method is easy to apply and easy to understand by students, besides that the teaching and learning process using this method is very time efficient because it can be carried out when we are anywhere. This means that the time we spend learning to use this method is not wasted. Sixth, in questionnaire number 9, most of the students agreed that “this method makes them feel more confident and relaxing”. This means that this method is able to increase students' confidence in learning and make them more relaxed while studying.

Seventh, in questionnaire number 10, most of the students agreed that "this learning method is very stressful as well as exciting for me, I am a bit embarrassed when I am part of the activity". This means that this method creates various kinds of feelings for students, and all of them can be felt when learning using this method. Although a little stressful, this method is also fun when implemented. Although the students felt a little embarrassed, everything went smoothly. Eighth, in questionnaires 11 and 12, most students agree that "the quality of interaction with lecturers inside and outside the classroom is much better using the blended learning method" and "blended learning can improve communication with lecturers, not only face to face but also having automatic notifications (email or other online media)". This means that both students and lecturers equally benefited in terms of interacting or communicating using this method. Because this method can be applied outside the classroom and does not have to be carried out face to face. This method facilitates the teaching and learning process by facilities owned by students.

Ninth, in questionnaire number 13, most students agreed that "I feel motivated to explore content related to learning materials with this method". This means that this method makes it easier for students to access learning materials from various sources because the media used are electronic devices such as cellphones or computers that can be used to explore the material. Tenth, In questionnaires number 14 and 15, most of the students agreed that "learning English in Blended learning makes self-driven and responsible for learning" and "I can study anytime, anywhere to improve my skills with

blended learning". This means that students feel more able to rely on themselves in the teaching and learning process and are responsible for assignments given by lecturers which can be accessed anytime, anywhere and anywhere through mobile or computer media. This makes it easier for students to carry out the teaching and learning process during the pandemic.

### **Conclusion**

Based on the discussion above, the researcher concluded that applying the teaching and learning process using Blended Learning raises various student perceptions. For example, students can learn independently and confidently. Able to explore various learning materials easily and can be controlled by lecturers during learning activities. Blended Learning is easy to implement, doesn't waste time, and can also increase the attractiveness of learning because it can be accessed anytime and anywhere. Students gave a positive response regarding the use of Blended Learning because it can improve their English skills.

The researchers concluded that most students gave a positive response to the learning method using Blended Learning, there is more efficient and effective learning, and the material can be easily accessed because lecturers can distribute material before learning so that students can learn independently and confidently. Blended Learning is also easy to implement, does not take time and waste time, and can increase the attractiveness of learning. In addition, this method can also motivate students to be more active in learning. This method can also increase the interaction between students and lecturers. This method benefits both parties, both students and lecturers because both are interrelated in the learning process. In addition, this method can also improve students' abilities in terms of digitalization in the modern era like today. Responses from students regarding this method can be used as a good experience when using this method during learning activities. So, Blended learning is very suitable to be applied in the pandemic era.

### **Acknowledgements**

The researcher would like to give her gratitude and appreciate who have supported the researcher until this research was finished: the chairmain of STAI Hubbulwathan Duri.

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