

Effectiveness of the Blended Learning Model in Indonesian Language Learning Strategies Lectures in the Digital Era

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ABSTRACT

This study aims to determine the effectiveness of the blended learning model in increasing the learning interest of new students in the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Tangerang. In addition, this study also examines the implementation as well as the challenges that occur in this learning model. This research uses a qualitative descriptive method. The results of the study reveal that the effectiveness of the blended learning model is measured through direct observation and the completion of questionnaires (Google Form) by new students. Challenges in online implementation include a lack of understanding of the material, unstable network connections, low participation levels, and difficulty maintaining focus. Meanwhile, challenges in face-to-face learning include students lack of self-confidence during meetings, especially because they feel uncomfortable being the center of attention when making presentations.

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1. Introduction

Digital technology is a form of information technology that prioritizes the use of computers and digital systems over human labor. This technology focuses on automated and sophisticated work processes through computerized systems or computer-readable data formats.

Essentially, digital technology functions as a high-speed data processing system that transforms various types of information into numerical values. This technological advancement has resulted in significant changes in the quality and efficiency of data storage and transmission, such as better-quality images, more efficient storage, and much faster information distribution (Danuri, 2019).

Furthermore, the 21st century is a technological era characterized by rapidly advancing science, research, and technology. The development of various advanced technological

devices in the fields of information and communication, particularly wireless networking systems, has further streamlined social interaction and mobility, simplifying human affairs. These wireless networks allow anyone to access any information via mobile devices (Puspitarini, 2022).

The development of information and communication technology has been rapidly embraced by the millennial and Generation Z generations, young people born in the late 20th and early 21st centuries. This generation is synonymous with technology; almost everything is done through technology-based media. They do everything from reading and searching for information to enjoying music and finding answers to school assignments to displaying their artwork and creative works through their smartphones.

Teachers teaching the 21st-century generation are required to adapt their teaching strategies, models, and methods to their characteristics. Teachers can no longer teach with standard, run-of-the-mill learning strategies. Instead, they must be more creative and innovative, enriching and updating their knowledge and skills to deliver engaging learning activities utilizing technology through e-learning.

During the Covid-19 pandemic, numerous changes forced educators and students to utilize information technology as a learning tool. This led to the implementation of distance learning (PJJ).

Students are then returned to their homes. They study, access course materials, receive teacher explanations, or complete and submit assignments from their computers or gadgets, all supported by the internet. The internet is used to support e-learning. Technology-based learning, utilizing the internet, brings a new dimension to learning activities that have previously relied heavily on teachers (Puspitarini, 2022).

However, the implementation of e-learning during the implementation of distance learning (PJJ) has begun to experience shortcomings. Students admit that many have difficulty understanding the material, and parents complain that their children are not always disciplined in following the lessons. Many parties are concerned about learning loss due to the lack of direct interaction between students and teachers. Fundamentally, in the learning process, the role and function of teachers cannot be replaced by technology. Because, in addition to teaching science, teachers also educate and accustom students to have good values, ethics, and character. Teachers also serve as role models for student development. Thus, educational goals that encompass cognitive, moral, social, emotional, and spiritual aspects can be achieved properly.

Understanding the background outlined above, blended learning is the perfect solution. Through blended learning, teachers can still interact with students and fulfill their role as educators, while simultaneously leveraging technology through e-learning. Thus, while implementing face-to-face learning, teachers also utilize technology-based learning, ensuring students' needs are met, whether through direct interaction with teachers or through devices or computers to explore the subject matter.

The definition of blended learning is a learning strategy that aims to achieve results by combining online or offline-based learning with information and technology-based learning (Widiara, 2018).

2. Research Methods

The approach used for this research is a descriptive method with qualitative methods. A descriptive method is a method used to explain or analyze research results, but it cannot be used to draw conclusions from them (Subagyo & Kristian, 2023).

Meanwhile, qualitative methods are research methods that can understand a problem in the social environment to create a comprehensive picture, then presented in a series of words, providing detailed data from reliable information sources (Subagyo & Kristian, 2023). Therefore, this qualitative descriptive method is used to process data and problems obtained or discovered by researchers. This description is based on evidence collected by the researcher.

The subjects of this research were first-semester students of Muhammadiyah University of Tangerang who had just experienced the blended learning method in lectures, and the data collection process for this research was observation, interview and filling out Google forms.

3. Results and Discussion

Basic concepts of *Blended Learning*

The rapid development of information and communication technology (ICT) demands strategic adaptation in education. In this context, *blended learning* is defined as an instructional model that seeks to integrate the advantages of two primary learning modes (Muvid, 2022). This concept is a planned combination of face *-to-face instruction* and computer *-mediated instruction*.

The core definition of *blended learning* rejects the notion that learning must be entirely conventional or entirely online (*e-learning*). Instead, blended learning combines the personal and social interactions gained through physical classroom encounters with the richness of resources, flexibility of access, and interaction facilitated by virtual learning environments. Therefore, *blended learning* is seen as a holistic approach to optimizing the learning experience.

Paradigm Shift and the Role of Technology

The integration of these two modes directly triggers essential transformations in pedagogical practices and the roles of the parties involved (Isep Sunandi et al., 2023).

The implementation of *Blended Learning* is marked by a major paradigm shift from teacher-centered learning to student-centered learning.

In the world of technology, it is no longer an accessory, but a core component that functions as a learning infrastructure.

The primary function of technology is to provide flexibility in time and space (*anytime, anywhere access*). This allows students to access materials, participate in additional activities, and collaborate online outside the confines of formal classroom hours. The role of the teacher has also undergone a significant shift, from merely conveying information to being a facilitator and instructional designer tasked with designing a balanced and coherent learning flow. This model strongly encourages the development of students' learning independence, training them to be responsible and proactive in managing their own knowledge acquisition process (Isep Sunandi et al., 2023).

Objectives and Impact of Improving the Quality of Learning

The synergy between the overall mode and the change in pedagogical focus ultimately aims to increase the effectiveness and quality of learning outcomes (Development, 2025).

The primary goal of implementing *blended learning* is to achieve efficiency, effectiveness, and optimal learning outcomes compared to single methods. This model has been shown to have a significant positive impact on various cognitive and affective aspects of students.

Specifically, *blended learning* successfully increases student motivation, engagement, and participation levels due to the variety of delivery methods and opportunities for more frequent interaction. Furthermore, this model effectively facilitates the development of 21st-century skills, particularly Critical Thinking Skills, through in-depth online assignments and guided face-to-face discussions. Based on complex findings, this strategic combination results in increased understanding of the material and ultimately leads to improved overall learning outcomes. Thus, *blended learning* is an important pedagogical strategy for producing human resources who are both knowledgeable and technologically adaptive.

Model-model Blended Learning

The application of *blended learning* in educational practice is not tied to a single format, but rather manifests itself in various models tailored to curriculum needs and student characteristics. Broadly speaking, these implementation models can be grouped into several frameworks based on the time allocation and learning flow structure employed.

Choosing this ratio is crucial to ensuring an effective and engaging balance for students. In addition to classifications based on time ratio, here are several blended learning models that focus on learning flow:

a. *Flipped Classroom Model*

This model requires students to study new content or materials independently outside the classroom (online), so that face-to-face time can be optimally utilized for practical activities, in-depth discussions, and problem solving (Abdullah, 2018).

b. *Rotation Model*

This model involves students rotating between various learning stations on a fixed schedule, where at least one of the stations is focused on technology-mediated (online) learning.

c. *Model Flex*

This model utilizes online *platforms* as the primary curriculum or backbone. Although learning is dominated by online activities, instructors remain on-site to provide flexible and personalized face-to-face support tailored to students' needs, supporting independent learning (Kurniawan et al., nd).

With this diversity of models, educational institutions have the flexibility to choose and design the most adaptive and optimal blended learning implementation to increase the effectiveness of learning outcomes.

The Essence of Indonesian Language Learning Strategies

a. The Nature of Learning Indonesian

The essence of learning Indonesian is a complex set of actions and behaviors of students. Language is one of the main distinguishing characteristics of humans from other living creatures. The definition of language is viewed from two perspectives: technical and practical. Technically, language is a set of meaningful utterances produced by the human vocal tract. Practically, language is a means of communication between members of society, consisting of a system of meaningful sound symbols produced by the human vocal tract.

Language plays a vital role in our lives. We must truly recognize this, especially for language teachers in particular and for subject teachers in general. In their daily work, language teachers must truly understand that the ultimate goal of language learning is for students to develop language skills, namely listening, speaking, reading, and writing. In other words, for students to have good *language competence*.

Learning is a process undertaken to achieve overall behavioral change. Meanwhile, instruction is about enabling students to learn easily and be motivated by their own will to learn what has been actualized in the curriculum as their needs (Mubin & Aryanto, 2024).

b. Indonesian Language Learning Strategies

Linguistically, strategy can be defined as "strategy, tips, tricks, or methods." Generally, strategy is defined as a course of action to achieve a predetermined goal. The term "strategy" was originally used in the military, denoting the use of all military power to win a war. Today, strategy is widely used in various fields.

A learning strategy is a design or pattern used to determine the teaching and learning process. A teaching strategy is a comprehensive approach within a learning system, consisting of general guidelines and a framework of activities to achieve general learning objectives, outlined from a specific philosophical or theoretical perspective.

In the teaching process, a strategy is needed to facilitate the transfer of the lessons to be delivered to achieve maximum results. With a strategy in teaching, the results achieved by students will be more optimal and students will more easily understand the concepts of the lessons presented by the educator. In addition, with a teaching strategy, an educator has mastered both aspects of planning and implementation of activities, up to the evaluation

stage and what other follow-up actions an educator must take in teaching language (Tri Indah Kusumawati, 2022).

Learning Effectiveness

The Covid-19 pandemic has had a major impact in various fields, with many schools and even universities temporarily closing their academic routines to break the chain of Covid-19 transmission (Dewantara, AJ., & Nurgiansah, 2021).

With the temporary closure of face-to-face learning activities, *online* classes are a solution to continue teaching and learning activities amid the spread of the Corona virus.

Even today, online learning remains a viable solution when busy schedules hinder face-to-face learning. This makes learning more effective (Dewantara, AJ, & Nurgiansah, 2021).

Learning effectiveness is a measure of success achieved from an interaction process between students and between students and teachers in educational situations to achieve effective learning goals.

Learning effectiveness is seen from student activities during the learning process, through student responses to learning and student mastery of concepts. To achieve an effective and efficient learning concept, a reciprocal relationship between students and teachers is needed to achieve common goals, in addition, it needs to be adjusted to the conditions of the school environment, facilities and infrastructure, and learning media needed to help achieve all aspects of student development (Afifatu Rohmawati, 2015).

Effective learning is a structured combination that includes human resources, materials, facilities, equipment, and procedures directed at changing student behavior in a positive and better direction according to the potential and differences that students have to achieve the learning objectives that have been set (Afifatu Rohmawati, 2015).

Effective learning is learning that provides students with ample opportunities for independent learning and activities. Providing ample opportunities for independent learning and activities is expected to help students understand the concepts being studied (Afifatu Rohmawati, 2015).

Student Learning Interest

a. Definition of Learning Interest

Interest in learning is a crucial factor in determining the success of the learning process. Interest can be understood as a persistent tendency within a person to pay attention to and remember an activity. Activities that are of interest are usually done repeatedly with a feeling of enjoyment. Therefore, interest in learning deserves special attention because it is a key factor in successful learning (Kawet, 2017).

Furthermore, the interest that arises from students' needs plays a significant role in motivating them to undertake various learning activities. A child or student will learn better if they have a strong interest in learning. When the desire to learn is strong, the process of remembering and understanding material will occur more quickly.

Students who are highly interested in a subject are usually motivated to study the material in greater depth. Therefore, students with a strong interest in learning tend to achieve better academic results than those with low interest. Students with a strong interest in learning also tend to pay maximum attention to learning activities.

Therefore, interest can be seen from students' attitudes, indicating that they prefer one thing over another. Someone who learns with passion will strive to follow the lesson with high attention and enthusiasm, and will continue to motivate themselves to understand the material. This ultimately impacts academic achievement (Kawet, 2017).

b. Aspects of Learning Interest

Interest has several aspects, namely attraction to an object, a response to that object, and a desire to do or possess something. In the learning process, each student shows a different level of interest in learning. Some students have a high interest in learning, characterized by creativity, strong curiosity, perseverance, strong motivation, efforts to meet their learning needs, and clear goals. Conversely, students with low interest in learning usually exhibit characteristics such as a lack of creativity, a passive or apathetic attitude, a desire to be served by everyone, and a lack of desire to develop (Adawiyah, 2019).

From this explanation, it can be concluded that student learning interest is the drive or compulsion to participate in learning activities continuously with the goal of understanding concepts and achieving learning outcomes. This interest is reflected through several indicators, including interest, enjoyment, desire, and attention to the learning process.

Learning interest has a positive influence on learning motivation. This means that when students have a strong interest, their learning motivation also tends to increase. With motivation, learning goals are more easily achieved. Learning motivation can foster and strengthen interest, nurture curiosity, encourage the use of various teaching strategies, clarify learning expectations, and provide prompt and consistent feedback. Furthermore, motivation can also increase self-confidence and encourage students to strive for success through various achievement-oriented activities (Rista, 2022).

Students with high motivation typically demonstrate greater learning effort. The higher the motivation, the more intense the effort. Therefore, the greater a student's motivation, the greater their likelihood of achieving optimal learning achievement (Rista, 2022).

Relevant Previous Research

Every good scientific research must be supported by a strong theoretical foundation. This foundation is built through a critical review of previous studies relevant to the topic being studied. This review aims not only to identify what other researchers have done but also to identify research gaps and develop a clear framework for future research (Ahmad, 2020).

Previous research provides important information regarding theories, methods, and findings related to the research topic. By understanding previous studies, researchers can strengthen their arguments, avoid repeating similar studies, and place their new research within a broader scientific context. Reviewing previous research involves more than just gathering

information; it also involves critically analyzing it. Researchers need to be able to assess the quality of existing research, identify its weaknesses and limitations, and distinguish between valid and less reliable findings (Ahmad, 2020).

Through this study, researchers can identify underexplored research gaps. These gaps then form the basis for developing new, innovative research that benefits the advancement of science. By building a strong theoretical foundation through a review of previous research, the chances of achieving quality research will increase. Research that starts from a clear foundation tends to be more credible, relevant, and meaningful to the scientific community.

Prior research is a crucial step in the scientific research process. By conducting it effectively, researchers can build a solid research foundation, produce high-quality scientific work, and make a significant contribution to the advancement of science. In the world of research, building a strong foundation is a crucial step towards success. This foundation is developed through a process known as prior research, a literature review, a literature review, or a literature survey. Simply put, prior research is the process of collecting, analyzing, and synthesizing information from existing research as a basis for a deeper understanding of a topic, identifying research gaps, and placing new research within the broader context of science.

This research was conducted using a qualitative approach through theoretical review and analysis of various previous research results related to the impact of the Covid-19 pandemic on the world of education (Saputra, 2021).

Since the outbreak of the Covid-19 pandemic, public activities in various countries have been restricted. This situation has forced global citizens to stay at home to prevent the spread of the virus. To break the chain of transmission, the education sector has had to adapt by stopping face-to-face meetings and shifting entirely to online learning (Izzati et al., 2021).

The data analyzed in this study comprises a collection of findings from various studies on the implementation of online learning at all levels of education, from early childhood education to higher education. Data were obtained through a search of scientific journals relevant to the research topic. The search process was conducted using *Google Scholar* using the keywords "COVID-19 and education" (Saputra, 2021).

Distance learning was initially implemented as an emergency solution, but has since evolved into the primary system for teaching and learning. All previously face-to-face learning activities have been replaced by the use of technology as the primary means of academic activities.

Discussion through observation

a. Implementation of the *blended learning model*

Based on the results of interviews conducted by researchers at the Indonesian Language and Literature Education Study Program, Faculty of Teacher Training and Education, Muhammadiyah University of Tangerang, the *blended learning model* has been implemented

at Muhammadiyah University of Tangerang and is in accordance with the steps for implementing the *blended* learning model.

Then, the implementation of the *blended* learning model carried out by educators when studying at home or studying *online*, educators use learning applications, namely Google *Classroom* or Zoom to send materials, attendance, and assignments, as well as study groups, namely applications in the form of *WhatsApp* to communicate with students; and when the face-to-face learning schedule, educators re-explain the material that has been sent in Google *Classroom* and conduct discussions with students, so this is in accordance with one of the *blended learning* development models, namely *the flipped classroom*.

From the interview results, it was also found that in delivering material, educators explained the material to students more during offline learning compared to online learning. Educators also tried to increase students' interest in learning by always reminding them to study independently at home during *online* learning schedules and during face-to-face learning, educators re-explained the material that had been sent previously in Google *Classroom*, and gave students the opportunity to ask questions about the material that had been sent in Google *Classroom* that students did not understand, so that it had an impact on students' learning.

Therefore, they like the *blended* learning model because the *blended* learning model is a learning model that makes students more flexible in learning because it combines face-to-face learning and *online* learning that uses technology in the learning process.

b. Obstacles in online learning

Based on interviews, most respondents experienced fundamental obstacles in implementing online learning. The most frequently encountered issues were unstable internet connections and suboptimal service or support from lecturers. Internet network issues were the most common obstacle experienced by students (Hutauruk, 2020).

Furthermore, online learning still has several weaknesses that impact learning effectiveness. Students often struggle to understand material delivered virtually, interaction between lecturers and students is limited, and boredom can arise during *online* lectures. These obstacles contribute to a less-than-optimal learning experience, thus hindering the achievement of learning objectives.

Referring to these findings, it can be concluded that the obstacles students face in online learning are still very fundamental and require serious attention. Thorough preparation and more planned implementation are necessary for online learning to be more effective and support students' learning needs (Hutauruk, 2020).

c. How to overcome obstacles in online learning

To overcome these various obstacles, systematic efforts are needed from both students and educators. Improving internet access and network quality is a crucial step to ensure a smooth learning process. Furthermore, instructors can enrich the presentation of material, for example through learning videos, visual illustrations, or real-world examples, so that

students can more easily understand the content. Interaction also needs to be strengthened through discussions, question-and-answer forums, and synchronous activities that provide space for two-way communication. To reduce boredom, learning can be designed to be more interactive and engaging, such as using quizzes, project-based assignments, or collaborative activities that encourage active student involvement. Through these steps, online learning is expected to be more effective and able to meet students' learning needs.

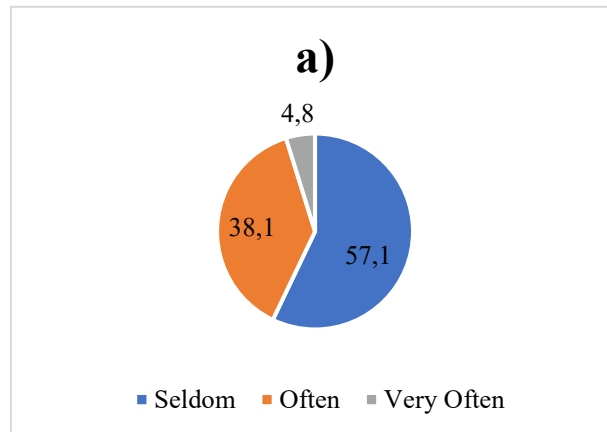


Figure 1 is the Percentage of Questions part a

Discussion through questionnaire

Based on research that has been conducted through the distribution of questionnaires in the form of *Google Forms* to find out the answers from students at the University of Muhammadiyah Tangerang, especially in the Indonesian Language and Literature Education study program regarding the implementation of *blended learning*, there are seven aspects that are the focus of the research, namely:

- During the lecture process, are there *online* teaching and learning activities ?
- How often are teaching and learning activities carried out *online* ?
- How often are teaching and learning activities carried out *offline* ?
- In your opinion, does *online* learning affect the comfort of learning?
- In *online* learning, do you feel more confident or more nervous when you have to present or discuss?
- In your opinion, does *offline* learning have more disadvantages or advantages?
- In your opinion, does *online* learning have more disadvantages or advantages?

The results of research that has been conducted regarding the effectiveness of the *blended learning* model in the digital era can be seen in the following pie chart.

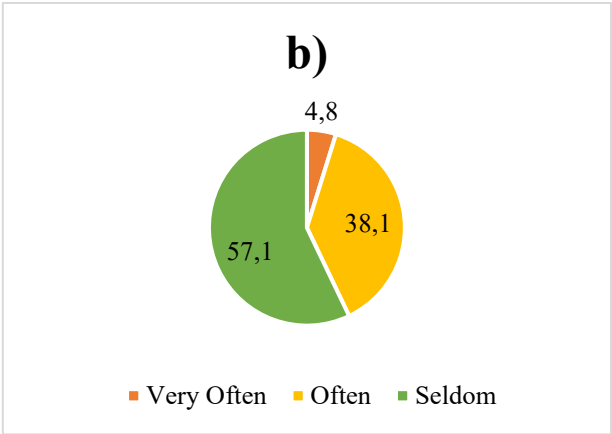


Figure 2 is a Percentage Questions part b

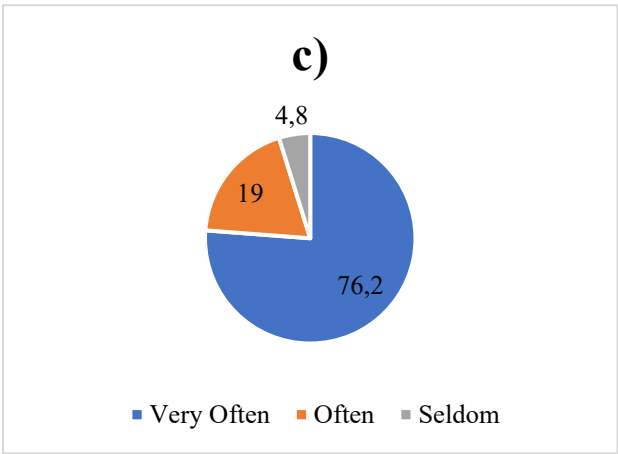


Figure 3 is the Percentage of Questions for part c

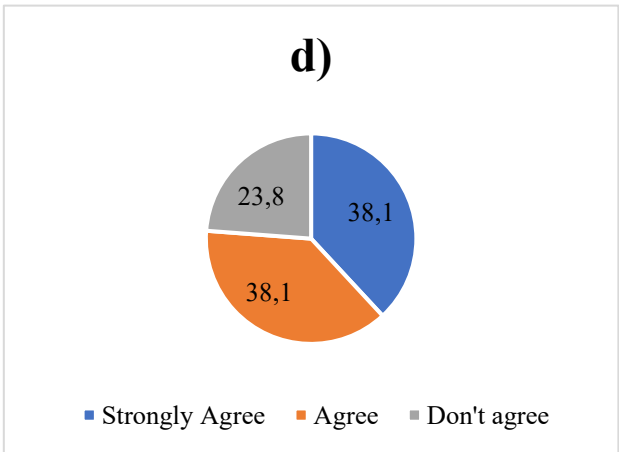


Figure 4 is the Percentage of Questions section d

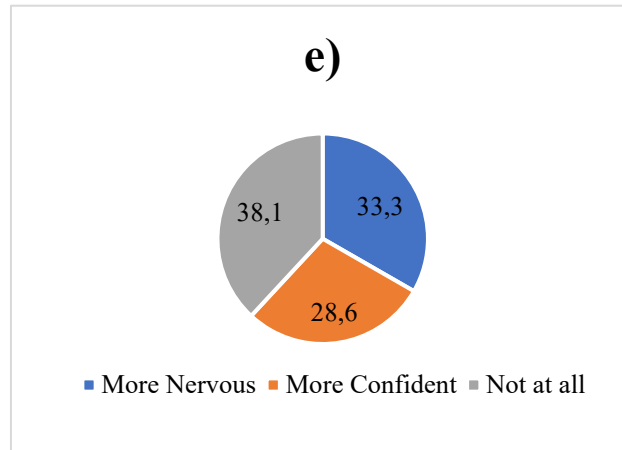


Figure 5 is a Percentage Questions part e

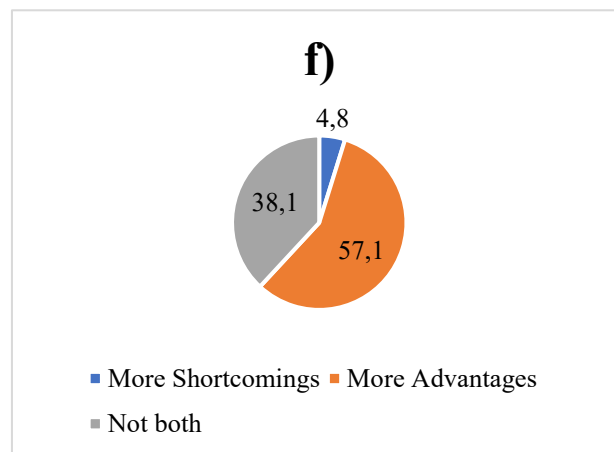


Figure 6 is the Percentage Question part f

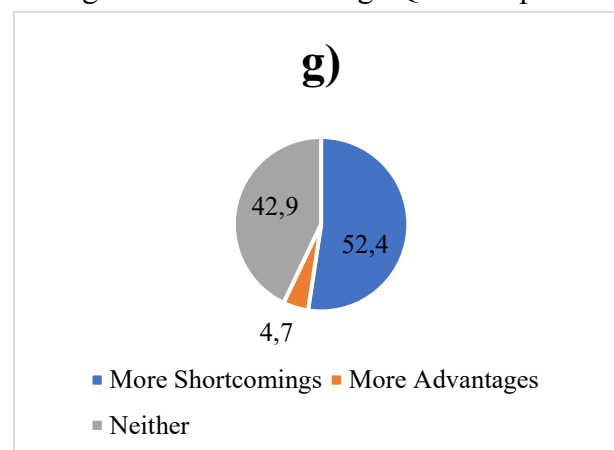


Figure 7 is the Percentage of Questions for section g

High Model Effectiveness (High Student Agreement)

In the educational process, particularly in teaching and learning, lecturers engage in numerous learning processes, including considering the use of learning models appropriate to the subject's characteristics. The choice of learning model impacts the quality and

outcomes of learning. A sound learning system requires development, improvement, and, of course, change over time.

As time goes by, technology becomes more sophisticated. With this technology, one implementation of internet use for learning is *e-learning*. *E-learning*, or *internet-enabled learning*, combines teaching methods and technology as a learning tool. The definition of *e-learning* is an effective learning process. *E-learning* facilitates the integration of digital material delivery with support and services for learning.

Furthermore, there is the term *hybrid learning* or often known as *blended learning*, which can be simply defined as a combination of face-to-face learning methods (in the classroom) with material provided online. *Blended learning* is not entirely done *online* to replace face-to-face learning in the classroom, but to complement and address material that has not been conveyed during learning when students study in the classroom. However, several research studies have found that *blended learning* can improve learning outcomes equal to or higher than students who study conventionally or completely *online*, although the level of success varies between disciplines (Bibi & Jati, 2015).

Increased Understanding

Inadequate or incomplete learning can cause students to struggle to understand the information provided by lecturers. A common obstacle today is achieving optimal knowledge competency. Furthermore, many students are passive in class, simply receiving lectures.

Therefore, one solution to address these issues is to implement *blended learning*. *Blended learning* is widely used by educators to facilitate the learning process. This model provides a more satisfying learning experience compared to conventional learning methods. In practice, this model reduces the need for direct classroom instruction. The goal is to enable students to become more active and independent learners. The advantages of this *blended learning* model include its ability to deliver material anywhere and at any time, its complementary *online* and *offline* modes, its effectiveness and efficiency, its increased accessibility, and its flexibility and flexibility.

It can be stated that *blended learning* significantly improves learning skills and achievement. The *blended learning* model refers to student-centered learning, enabling students to be more active and independent during the learning process. Furthermore, *blended learning* is also an innovation in traditional learning that utilizes technology for *both online* and *offline* learning. Based on this research, it can be concluded that the *blended learning* model can significantly improve learning outcomes by encouraging active learning (Hidayat et al., 2020).

Network Constraints

Based on the results of this study, it can be seen that online learning remains problematic and requires attention. These findings align with previous research showing that in the early stages of implementing *online* learning, the most common obstacle students experience is internet connection issues. This is particularly true for students living in remote areas, where

internet access tends to be unstable or even limited. As a result, students often experience obstacles in optimally participating in learning activities. Furthermore, slow network connections contribute to delays in assignment submissions and impact the overall smoothness of the learning process (Arif Widodo, 2020).

Lack of Self-Confidence (Offline)

Public speaking is a crucial skill that every individual should possess, especially those working in social fields such as teachers, lecturers, and students. This ability can be honed through various learning activities, such as class discussions, group work, and presentations. However, during online learning, these activities cannot be carried out optimally. This situation then triggers public speaking anxiety in some students (Rusman & Nasution, 2021).

Anxiety when performing in front of others is a common condition, especially among individuals with little experience or training. Feelings of inferiority, lack of self-confidence, fear of being the center of attention, fear of negative judgment, and even concerns about appearing unattractive or boring are the main triggers for this anxiety. In many cases, this anxiety is subjective and arises from individuals setting excessively high standards for themselves without adequate preparation. When these standards are not met, negative perceptions arise regarding the possibility of failure during the presentation (Rusman & Nasution, 2021).

Therefore, most students consider offline learning to be far more effective than online learning. They find it easier to understand the material because interactions take place in person, the classroom atmosphere is more conducive, and face-to-face communication is possible. Offline learning is also considered to help students focus better, become accustomed to socializing, and enjoy a more lively and enjoyable learning environment (Rahmatanti & Izzah, 2022).

Furthermore, the hands-on learning process provides students with greater opportunities to develop communication skills. This is evident through class discussions, group discussions, and individual presentations, which consistently hone public speaking skills (Rusman & Nasution, 2021).

Final Comparison

The results of the research in this article indicate that the *blended* learning model is very effective in increasing understanding and interest in learning. This article is supported by Azhar Azmi's research, which emphasizes that strategies in learning Indonesian must be designed in a more varied and interactive manner to suit what students need. This theory is in line with the results of this study, where this learning can be more interesting and easier to understand through a combination or *blended* learning model. In addition, Azhar Azmi's research emphasizes the role of educators in choosing learning strategies, meaning that the learning process takes place effectively. This also proves that the research in this article shows the application of *blended learning* by lecturers because it has facilitated students to understand the material well. Thus, the theory contained in Azhar Azmi's research provides a lot of conceptual support for the empirical results of this article's research. and both

complement each other in explaining the effectiveness of Indonesian language learning strategies in the digital era (Manurung, 2025).

4. Conclusions

The effects of the blended learning model at Muhammadiyah University of Tangerang, specifically on new students of the Indonesian Language and Literature Education study program, are very diverse, there are many obstacles faced and efforts to overcome these obstacles have been thoroughly discussed at the beginning of the discussion, Some of them prefer face-to-face learning because of the many advantages they get, but Some of them also like online learning because they feel more confident and dare to express something, when online learning they rely on zoom or google classroom to carry out joint discussions, and usually educators will review it again during the next face-to-face learning.

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