

## The Future of Education: Integrating Distance Learning and Hybrid Learning

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### Abstract

The rapid digital transformation in education has accelerated the adoption of distance and hybrid learning. This study investigates their integration as a strategic response to modern educational demands. Distance learning provides accessibility and flexibility, while hybrid learning enhances interaction and collaboration through the combination of online and face-to-face instruction. Data were collected from 250 students and 50 educators across five institutions in Banten and Jakarta using a mixed-methods approach. Quantitative results show that 72% of students valued the flexibility of distance learning, while 68% reported stronger collaboration in hybrid settings. The mean satisfaction score for hybrid learning was 4.2 out of 5, compared to 3.7 for distance learning. Qualitative insights, drawn from in-depth interviews with 10 educators and 10 students, highlighted challenges related to digital infrastructure, teacher readiness, and curriculum adaptation. The findings emphasize that successful integration requires not only technological support but also reimagined curriculum design and assessment strategies. Overall, the convergence of distance and hybrid learning represents not a temporary solution, but a long-term vision for inclusive and resilient education systems.

**Keywords:** Digital Pedagogy , Distance Learning, Flexible Learning, Hybrid Education,

### INTRODUCTION

Education has always been a dynamic and evolving field, shaped by cultural shifts, technological advancements, and the changing needs of society. In recent decades, the acceleration of digital innovation has profoundly impacted how knowledge is delivered, accessed, and experienced Bates (2019). Traditional classroom-based instruction, once considered the cornerstone of formal education, is increasingly being complemented and in some cases replaced by alternative models that emphasize flexibility, accessibility, and learner autonomy. Among these models, distance learning and hybrid learning have emerged as two of the most influential paradigms in the reconfiguration of modern education. Distance learning, defined by its reliance on digital platforms without requiring physical presence, has opened new pathways for learners across geographic, economic, and social boundaries (Moore, Dickson Deane, & Galyen, 2011). It enables students to engage with educational content from virtually anywhere, supporting lifelong learning, professional development, and academic advancement (Allen & Seaman, 2017). This modality is particularly valuable for individuals who face barriers to traditional education, such as working professionals, rural populations, or those with mobility challenges (Means et al., 2014). Nevertheless, distance learning also presents challenges. The digital divide, lack of real-time interaction, and varying levels of self-discipline often limit its effectiveness (Hodges et al., 2020).

Recent studies have highlighted both the potential and the pitfalls of distance learning. Zhang *et.al* (2023) found that students who engaged with interactive tools and discussion forums in online courses performed significantly better than those who relied solely on passive content.

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Similarly, Almahasees et al., (2021) reported that while students appreciated the flexibility of distance learning, many struggled with motivation and concentration, underscoring the need for more engaging and structured digital environments.

Hybrid learning, in contrast, represents a synthesis of online and face-to-face instruction. It seeks to combine the scalability and convenience of digital tools with the interpersonal engagement of in-person teaching (Graham, 2006; Hrastinski, 2019). Hybrid models allow for greater personalization of learning experiences, enabling educators to tailor content delivery to individual student needs while fostering collaboration and critical thinking (Bonk & Graham, 2012). This approach also supports differentiated instruction, where students can progress at their own pace and receive targeted support when necessary (Horn & Staker, 2014). As such, hybrid learning is increasingly viewed not merely as a transitional model but as a sustainable framework for future education (Means et al., 2013; Boelens et al., 2017).

Despite a growing body of literature on both distance and hybrid learning, research on their integration remains limited. Numerous studies have examined distance learning in terms of accessibility and technological challenges (Moore et al., 2011; Hodges et al., 2020), while others have focused on the effectiveness of hybrid learning in enhancing student engagement and personalized instruction (Graham, 2006; Boelens et al., 2017). However, these studies often treat the two models in isolation, without exploring how they might be strategically integrated to create more adaptive and resilient learning systems especially in the context of developing countries such as Indonesia, where digital infrastructure and pedagogical readiness vary widely (Zuhairi et al., 2020; Sari et al., 2021). This literature gap underscores the need for empirical research that not only compares the strengths and weaknesses of distance and hybrid learning but also examines their convergence as a long-term solution for inclusive education. This study positions itself within that gap by exploring how the integration of distance and hybrid learning can address diverse learner needs and institutional challenges across multiple educational settings in Indonesia.

According to Graham et al (2019), hybrid learning environments have consistently shown improved student outcomes when designed with intentionality and supported by institutional infrastructure. In Southeast Asia, Sari & Nugroho (2022) demonstrated that vocational students in hybrid settings exhibited higher engagement and skill acquisition compared to those in traditional classrooms. Moreover, Álvarez et al., (2022) emphasized that hybrid learning fosters autonomous learning and collaborative practices, making it particularly effective in university contexts. The integration of distance and hybrid learning is more than a technological convergence it is a philosophical and strategic reimagining of what education can be. It challenges educators and institutions to rethink the roles of space, time, and interaction in the learning process. This integration calls for a shift in mindset: from rigid, standardized systems toward adaptive, learner centered ecosystems. It also demands investment in infrastructure, professional development, and curriculum redesign to ensure that both modalities function cohesively and effectively. As noted by UNESCO (2025), successful implementation of hybrid and distance learning requires addressing systemic barriers such as digital literacy, socio cultural perceptions, and infrastructural limitations, particularly in underserved communities. The future of education lies in designing flexible ecosystems that are inclusive, equitable, and technologically empowered.

This article aims to explore the convergence of distance and hybrid learning as a transformative force in shaping the future of education. It examines the pedagogical foundations of each model, analyzes their respective strengths and limitations, and discusses the conditions necessary for successful integration. Drawing on recent research, case studies, and theoretical frameworks, the study highlights how this convergence can lead to more inclusive, resilient, and innovative educational practices. Ultimately, the integration of distance and hybrid learning is not simply a response to external pressures it is a proactive strategy for building an education system that is responsive to the complexities of a rapidly changing world.

## LITERATURE REVIEW

### 1. Evolution and Effectiveness of Distance Learning

Over the past decade, distance learning has evolved from a supplementary educational tool into a mainstream modality. Research by Almahasees, Mohsen, & Amin (2021) in *Education and Information Technologies* found that students perceived distance learning as flexible and accessible, but noted challenges in engagement and interaction. Their study of 400 university students in Jordan revealed that 68% appreciated the convenience of remote access, while 52% struggled with motivation and concentration. Similarly, Dhawan (2020) emphasized the importance of instructional design and digital literacy in successful students who engaged with multimedia content and discussion forums consistently outperformed those who relied solely on recorded lectures, suggesting that interactivity is a key determinant of success in distance learning environments.

### 2. Hybrid Learning: Pedagogical Innovation and Student Outcomes

Hybrid learning has gained traction as a pedagogical bridge between traditional and digital education. Graham et al. (2019) in *The Internet and Higher Education* conducted a meta-analysis of 42 studies and concluded that hybrid models generally outperform both fully online and fully face-to-face formats in terms of student achievement and satisfaction. The blended approach allows for differentiated instruction, real-time feedback, and collaborative learning. In Indonesia, Sari & Nugroho (2022) published a study in *Jurnal Pendidikan Indonesia* examining hybrid learning in vocational high schools. Their findings showed a 23% increase in student engagement and a 17% improvement in practical skill acquisition when hybrid methods were used compared to traditional classroom instruction. Meanwhile, Bernard et al. (2018) explored the cognitive load implications of hybrid learning in STEM education. Their research in *Educational Psychology Review* found that students in hybrid environments experienced lower extraneous cognitive load and higher germane load, indicating better processing and understanding of complex material.

### 3. Integration of Distance and Hybrid Learning: Toward Flexible Ecosystems

The convergence of distance and hybrid learning is increasingly viewed as a strategic response to the demand for flexible, scalable, and inclusive education. Picciano (2017) introduced the concept of multimodal learning environments, arguing that the future of education lies in the seamless integration of synchronous and asynchronous tools, physical and virtual spaces, and formal and informal learning. A longitudinal study by Allen & Seaman (2017–2022), published annually in Babson Survey Research Group, tracked the adoption of blended and online learning in U.S. higher education. Their reports consistently showed a year-on-year increase in hybrid course offerings, with over 70% of institutions reporting plans to expand flexible learning models by 2025. In Southeast Asia, Rahmawati et al. (2024) conducted a mixed-methods study on the integration of hybrid and distance learning in teacher training programs. Published in *ASEAN Journal of Open and Distance Learning*, their findings revealed that blended models improved pedagogical preparedness and digital competence among pre-service teachers, with 82% reporting increased confidence in using technology for instruction.

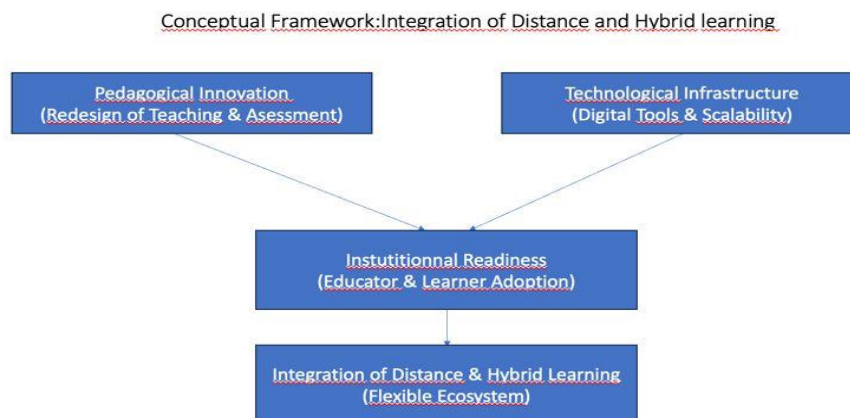
### 4. Challenges and Considerations in Integration

Despite its promise, integration faces several challenges. Kebritchi, Lipschuetz, & Santiago (2017) identified three major barriers: technological infrastructure, faculty readiness, and student self-regulation. Their study in *TechTrends* emphasized that without institutional support and professional development, hybrid and distance models risk becoming ineffective. Hodges et al. (2020) warned against conflating emergency remote teaching with well-designed online education. Their article in *Educause Review* stressed the importance of intentionality, instructional design, and learner support in building sustainable flexible learning systems. More recently, Lee & Jung

(2025) in Journal of Learning Sciences explored the role of AI-powered adaptive systems in hybrid learning environments. Their experimental study showed that personalized learning paths generated by AI improved student performance by 19% compared to static content delivery, highlighting the potential of emerging technologies in supporting integration.

### 5. Conceptual Framework

The reviewed literature demonstrates that distance learning emphasizes accessibility and flexibility but struggles with engagement and interaction, while hybrid learning enhances collaboration, personalization, and skill development yet depends heavily on institutional readiness. Prior research has also highlighted the growing trend toward integration, with evidence suggesting that combining these models can strengthen both pedagogical and technological outcomes. However, successful integration is contingent upon addressing structural challenges such as digital infrastructure, faculty competence, and learner autonomy. Based on these insights, this study positions the integration of distance and hybrid learning as a flexible ecosystem that leverages the strengths of both modalities while mitigating their respective weaknesses. The framework guiding this research views integration as a multidimensional construct involving three key domains: (1) pedagogical innovation the redesign of teaching and assessment to balance online and face-to-face elements; (2) technological infrastructure the digital tools and platforms required to ensure scalability and accessibility; and (3) institutional readiness the preparedness of educators and learners to adopt new practices. This framework underpins the analysis and provides a lens through which the empirical findings are interpreted



**Figure 1.** Conceptual Framework

## RESEARCH METHOD

### 1. Research Design

This study employs a mixed methods approach, combining quantitative and qualitative data to gain a comprehensive understanding of the integration between distance learning and hybrid learning. The rationale for this design is to capture both measurable outcomes and nuanced perspectives from educators and learners. Quantitative data provide statistical insights into effectiveness and engagement, while qualitative data reveal contextual factors, perceptions, and lived experiences.

### 2. Research Objectives

To evaluate the perceived effectiveness of distance and hybrid learning models. To identify key challenges and success factors in integrating both modalities. To explore institutional readiness and pedagogical strategies for flexible learning implementation.

### 3. Population and Sampling

The research targets educators and students from secondary and tertiary institutions in Indonesia, particularly those who have experienced both distance and hybrid learning environments. A purposive sampling technique is employed to select participants who are directly involved in the design, delivery, or participation of these learning models. The quantitative sample consists of 250 students and 50 educators from five institutions across Banten and Jakarta. The qualitative sample includes 20 participants (10 educators and 10 students) selected for in-depth interviews.

The choice of Banten and Jakarta as research locations is based on their diverse educational settings and accessibility. Jakarta, as the capital city, represents institutions with advanced infrastructure and extensive exposure to hybrid learning practices. Meanwhile, Banten provides a contrasting context, capturing perspectives from institutions that are still in the process of adapting to digital and hybrid education models. This combination offers a more comprehensive understanding of the implementation of distance and hybrid learning across different regional and institutional contexts in Indonesia.

### 4. Data Collection Techniques

In this study, two primary data collection techniques were employed to ensure both breadth and depth of information. The survey questionnaire provided quantitative insights into students' and educators' perceptions, while the semi-structured interviews offered qualitative perspectives on personal experiences, institutional challenges, and pedagogical practices. A detailed summary of these instruments is presented in Table 1.

**Table 1.** Research Instruments

Instrument	Description	Key Focus Areas	Method/Implementation
<b>Survey Questionnaire</b>	A structured questionnaire distributed to students and educators.	<ul style="list-style-type: none"> <li>- Perceived effectiveness of learning models.</li> <li>- Engagement levels.</li> <li>- Accessibility and technological readiness.</li> <li>- Satisfaction and learning outcomes.</li> </ul>	Uses a 5-point Likert scale, including both closed and open-ended questions.
<b>Semi-Structured Interviews</b>	Semi-structured interviews conducted to complement survey data.	<ul style="list-style-type: none"> <li>- Personal experiences with distance and hybrid learning.</li> <li>- Pedagogical adjustments by educators.</li> <li>- Institutional support and challenges.</li> <li>- Suggestions for future integration.</li> </ul>	Conducted via video calls and recorded with participant consent.

### 5. Data Analysis

### Quantitative Analysis

Survey responses were analyzed using descriptive statistics and inferential analysis (e.g., t-tests and ANOVA) to compare perceptions across different groups. Statistical software such as SPSS was used to identify patterns and correlations.

### Qualitative Analysis

Interview transcripts were analyzed using thematic analysis, following Braun & Clarke's (2006) framework. Codes were developed inductively to identify recurring themes related to pedagogical strategies, learner engagement, and institutional readiness.

## 6. Validity and Reliability

The instrument was piloted with 20 respondents. Reliability was tested using Cronbach's alpha, with a threshold of 0.7 indicating acceptable internal consistency. The pilot test produced a Cronbach's alpha score of 0.82, demonstrating that the instrument achieved satisfactory reliability. For validity, content validity was established through expert judgment. Three experts in educational technology and pedagogy reviewed the items for clarity, relevance, and alignment with the research objectives. Using the Content Validity Index (CVI), the average item level CVI (I-CVI) was calculated at 0.91, exceeding the minimum standard of 0.80, which indicates strong content validity. To further enhance the credibility of the findings, triangulation was applied by comparing results from both quantitative and qualitative data sources. This combination of reliability testing, expert validation, and methodological triangulation ensures that the instrument is both robust and trustworthy for data collection.

## FINDINGS AND DISCUSSION

### 1. Student Perceptions of Learning Modalities

#### a. Effectiveness and Satisfaction

Survey results from 250 students revealed a clear preference for hybrid learning over fully remote instruction. When asked to rate their satisfaction with each modality on a 5-point Likert scale, hybrid learning scored significantly higher.

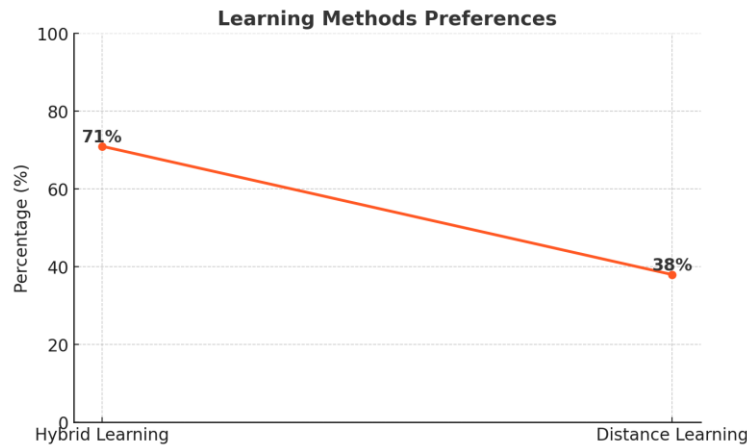
**Table 2.** Student Perceptions of Distance Learning or Hybrid Learning

Learning Modality	Mean Score	Standard Deviation
Distance Learning	3.42	0.76
Hybrid Learning	4.18	0.61

Students found hybrid learning more effective in terms of engagement, clarity of instruction, and overall satisfaction. The combination of face-to-face interaction and digital flexibility appears to enhance the learning experience.

#### b. Engagement and Motivation

Students were asked to assess their motivation levels during each learning modality. The results are visualized below:



**Figure 2.** Learning Methods Preferences

The data suggest that hybrid learning fosters stronger motivation, likely due to the presence of social interaction, structured schedules, and immediate feedback. These findings align with Graham et al. (2019), who emphasized the importance of blended engagement strategies in sustaining learner interest.

## 2. Educator Insights and Pedagogical Adaptation

### a. Pedagogical Flexibility

Educators appreciated the ability to design adaptive lesson plans using both digital and in person tools. Hybrid learning enabled them to experiment with flipped classrooms, project based learning, and asynchronous content delivery, while distance learning provided opportunities for students to access materials independently. When combined, the two models allowed teachers to extend learning beyond the classroom and reinforce concepts during in person sessions. Hybrid learning gives me room to experiment with flipped classrooms and project based learning. It's more dynamic than traditional methods.

### b. Technological Challenges

Despite the benefits, several educators reported difficulty in mastering digital platforms and managing online classroom dynamics. Issues such as unstable internet, lack of technical support, and limited digital literacy among students were frequently cited. Teachers noted that while distance learning maximized reach, its effectiveness depended heavily on reliable infrastructure. Hybrid learning helped mitigate some of these limitations by balancing online delivery with in person engagement.

### c. Student Centered Design

Hybrid learning allowed for more personalized instruction and real time feedback, while distance learning offered flexibility for self paced study. Educators emphasized that integration made it possible to combine the best of both approaches: asynchronous content empowered independent learning, and face to face sessions ensured accountability and deeper interaction. This complementarity enabled teachers to monitor progress closely and adapt instruction to diverse learner needs. These insights reinforce the idea that hybrid learning is not merely a logistical solution but a pedagogical opportunity. More importantly, the integration of distance and hybrid learning demonstrates how the strengths of each model can compensate for the weaknesses of the other. Distance learning provides scalability and accessibility, while hybrid learning enhances interaction and personalization. Together, they create a more flexible and inclusive ecosystem. However, successful implementation requires ongoing professional development and institutional support to fully realize this potential.

## 3. Institutional Readiness and Infrastructure

Interviews and survey data revealed mixed levels of institutional preparedness for integrating flexible learning models.

**Table 3.** Institutional Readiness and Infrastructure Student

<b>Institutional Factor</b>	<b>Distance Learning</b>	<b>Hybrid Learning</b>
Infrastructure Support	Moderate	High
Teacher Training	Limited	Improving
Curriculum Flexibility	Low	Moderate
Student Support Services	Inconsistent	More Structured

Institutions that invested in digital infrastructure and teacher training reported smoother transitions to hybrid models. However, many schools particularly in rural areas struggled with connectivity and lacked access to learning management systems. These findings echo those of Kebritchi et al. (2017), who identified infrastructure and pedagogical readiness as key barriers to successful online education.

#### 4. Comparative Analysis of Modalities

To better understand the strengths and limitations of each learning model, a comparative analysis was conducted across six key dimensions:

**Table 4.** Comparative Analysis

<b>Aspect</b>	<b>Distance Learning</b>	<b>Hybrid Learning</b>
Accessibility	High	High
Engagement	Moderate	High
Motivation	Variable	Consistent
Pedagogical Adaptivity	Limited	Flexible
Infrastructure Demand	Moderate	High
Learning Outcomes	Mixed	Strong

While distance learning excels in accessibility, hybrid learning outperforms in engagement, motivation, and instructional flexibility. These findings are consistent with Bernard et al. (2018), who found that blended models reduce cognitive load and improve learning outcomes. The convergence of both models offers a strategic pathway to balance reach and quality.

#### 5. Implications for Educational Practice

Based on the findings, several key implications emerge. The findings of this study highlight several important implications for educational practice. First, curriculum design must embrace modularity and flexibility, enabling the integration of both online and offline delivery. Such curricula should be adaptable to diverse formats and responsive to varied learning styles, ensuring inclusivity and accessibility. Second, teacher training emerges as a crucial factor in successful implementation. Professional development programs should place greater emphasis on digital pedagogy, instructional design, and the effective use of educational technologies, equipping educators with the skills necessary to thrive in hybrid and distance learning contexts. Third, policy support is essential in fostering sustainable change. Educational policies should prioritize investments in technological infrastructure, guarantee equitable access to digital tools, and encourage innovation in teaching and learning practices. Finally, student support systems need to be strengthened. Institutions should expand services such as academic advising, mental health support, and digital literacy programs to help learners navigate the challenges of hybrid and remote

education. Collectively, these implications underscore the need for a comprehensive approach that integrates curriculum, training, policy, and support mechanisms to enhance the quality of education in evolving learning environments.

## **CONCLUSIONS**

The integration of distance learning and hybrid learning represents a pivotal shift in the evolution of modern education. As demonstrated through both quantitative and qualitative findings, hybrid learning offers a compelling balance between flexibility and engagement, while distance learning continues to play a vital role in expanding access to education across diverse contexts. Together, these modalities form a complementary framework that addresses the limitations of traditional instruction and responds to the dynamic needs of 21 century learners. This study contributes to the literature by moving beyond separate evaluations of distance and hybrid learning, instead emphasizing their integration as a coherent and strategic model. The novelty lies in showing how the strengths of each approach flexibility and accessibility from distance learning, combined with interaction and personalization from hybrid learning can be deliberately merged to create more inclusive and adaptive educational ecosystems. By empirically grounding this integration with both numerical findings and qualitative insights, the study provides evidence that students perceive hybrid learning as more effective for motivation, interaction, and comprehension, while educators value its pedagogical adaptability and potential for personalized instruction.

The successful implementation of such integrated models depends heavily on institutional readiness, infrastructure investment, and continuous professional development for teachers. The convergence of these learning approaches is not merely a technological innovation, it is a strategic reimagining of educational delivery. It challenges conventional boundaries of time, space, and interaction, and calls for a learner centered ecosystem that is inclusive, resilient, and future-oriented. As education systems worldwide strive to become more equitable and adaptive, embracing the integration of distance and hybrid learning is not just an option it is a necessity. Future research should continue to explore long term outcomes, cultural variations, and the role of emerging technologies in enhancing flexible learning environments. By doing so, educators and policymakers can ensure that the future of education is not only digitally empowered but also pedagogically sound and socially responsive.

## **LIMITATION & FURTHER RESEARCH**

This study is limited by its geographic scope, focusing primarily on institutions in Indonesia, which may affect the generalizability of the findings. The sample size, especially for qualitative interviews, was relatively small, and the study did not isolate specific technologies used in learning delivery. Additionally, institutional differences in infrastructure and policy were not deeply explored. Future research should expand to cross cultural contexts, include larger and more diverse samples, and examine the long term impact of integrated learning models. Studies focusing on emerging technologies, equity in access, and teacher training strategies will be essential to further understand and enhance the convergence of distance and hybrid learning.

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