

EFL Teachers' Perceptions in LMS-Mediated Blended Classrooms: Insights from a Non-Formal Junior High School

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Abstract

This research aims to explore English as Foreign Language (EFL) teachers' perception of synchronous activities, both web-assisted and face-to-face, within Learning Management System (LMS)-facilitated blended classrooms. This study examined the advantages and disadvantages of the different modes of synchronous activities from the teachers' point of view. A qualitative case study was used in this study, focusing on a non-formal junior high school in Indonesia which implemented a blended learning post Covid era. The data was collected through semi-structured interviews. The findings reveal that web-assisted sessions offer flexibility, accessibility, and inclusivity, fostering student independence and confidence. However, they also present challenges related to classroom management, technical issues, and limited teacher control over student engagement. Conversely, face-to-face sessions provide a more controlled learning environment and allow for immediate feedback, yet some students become overly reliant on teacher guidance and neglect independent learning via the LMS. This research contributes new perspectives to blended learning, particularly by highlighting the unique implementation and pedagogical challenges in a non-formal junior high school setting following the Covid-19 pandemic.

Key Words: teacher agency, instructional modality, digital pedagogy, learning independence, post-pandemic education

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi persepsi guru Bahasa Inggris sebagai bahasa asing (EFL) terhadap aktivitas pembelajaran sinkron, baik berbasis web maupun tatap muka, dalam kelas campuran yang difasilitasi oleh sistem manajemen pembelajaran (LMS). Studi ini menelaah kelebihan dan kekurangan dari masing-masing mode pembelajaran sinkron dari sudut pandang guru. Penelitian ini menggunakan pendekatan studi kasus kualitatif yang berfokus pada sebuah sekolah menengah pertama non formal di Indonesia yang menerapkan pembelajaran campuran setelah masa pandemi Covid-19. Data dikumpulkan melalui wawancara semi-terstruktur. Hasil penelitian menunjukkan bahwa sesi berbasis web menawarkan fleksibilitas, aksesibilitas, dan inklusivitas yang mendorong kemandirian dan kepercayaan diri siswa. Namun, sesi ini juga menghadirkan tantangan dalam pengelolaan kelas, kendala teknis, serta keterbatasan kontrol guru terhadap keterlibatan siswa. Sebaliknya, sesi tatap muka memberikan lingkungan belajar yang lebih terkontrol dan memungkinkan umpan balik langsung, namun beberapa siswa menjadi terlalu bergantung pada arahan guru dan mengabaikan pembelajaran mandiri melalui LMS. Penelitian ini memberikan perspektif baru terhadap pembelajaran campuran, khususnya dengan menyoroti tantangan implementasi dan pedagogis yang unik di lingkungan sekolah menengah pertama nonformal setelah pandemi Covid-19.

Kata Kunci: peran guru, bentuk pembelajaran, pedagogi digital, kemandirian belajar, pendidikan pasca pandemi

INTRODUCTION

Despite the positive impact, the use of technology was not widely applied in learning until the global restriction of face to face learning in 2020. With the urgency of minimizing the impact Covid-19, the education sector needed to move towards online learning without a pre-existing plan and thus there had been challenges in monitoring and changing the students' learning behaviors (Chang & Fang, 2020).

In Indonesia, the sudden implementation of online learning revealed deeper systemic issues. Studies have documented some adversities related to technology infrastructures, the readiness of teachers and students, and the intensification of social inequalities due to the digital divide (Hidayah, 2022; Rahmawati & Sujono, 2021). These challenges highlighted the urgent need for a more structured and inclusive digital learning environment.

Some studies also highlighted the importance of course management, technology and technical support availability, trained stakeholders, and assessment adaptation (Chen et al., 2020; Pandit & Agrawal, 2022; Rapanta et al., 2020). The improvement in online learning has resulted in positive outcome and attitude toward this mode of learning in recent research. Based on a qualitative study conducted by (Lo, 2023), the in-service higher-education ESL teachers in Hong Kong perceived online education during COVID-19 gave more access to the students.

As restrictions eased, many institutions transitioned to blended learning, combining asynchronous and synchronous modalities. While blended learning has been widely studied in higher education contexts (Ashraf et al., 2021; Ramalingam et al., 2022; Zhou et al., 2023), its

implementation in non-formal secondary education remains underexplored. Most existing research focuses on formal institutions or emergency remote teaching, leaving a gap in understanding how planned blended models function in alternative educational settings.

To address this gap, the present study investigates EFL teachers' perceptions of synchronous learning—both web-assisted and face-to-face—within LMS-mediated blended classrooms in a non-formal junior high school in Indonesia. The novelty of this research lies in two aspects including contextual focus and modality comparison. Unlike most studies centered on formal schools or universities, this study examines a non-formal educational institution that continues to implement blended learning post-pandemic. It also contrasts teacher experiences in two synchronous formats—web-assisted and face-to-face—within the same LMS framework. By exploring these dimensions, the study contributes to the broader discourse on blended learning by offering practical and context-specific insights that can inform policy, teacher training, and LMS design in diverse educational environments.

In contrast to fully online learning, which significantly relies on students' ability and self-regulation, blended learning gives access for students to get guidance in their learning and allows them to interact with their peers regularly. Thus, it helps students in improving their learning outcomes. Recent empirical studies prove that utilizing blended learning in EFL context can boost students' language skills (Dewi Isda, 2021; Id et al., 2021; Muthmainnah, 2022).

Another key advantage of blended learning is its flexibility. The blended learning framework enables learners to access educational resources at their own pace, providing them with the flexibility to

learn both within and outside the classroom (Bezliudna et al., 2021). Moreover, the effectiveness of blended learning is further supported by empirical evidence. Rabbi et al. (2024) highlighted significant improvements in students' English language competencies through a blended approach tailored for specific language purposes. The study demonstrated that integrating online tools and traditional instruction leads to a more student-centered learning experience, augmenting both academic performance and student satisfaction.

It is also in line with study conducted by Ashraf et al. (2021) which noted that the transition during the COVID-19 pandemic highlighted the need for more comprehensive training for teachers in designing blended courses. Such professional development is essential for educators to effectively merge online and face-to-face learning environments, thereby enhancing instructional delivery and student comprehension.

With the positive impact of blended learning, more institutions acknowledge and utilize this method. A study to examine learner readiness and satisfaction with blended learning systems in India's post-vaccine classrooms revealed a significant positive correlation between learners' satisfaction and both online and blended learning (Qamar et al., 2024). As blended learning has brought positive light and innovation in the learning, it is essential to examine how blended learning is implemented.

Based on a systematic review conducted by Ramalingam et al. (2022), there are four main strategies used in blended learning including collaborative-based instruction, learning management system, social media applications, and technology-based instruction with most studies focusing on the latest. At the

beginning of the pandemic in Indonesia, social media platforms such as Whats App were used for communicating with students and sharing learning material as well as giving assessments. Google classroom is also utilized to compile learning material, assess students, and hold a more structured discussion. Then, some schools also started to explore learning management systems (LMS) so they can use one application to create and deliver content, monitor student participation, and assess student performance.

Despite growing research on blended learning, the majority of the studies conducted related to LMS discuss the various perceptions and uses of LMS to support digital teaching and learning such as study by Khatser & Khatser (2022) exploring the use of two different LMS. Thus, critical gaps remain in understanding teachers' experiences in LMS-facilitated environments. First, while studies like Howard et al. (2021) examined teachers' emergency transitions to online instruction during COVID-19, they focused on fully remote contexts, neglecting planned BL models where asynchronous and synchronous modes are intentionally integrated. Second, Moorhouse & Wong (2022) highlighted strategies for blending asynchronous and synchronous tools but did not compare teachers' perceptions of LMS-embedded web-assisted sessions versus F2F classrooms. Third, Raes et al. (2020) identified a lack of qualitative research on synchronous hybrid learning, particularly in non-formal education settings where LMS adoption may differ from formal institutions. Thus, to bridge the gap in the literature, this study focusses on the implementation of blended learning, particularly in the context that combines asynchronous activities and synchronous sessions (web-assisted or face-to-face).

One of the non-formal education institutions in Indonesia which covers the education from kindergarten to senior high school still implements blended learning and the use of learning management system (LMS) after the pandemic. The organization incorporates asynchronous and synchronous activities in their education process by using a LMS developed by the institution. Students get the structure of the learning journey in LMS including the learning material, LIVE session link and schedule, recording of LIVE sessions, and assessments. The students can also check their learning progress, feedback, and score. During the COVID pandemic, LIVE sessions done synchronously were facilitated with the video conferencing platform, Zoom. In the middle of 2022, when face to face learning returns, the institution gave options for students who prefer offline classes to attend regular face-to-face sessions namely Tatap Muka Rutin (TMR). Thus, students can choose based on their needs, preferences, and situation. They can take full online classes, namely Daring (DR) programs with web-assisted synchronous sessions or TMR classes with face-to-face synchronous sessions. So, all students have the same asynchronous activities and assessment in their LMS, but students are given the option to choose between web-assisted or face-to-face synchronous sessions. These different modes of learning are an intriguing area to explore, particularly focusing on teachers who have the responsibility to accommodate students' learning journey and ensure that students can achieve the learning objectives. Therefore, this study aims to explore: 1) the perceived advantages and disadvantages of web-assisted synchronous sessions in LMS-mediated blended classrooms 2) the perceived advantages and disadvantages of

face-to-face synchronous sessions in LMS-mediated blended classrooms.

RESEARCH METHODOLOGY

The research aims to explore web-assisted and face-to-face synchronous activities in LMS-facilitated blended classrooms. This study particularly examines teachers' perceptions of the advantages and disadvantages of the different modes of synchronous activities. A qualitative case study is employed as a research methodology to answer the research questions and understand teachers' perceptions of the nature of teaching and learning in the targeted institution. As explained by Yin (2014) case study design is used to do in depth investigation regarding a contemporary phenomenon or also known "as the case" within its real-world context. The case study also includes a detailed examination within one setting (Bogdan & Biklen, 2007) in which is the non-formal educational institution, particularly at junior high school level. Given the nature of the research interest, the target institution is chosen for its continuous use of the blended learning approach and LMS while also offering web-assisted and face-to-face learning in synchronous activities during and after the pandemic.

The participants of this research are English teachers teaching junior high school level. Since the focus of this study is to examine how the teachers perceive the implementation of blended learning in LMS facilitated classrooms, a purposive sampling technique is used in choosing the participants. Purposive sampling chooses the participants based on certain criteria in the specific case (Punch, 2009). The technique allows researchers to select the potential research participants with relevant characteristics, roles, opinions, knowledge, ideas or experiences for the research chosen

in this study (Gibson & Brown, 2009). Thus, thorough and relevant data can be gathered in this study.

Due to the specific context of this study, only three participants were selected. This decision was based on the fact that the target institution employs only three English teachers at the junior high school level. Therefore, the sample represents the entire population of relevant teaching staff within the institution. This comprehensive inclusion ensures that the data collected reflects the full range of perspectives available in the setting, aligning with the

principles of purposive sampling in qualitative research, which prioritizes relevance and depth over quantity.

Before contacting the participants, correspondence was done with the head of the program as the gatekeeper. After sending the research proposal and getting permission from the target institution, the participants were contacted and informed about the research. The participants are willing to participate voluntarily in this research. The table 1 shows the participants' profiles, which will aid in understanding them.

Table 1: Participants' General Information

| Participants | Gender | Educational Background | Teaching Experience before Joining the Institution | Teaching Experience in the Institution |
|--------------------|--------|---|---|--|
| Participant 1 (P1) | Male | Bachelor Degree in English Education | Since 2016 in semi-private language course | 2.5 years |
| Participant 2 (P2) | Female | Bachelor Degree in English Linguistic | Since 1995 in language courses | 1.5 years |
| Participant 3 (P3) | Female | Bachelor and Master Degree in English Education | 4 months in state senior high school 1 year in elementary school | 5 months |

Semi-structured interviews were conducted to gain more in-depth perceptions of teachers, particularly related to advantages and disadvantages. The interviews were conducted online and offline based on participants' preference and availability, with each interview lasting approximately one hour. The research mainly focuses on interviews because people's knowledge, views, understandings, interpretation, language, experiences, interactions and perceptions are meaningful properties of social reality that the research questions are designed to explore (Mason, 2017). The interview is

mainly designed as semi-structured to be more flexible, with a set of main questions only (Cohen et al., 2018).

The data collected during the interview were analyzed by using thematic analysis. In analyzing the interview data, the thematic analysis procedures proposed by Braun & Clarke (2013) were used. The procedures involve transcription, coding across the entire dataset, searching for themes, reviewing themes, defining and naming themes, and writing. Manual coding was employed in the thematic analysis of interview data to ensure a deep, context-sensitive understanding of

teachers' perceptions. Given the qualitative nature of this study and the relatively small number of participants, manual coding allowed the researchers to engage closely with the data, preserving the nuances of each teacher's experience. This approach aligns with Braun & Clarke's (2013) recommendation that manual coding is particularly effective in exploratory studies where the researcher's interpretive engagement is central to theme development. Furthermore, manual coding facilitated iterative reflection and refinement of emerging themes, which is essential in case study research that seeks to capture complex, real-world phenomena in depth.

FINDINGS AND DISCUSSION

This study aims to find out teachers' perception related to the advantages and disadvantages of web-assisted and face-to-face synchronous sessions as the option of learning that can be chosen by the students.

Web-Assisted Synchronous Sessions in LMS Mediated Blended Classroom

Based on the thematic analysis of the interview script, there are six themes and 19 subthemes emerged to address the research objective related to web-assisted synchronous sessions as portrayed in Figure 1.

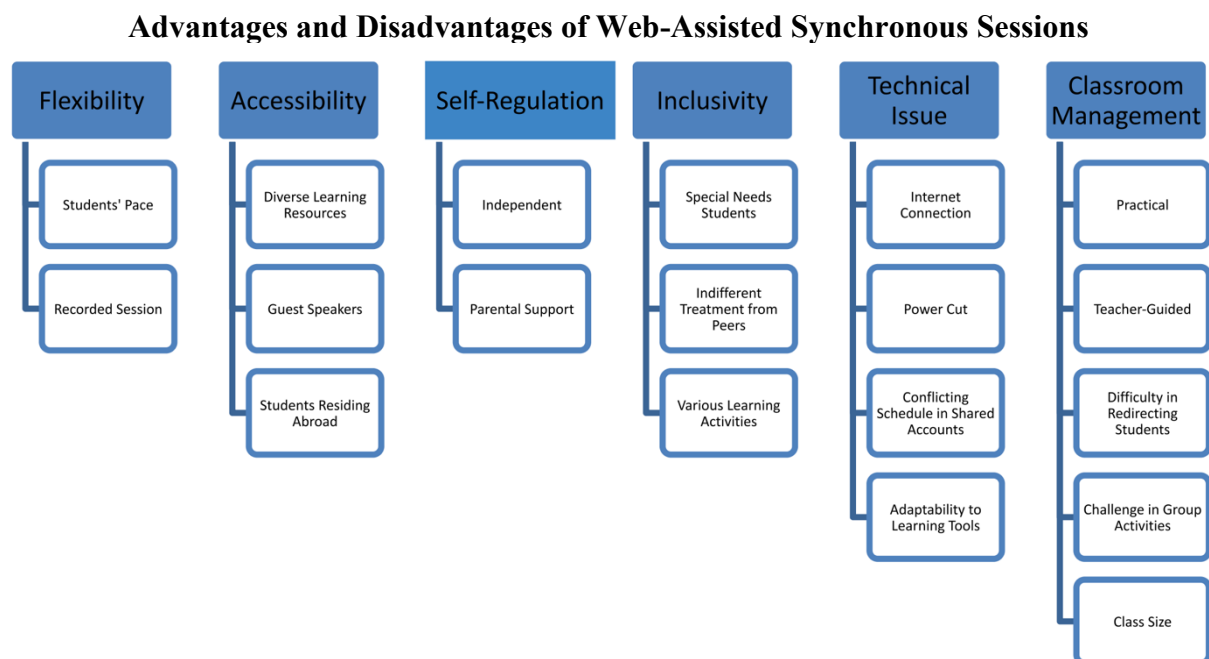


Figure 1: Thematic analysis of web-assisted synchronous sessions

Based on the study findings, three themes namely flexibility, accessibility, and inclusivity are associated with the advantages of web-assisted synchronous sessions. In contrast, the technical issue theme highlights the drawback of the mode.

The themes self-regulation and classroom management cover both advantages and disadvantages of the mode.

Advantages of Web-Assisted Synchronous Sessions in LMS Mediated Blended Classroom

Web-assisted classrooms offer unparalleled flexibility for both students and teachers. For example, participants can join Zoom classes from anywhere at any time, whether they are training outside or at another location (P1). This flexibility ensures that learning can continue without being restricted by physical location, which is especially beneficial for students who may have other commitments or need to access lessons remotely. Additionally, having recorded sessions available means students can revisit the material at their convenience, reinforcing their understanding and catching up on missed content (P2). This perspective is in agreement with the study carried out by Bezliudna et al. (2021) which found out that blended learning offers flexibility as it enables learners to access educational resources at their own pace. The flexibility offered by blended learning not only allow students learn at their own pace due to their way of learning but also allow them to adjust their learning based on their schedule or interest.

Moreover, web-assisted classrooms increase access to diverse resources, guest speakers and students' interaction. P1 believes that inviting guest speakers from distant locations becomes feasible without the constraints of travel and logistics. Moreover, students who are from different islands in Indonesia can interact in the Zoom session. The following is the excerpt from participants interview:

"In the web-based setting, we often invite guest speakers from distant locations. If they had to come in person, there would be challenges related to distance and other constraints. But thanks to blended learning, we can explore so much, like learning together with this activist or that activist in such sessions. Additionally, in blended

learning during Zoom sessions, students get to meet peers from different places, like Jakarta, Makassar, and elsewhere." [P1].

This broadens the learning experience by exposing students to a wider range of expertise and perspectives. This finding is in line with the previous study conducted by Lo (2023) where the in-service teachers believe that blended learning gives more access to the students.

Another significant benefit of web-assisted classrooms is inclusivity. With web-assisted synchronous sessions, the students who have special needs can follow the session with some assistance. They can participate without being singled out or feeling different because the other students who join the LIVE session may not be aware of that. P3 describes her opinion as follows:

"And then, for children who are not accepted in regular schools because we also have inclusive classes, the inclusive children don't stand out. They receive the same treatment as other students. Others wouldn't know, right? Other students don't realize whether they have special needs." [P3].

Web-assisted sessions ensure that all students receive the same treatment and opportunities, promoting an inclusive learning environment. This setup helps to reduce the stigma associated with disabilities and special needs, as other students are less likely to notice or differentiate students with special needs. This supports findings by Rapanta et al., (2020), who emphasized that digital platforms can reduce stigma and promote equitable participation when designed thoughtfully.

In terms of self-regulation, participants have different opinions. While P3 argues that web-assisted sessions are more practical P1 believes more students do not have self-regulation yet. P2 comes with an intriguing point of view talking about parents' involvement. In terms of the advantages, P3 believes that students who take web-assisted learning are more independent as they attend the sessions on time and are aware of the schedules. She explains:

"The advantage is that the children definitely become more independent, mostly independent, at least among the English language learners—though I'm not sure about others. They also know their schedules well and are rarely late unless there's a schedule conflict. But for regular online students, they almost never arrive late." [P3].

The teacher believes that students are more self-regulated because they need to be aware of their schedule and learn how to manage their time well so they can optimize their learning process. An empirical study by Rabbi et al. (2024) also highlighted that blended learning leads to a more student-centered learning experience which can improve both academic performance and student satisfaction. When the students can take charge of their own learning, it gives them sense of responsibility and at the same way give them more satisfaction when they get the intended outcome of their learning process.

For the theme classroom management, participants believe that web-assisted sessions using applications like Zoom can make classroom management more practical particularly when dealing with the junior high school students. When teachers want to minimize distraction in the classroom, they can mute the students and

limit the chat access. This not only saves time but also allows for more focused and effective teaching.

Disadvantages of Web-Assisted Synchronous Sessions in LMS Mediated Blended Classroom

Even though web-assisted sessions can improve students' self-regulation as they need to manage their own schedule and timeline without teachers' intervention, it is challenging for students who are less independent. P1 argues that some students do not have self-regulation yet and the teachers cannot help them if the students are not responsive. He describes his experience as follows:

"The challenge is that blended learning relies a lot on self-regulation. In face to face, we can check if the student is doing the work (follow the instruction) or not, and ask why. We can check during the meeting. But in online learning (web-assisted synchronous), if we can't see that a student hasn't done the work, then during the meeting, we can't do anything about it, right?." [P1].

P2 shares an intriguing point of view related to students' self-regulation. According to her, it is closely associated with the parents' support. When the students have good time management, usually the parents have equipped them with those skills or the parents support them in developing self-regulation. She explains:

"... In my opinion, when we talk about whether a child is disciplined, independent, or has good time management skills, even like yesterday (a web-assisted session) we talked about the tracker, a student said, 'I've already done it,

for example, I've always done this and that.' That shows that their parents have been supportive from the beginning." [P2].

This triangulation of perspectives related students' self-regulation in web-assisted classroom enriches the literature, particularly Howard et al. (2021), who found that student autonomy in online learning is uneven and often influenced by external factors.

Another disadvantage of web-assisted classrooms related to the classroom management is the lack of control teachers have in managing and redirecting students. P1 highlights the challenges faced when students are not responsive by turning off their cameras and microphones and ignoring messages in the chat. All participants highlight that in a physical classroom; teachers can easily address such behavior by engaging with the student directly. However, in an online environment, the teacher's power to manage and redirect students is significantly diminished. This challenge is echoed by Moorhouse & Wong (2022), who noted that teacher presence is harder to maintain in virtual environments. Moreover, P1 also noted that web-assisted classrooms pose challenges for group work. In virtual settings, students often prefer to work individually rather than in breakout rooms, citing reasons like the lack of participation or productivity in these smaller online groups.

The theme technical issue covers the challenge and disadvantages of web-assisted classrooms. As mentioned by P3, power cuts and poor internet connections can abruptly end online learning sessions, creating a significant disruption. P2 mentions that at the beginning of the sessions, many students are unfamiliar with

features like breakout rooms. P2 describe this experience:

...regarding the use of Zoom, sometimes at the beginning, many students still don't know... ..because of entering breakout rooms and then exiting, etc. That also hinders... ..the smooth process of the class, which, if there are no issues, can be very effective within an hour...." [P2].

In the web-assisted classroom, participants spent time to explain the learning tools being used or specific features in LMS. This time required to explain and familiarize students with the tools used in web-assisted classrooms can be a considerable drawback

It is also aligned with other studies which highlighted the importance of course management, technology and technical support availability, trained stakeholders, and assessment adaptation (Chen et al., 2020; Pandit & Agrawal, 2022; Rapanta et al., 2020). These technical problems not only interrupt the flow of the lesson but also can make it challenging to resume the session smoothly once the issues are resolved. This unfamiliarity can slow down the learning process, as teachers must allocate additional time to ensure that all students are comfortable and proficient with the necessary tools. This time-consuming process can hinder the smooth progression of the lesson and reduce the time available for actual learning activities.

Face- to-Face Sessions in LMS Mediated Blended Classroom

The second research question focuses on the advantages and disadvantages of face-to-face (F2F) synchronous sessions. When discussing and reflection on participants' experience and opinion on this

mode, this study identifies four themes and 10 subthemes as portrayed in Figure 2.

Advantages and Disadvantages of Face to Face Synchronous Sessions

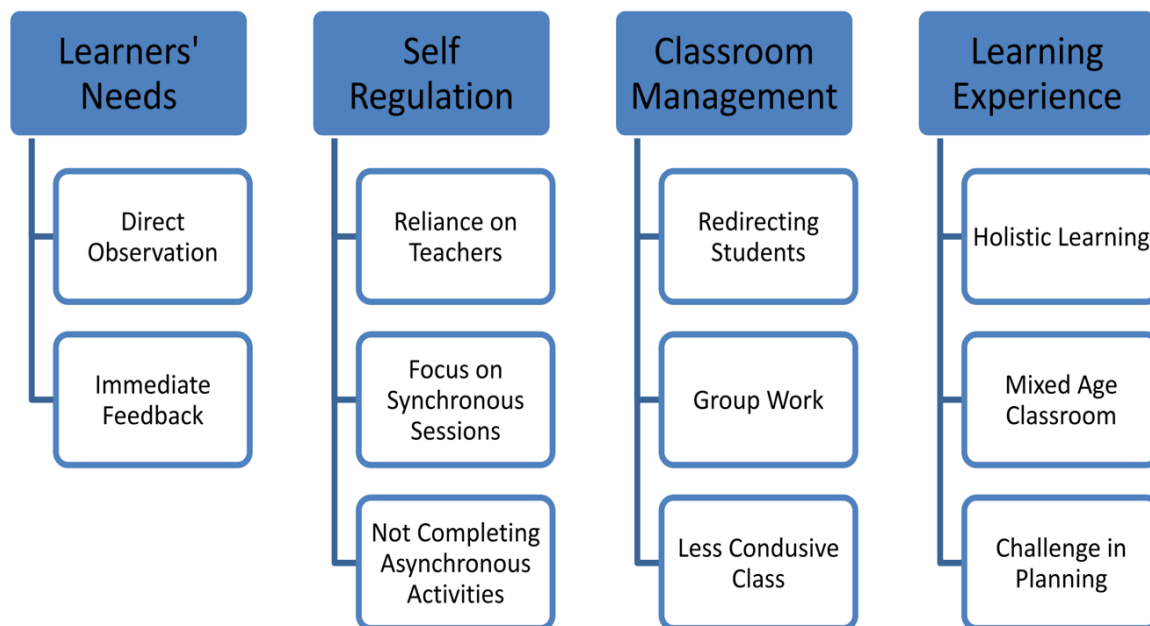


Figure 2: Thematic analysis of face-to-face synchronous session

Regarding the F2F synchronous sessions, four main themes emerged based on the data analysis. The themes are learners' needs, self-regulation, classroom management, and learning experience. Learners' needs subthemes discuss the advantages of F2F while self-regulation covers the disadvantages of the mode. The themes classroom management and learning experience enclose both advantages and disadvantages.

Advantages of Face- to-Face Sessions in LMS Mediated Blended Classroom

In terms of F2F learning, the advantages are mainly related to redirecting students' behaviour and adjusting the learning with students' needs. This immediate feedback and assessment capability enables teachers to address any issues or misunderstandings promptly, ensuring that students stay on track and receive the support they need.

F2F classes allow teachers to closely monitor students' progress and understanding. P1 mentions that in physical settings, teachers can directly observe whether students are completing their tasks and understand the material. This immediate feedback and assessment capability enables teachers to address any issues or misunderstandings promptly, ensuring that students stay on track and receive the support they need. P2 also shared the similar opinion in which she explains:

"... We can see their faces, so we can tell if they understand or not. They can easily see what we're teaching."
[P2].

Teachers in the study emphasized the ability to observe students' non-verbal cues and provide immediate feedback during F2F sessions. This aligns with findings by

Bright & Vogler (2024), who noted that students often prefer F2F learning due to the immediacy of instructor support and the opportunity for real-time clarification of concepts. In web-assisted sessions, the number of students can reach 30 to 40 students and most students cannot consistently open their camera or give response on mic which restrict teachers' observation and direct feedback particularly related to language skills. This situation is in contrast with F2F class that usually has smaller number of students and allows teachers to directly observe the students and give immediate feedback based on students' performance in the class.

There are three subthemes in classroom management theme related to redirecting students, group work and less conducive class. As noted by P3, when students are in a physical classroom, it's easier for teachers to encourage participation and ensure that students are responsive and actively involved in activities. It allows teachers to prompt students to speak up, ask questions, and contribute to the class. P3 states:

"... if it's face-to-face, the students cannot refuse. "Come on, you okay, speak up, come forward and read. Try to write (the students will do it)" [P3].

P2 also shared the similar opinion in which she explains:

"...in offline (face to face), if the students aren't focused, we can call them directly or tap them, right? Like, "Hey, what's up" [P2].

In terms of learning experience, two subthemes are categorized as the advantages of face-to-face synchronous sessions including holistic learning experience and mixed age classroom. In

face-to-face classroom, the students can get a holistic learning experience in which they get the chance to practice the material that they have learnt in LMS. The uniqueness of learning experience in face-to-face synchronous sessions is a mixed age classroom in which students from different levels learn and collaborate together in the same physical classroom. The unique structure of mixed-age classrooms in the studied institution presents both opportunities and challenges. While it fosters peer learning and collaboration, it also complicates lesson planning.

Disadvantages of Face- to-Face Sessions in LMS Mediated Blended Classroom

In terms of classroom management, face-to-face sessions require significant effort from teachers to make the class conducive. According to participant 1, maintaining a conducive learning environment can be challenging, especially when the class becomes noisy or disruptive. P1 states:

"You really feel it when the class is noisy, right? The teacher has to put in extra effort to make the class more conducive again." [P1].

The uniqueness of the mixed aged classroom setting in face-to-face class also makes the planning learning process challenging. P1 explains that planning the lesson plan and instructional strategies is challenging in face to face due to the mixed age classroom and different topics discussed in different grades. P1's explanation can be seen in the following excerpt:

"It started to get a bit challenging, like last Monday. This week's material is like this: 7th grade is learning specific general topics. 8th grade is learning logical thinking

for recount texts. 9th grade is learning about measurable goals. We have to find connections between them. It's a bit challenging to bridge them.." [P1].

P2 also supports this opinion because not only focusing on different topics, the lesson plan is also designed for all students across Indonesia. It is quite challenging to do because it is likely that we have not met all of the students yet. She states:

"You could say it's quite challenging, right? When we plan, we have to know what our students are like..... In this institution, we are supposed to design the lesson for all face to face sessions across Indonesia." [P2].

The participants reported difficulties in aligning lesson plans with diverse student levels and centralized curriculum requirements. This reflects broader concerns in blended learning environments where instructional coherence across modalities is critical. As Zagouras et al. (2022) emphasize, the success of blended learning models hinges on the deliberate and thoughtful integration of synchronous (real-time) and asynchronous (self-paced) components. Without such integration, inconsistencies may arise, potentially undermining the effectiveness of instruction and the equitable engagement of all learners.

In terms of self-regulation, some students may become overly reliant on classroom activities and may not engage as actively in independent or online learning. P1 points out that middle and high school students often feel that attending physical classes is sufficient. This dependency on classroom activities can limit students' development of self-directed learning skills

and reduce their willingness to explore learning opportunities outside the classroom.

A notable disadvantage of F2F sessions is the tendency of students to become overly reliant on teacher guidance, potentially undermining the development of self-regulated learning skills. Bright & Vogler (2024) observed that students with lower self-efficacy often prefer F2F modalities, which may limit their growth in autonomous learning behaviors. This finding suggests a need for intentional scaffolding within F2F sessions to promote learner independence. It is important for the teachers to provide activities that can improve the students' independence in F2F learning so that they are aware of their responsibility to complete the activities in LMS. Thus, the students who choose the F2F mode can also get the best result in their learning as most assignments are integrated in the LMS.

CONCLUSION

To conclude, the teachers highlighted the benefits of web-assisted classrooms in providing flexibility, accessibility, and inclusivity. Meanwhile the main disadvantage is technical issues which distract learning flows and teachers' lack of control in redirecting students' behaviour. On the other hand, despite the advantages of learning in a more controlled environment in a face-to-face classroom, some students tend to solely rely on their activities and teacher's instruction during the sessions.

This study underscores the importance of balancing autonomy and guidance in blended learning environments. Implications for practice include the need for professional development to help teachers manage both modalities effectively. Policy makers should consider

supporting infrastructure and training for LMS integration in non-formal settings.

Drawing on the limitations of the research, this part will propose some recommendations for future research. Future studies should examine how parental involvement influences student autonomy in LMS-based blended learning. Moreover, the perception of the school stakeholders like headmaster and curriculum team can also enrich research in planning blended learning post-Covid 19

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pandemic. More exploration on the implementation of mixed aged classroom in blended learning setting facilitated by LMS can be the area to explore further.

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