

Photovoice Study on EFL Students' Blended Learning Experiences

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Abstract

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Blended learning is an alternative form of learning model that combines the conventional learning model (face-to-face learning) with the e-learning learning model. This study examined how students felt about their online dan face-to-face learning experiences. Five EFL students at the private university in Indonesia participate d in photovoice and interview sessions. Thematic analysis identified three themes, which are the benefits and challenges of blended learning; online and offline learning; and the future of blended learning. The use of photovoice was successful in capturing details of blended learning implementation on EFL students. The result of this study represents blended learning has many benefits for students. Two benefits, in particular, are its versatility and accessibility. The students enjoyed and felt their academic performance developed. However, an important advance needed for the implementation of blended learning is better internet access.

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INTRODUCTION

Blended learning is a hybrid of face-to-face and online learning that takes advantage of the benefits of online classes without sacrificing the benefits of face-to-face instruction (Hadiyanto, H., Failasofah, F., Armiwati, A., et al. 2019). Face-to-face learning, often known as traditional learning, is a type of education in which a group of students are taught a course based on learning materials in person. The teacher will instruct pupils face-to-face in a classroom. This enables actual interaction between a learner and an educator. It is the most common method of educational instruction

(Jain, S. 2020). Online learning means the provision of and access to teaching materials from anywhere, at any time, and in various formats that can include both online learning and distributed learning (Maddison, T., Doi, C., Lucky, S., & Kumaran, M. 2017). Numerous studies have found that online learning differs significantly from traditional or face-to-face learning in terms of learning results (Gholamhosseini, 2008). However, regardless of which method is more useful, some people support the traditional learning idea while others believe in the system of online learning. Many researchers feel that technology can be utilized to break down geographical barriers and allow

students to learn whenever and wherever they want, without the need for lectures, which can lead to deeper learning. They argue that online learning provides a lot of benefits, including the ability to access resources from a variety of sources, including non-educational ones, and the flexibility of access from multiple locations (Sharpe, 2006). According to Oye et al (2014), e-learning has a favorable impact on students' academic achievements in terms of lowering costs, saving time, increasing accessibility to education, and improving academic performance. Despite these advantages, several studies have found that online learning has a negative impact on students' achievement. They claim that students may feel isolated, parents may be concerned about their children's social development, and students with language difficulties may be at a disadvantage in a text-heavy online environment. For example, motivation is a skill that cannot be learned when students are allowed to complete activities at their leisure rather than under time constraints (Zhang, W., & Zhu, C., 2018).

Several researchers have disclosed that students enrolled in blended learning courses obtained better outcomes compared to traditional face-to-face or online courses (Smith & Hill, 2019). The use of blended learning in English language instruction has gotten a lot of the press. Many studies have documented the use of blended learning in the teaching and learning of various English language aspects. Research by Ghazizadeh & Fatemipour (2017) has shown that blended learning can be used effectively to develop the language skills of language learners. The implementation of the Blended Learning model should be the right solution for various criticisms regarding the teaching process that are considered lacking or weak, both in conventional learning models and in E-Learning. As long as educators keep in mind that the learning program has to be relevant and respond to the learning gap, the program will be successful. But, accelerating the transition to blended learning requires solutions specifically tailored to the context-specific requirements of students. This can be accomplished when education policymakers comprehend the experience of students using a blended learning system. Although there are some research results on blended learning, research on blended learning using photovoice perspectives that explore the student learning experience has not been done much. Researchers will explore students' blended learning experiences through a photovoice approach. Based on the research

question above, the objective of this study is to capture EFL students' experience in blended.

PREVIOUS STUDIES

Based on research by Kavita R.K. & Jaisingh W. (2018). In this study, researchers tested students' experiences in mixed learning. Data was collected from undergraduate and graduate students who were exposed to a mixed learning environment while studying programming subjects. The results of the study reveal that the blended learning approach is more beneficial for students who are skilled in using certain computer programs and applications. The findings confirm that knowledge sharing in a mixed learning environment and future support has a constructive influence on enhanced learning with a high level of trust. Thus, the control of class activities, communication, and collaboration is strongly influenced by the high level of students' skills in handling technology. Also, there will be a lot of support for the blended learning environment in the future if it helps with timely announcements, better learning, good experiences, and student satisfaction.

Likewise, Sudewi W. P. (2020) conducted a study to find out the experiences and learning difficulties/challenges of EFL students using the blended learning model at the University of West Sulawesi. Data was collected by observation, interviews, and questionnaires. The subjects of this study were students majoring in an English Education class in 2018. Researchers conducted interviews in only one class. This research is only focused on the subjects of listening skills courses. Based on the results of the study, it was found that the blended learning method made them more enthusiastic because it could be done anywhere; it was not too embarrassing; it was flexible; it was motivating to actively learn; and it simplified and accelerated the non-stop communication process. Also, network connection is the problem or challenge that all subjects face when they use this method.

In addition, Manwaring, K. C., Larsen, R., Graham, C. R., Henrie, C. R., & Halverson, L. R. (2017) conducted a study to investigate activity-level student engagement in university-level blended learning classes. This study used an intensive longitudinal methodology to collect activity level engagement data over a semester for 68 students enrolled in six mixed programs at two universities. Data collection was carried out using a survey. This study uses structural equation modeling to gain a holistic

understanding of the learning environment, including the influence of personal characteristics, course design, and students' perceptions of learning experiences on current cognitive and emotional engagement. We used the lagging cross modeling technique to investigate the longitudinal relationship between emotional and cognitive engagement. The findings indicate that course design and student perception variables have a greater influence on engagement than individual student characteristics and that student multitasking has a strong negative influence on engagement. Students' perception of the importance of activity has a strong positive influence on cognitive and emotional engagement. Also, it is stated that students who have positive feelings that they can perform academic tasks and feel that the task has value or interest for them will experience pleasure and will be willing to exert more cognitive effort towards the activity. An important outcome of engagement is students' perception that they are learning and improving.

The similarity between this research and previous research is that this research examines blended learning. The difference lies in the object of research; namely, this study focuses on student learning experiences using a blended learning model using Photovoice as a research method.

METHODS

Context of the Study

The research focus was on EFL students' experiences in the blended-learning method. This research was conducted in a private university in Cirebon, Indonesia. This university is preparing for digital learning university, equipping with smart TV and other digital devices.

Research Design

In this research, the researcher uses qualitative research methods since this study is about determining students' blended-learning experiences. Creswell (2014, p. 194) states that qualitative research is a methodology to explore and understand the meaning of individuals or groups that are considered social or human problems. Researchers use qualitative methods because they allow researchers to investigate experiences in blended learning. The research design that is used in this study is the photovoice study. This is a qualitative study that collected data through a slightly modified photovoice and interviews. A Photovoice is a photo that has meaning that can tell the photographer's portrait to describe a phenomenon (Wang, 1999). Photovoice itself is a method of using photographic media created by the subjects as the

main data source. Sampling was carried out by a purposive sampling technique, which is a way of taking samples based on certain considerations. Participants were recruited using purposive sampling using three main criteria: (a) Male/Female, (b) English for Foreign Learner students, and (c) had blended learning experience.

Table 1. Demographic data of participants.

Pseudonym	Age (years)	Gender	Batch	Occupation
Alice	20	Female	2020	Undergraduate
Handy	20	Male	2020	Undergraduate
Harry	20	Male	2020	Undergraduate
Noura	21	Female	2019	Undergraduate
Tio	23	Male	2018	Undergraduate

Participants

In this study, the participants are EFL students from the English education Department of the Faculty of Education and Sciences in Cirebon. Data obtained using an interview, 5 EFL students interviewed to ask for approval to participate in the research and consent to use photos in research articles after receiving complete information about the research. Participants were asked to take photos related to the topic of study, which is their experience in blended learning.

Technique of Data Collection

This section explains the technique of data collection which is used by the researcher. The techniques for collecting the data was interviews. According to Sugiyono (2012, p.188), an interview is a method when the number of respondents is small, if the researcher wants to conduct a preliminary survey to find problems that need to be investigated, or if the researcher wants to know more deeply. An interview is a conversation with two or more people, in which the person acting as the interviewer asks questions. The researcher asked the participants about their learning experiences and the difficulties they encountered during their blended learning. The interview is recorded, transcribed, and coded with similar themes categorized.

Data Collection

In this research, data collected by using photovoice, participants took photos independently and discussed them in interview sessions to generate narratives that were used as primary data (Wang & Burris, 1997). The interview that was conducted by the writer is interviews with EFL students. The researcher collects data by means of face-to-face contact and the data recorded while interviewing the participant. Then, the author can rehearse the result of the interview to avoid any missed material while transcribing it into a written form.

The researcher used Photovoice to discover issues or concerns of interest, then select participants who are associated with the subject and invite them to willingly participate in research. In the next step, researchers talk about the goals of the study and how to use the camera and photography techniques safely and ethically. The instruction for participants is "Please take photos that are relevant and can be used to explain your experience in blended learning." Following the taking of photographs by participants, each photograph is discussed and analyzed through interviews. As a result of photos, researchers asked about the reasons for choosing photos as well as their feelings and emotions: 1. "Why did you take this picture and what does it mean for you?"

Data Analysis

In this research, the researcher used an inductive thematic analysis. An inductive thematic analysis, often used in qualitative studies, was performed to analyze the collected data (Braun & Clarke, 2006). According to Latz (2017) traditional qualitative research techniques, like inductive theme analysis are frequently used to analyze Photovoice data. In the first stage, the researcher collected the photos sent by 5 participants into one file. The second stage, the researcher transcribed every interview after the session was over. Furthermore, after getting photos and interview transcripts, Researchers represent photos to represent ideas, emotions, or facts felt by participants related to the learning experience using the blended learning model. After that, the researcher made the initial codes and then constructed them into several themes. The themes are then defined. So, the theme is obtained from the results of the Photovoice representation. This process of coming up with themes was done manually, without using a qualitative research program. Participants provided feedback on the themes to confirm that they accurately reflect their experience.

RESULT

Benefits and Challenges of Blended Learning

Learning strategies using the blended learning model are becoming increasingly popular in current era. This is considered a substitute for the face-to-face learning approach, which is thought to be less successful. Of course, this learning model has the aim of improving the quality of learning. Blended learning is one of the learning models that has recently received more attention, especially in the world of education. However, the transition from offline or face-to-face learning to online learning needs adaptation and certainly has a significant impact. The blended learning model combines a learning implementation approach. So, this model is thought to be one of the best ways to get access to different sources of knowledge.

However, the blended learning model has advantages and disadvantages. The advantages of this model are that it at least saves costs and time in the process of using it. Through this model, students are not constrained by time or geographical location, which allows them to complete learning objectives according to student preferences. In this model, students can access learning more easily because it is available online. Lecturers can offer learning materials in a variety of formats, including videos and learning resources that can be found online. One of the problems is that not all students have the right facilities and infrastructure to help them learn.



Figure 1. A teacher helps students explore the use of technology and different tools in blended learning

In Figure 1, this photo represents how Blended Learning may help students explore the use of technology and different tools or

techniques for learning. Nowadays, technology-based learning is becoming more and more accessible to students. At least this blended learning will motivate students to learn IT. And also, they will try hard to be able to operate with the use of technology. Because lecturers and students are encouraged to be more creative in providing and making learning more varied. However, this will be a challenge for lecturers and students themselves.

The complexity of creating the learning technique or materials is the drawback of this approach for lecturers. It should be done by creating a method that evenly distributes the facilities and the instructors to all participant groups. Finding the optimal option is undoubtedly still challenging in this situation. Since it has been used successfully as a blended learning model tutor in many Indonesian academic fields, anyone can now use it.

Based on the results of interviews with research respondents, it was found that through the blended learning model, they can access and participate in the learning process whenever they want and from any location. This provides a truly flexible learning experience. Furthermore, they can participate in the learning process without having to be on campus. Blended learning is an appropriate learning method that is able to explore the abilities of students.

"I think blended learning is the right learning method for me. When I learn in an online class, I feel I can explore myself to take part in internships and take part in other activities in places that are actually online. Then, in this offline class, I can meet friends and get to know my lecturer in person. The bottom line is my feeling. I really like this blended learning method because it allows me to be able to explore other things that I couldn't do before using only traditional methods (Alice, female, 20 years, 06 July 2022).

Because of this flexibility, students can access learning materials and do all learning tasks flexibly, which can be done anytime and anywhere.

"In my opinion, blended learning is one of the most useful learning innovations in the midst of this pandemic. With the existence of blended learning, learning activities are still carried out even though physical and social distancing are required. Lecturers and

students are required to master technology to be able to follow the development of these learning innovations. At first it was a little difficult, but in my opinion, the results are very beneficial for all parties, both lecturers and students. " (Noura, female, 21 years, 06 July 2022).

Learners feel that this model gives them autonomy in learning because they are responsible for how much time they spend learning using the blended learning model.

"My feelings about blended learning are quite happy and interesting because this is the first time I have injured blended learning because of this pandemic situation." (Tio, male, 23 years, 06 July 2022)

Many students claim that the method makes it possible to solve problems. This encourages them to actively practice what they have learned.

"I feel more comfortable using this blended learning method because I can focus on learning. Through this blended learning, I can optimize my brain performance and develop my ability to have several skills. I feel very involved and really like blended learning because of that. " (Alice, female, 20 y.o, 06 July 2022).

"The benefit that I get from this blended learning method is that I know many applications that can be used during online teaching and learning activities. I can also master some of these applications, which will certainly be useful in the future. Another benefit is that I can learn independently and rely more and more confidently on learning. " (Noura, female, 21 years, 06 July 2022)

Students can compare what they learn in the blended learning model with what they learn offline (face to-face).

"I tend to rely more on other people for engaging in classroom interactions because I think "others who pay more attention will definitely respond and interact more." I myself feel like responding most of the time, but the thought of relying on others to do so always wins. Of course, in traditional classes this will not apply; lecturers and students in the same room makes me want to participate more in class "(Noura, female, 21 years, 06 July 2022).

The expression above emphasizes the importance of face-to-face sessions. Not only

to talk to classmates in person, but also to make sure they understand what they learned in the online session and to learn more about it.

"Not too much different from traditional learning. In blended learning, I'm always involved in learning. Maybe it's just technically different learning." (Tio, male, 23 years, 06 July 2022)

However, students face many difficulties in using this model. This could be due to the weakened relationships between students and lecturers. As a result, some respondents preferred the face-to-face learning process (offline).

"Because there is a direct relationship between lecturers and students, it is easier to comprehend what is being taught. I prefer face-to-face learning to virtual learning because I don't think it's interesting." (Handy, male, 20 years, 06 July 2022)

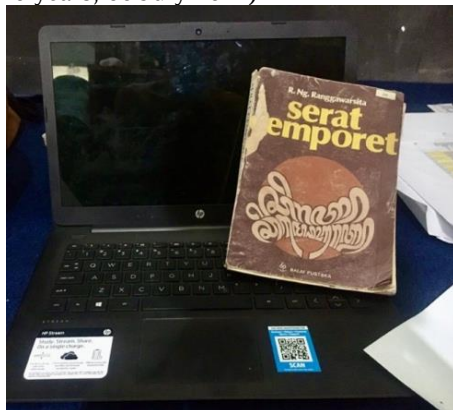


Figure 2. The picture of a laptop and a book represents more flexible access to instructional materials at any time, from any place.

The evolution and advancement of IT in the field of education are seen in Figure 2. In time, laptops will start to take the place of printed books. Students can more easily get the information they are looking for by using a laptop. Therefore, through this tool, students can learn more effectively in online and offline learning environments by having more flexible access to learning materials. While acknowledging the flexibility of blended learning, some respondents complained that there were problems with internet connectivity. This is especially true in areas where network connections are considered slow.

"Meeting with lecturers and friends is something I enjoy through the blended learning model, but I also don't like it when network problems occur when online learning makes learning ineffective." (Harry, male, 20 years, 06 July 2022)

Students think that in blended learning, involvement in the learning management system (LMS) that is used is an important thing to do, and therefore they will get good grades from the lecturer. However, many of them still have difficulty operating the LMS used for learning. As a result, students cannot concentrate on learning topics because of technical difficulties in using learning media. Some students complained that they did not receive prompt feedback about the activities or assignments they were doing.

"If the lecturer makes a direct reference to my name or makes eye contact with my group, I will answer and participate. In addition, I believe that in the mixed class, it will be difficult to expect anything from me. Instead, I will consult with other friends to confirm information related to the subject matter that I am studying." (Noura, female, 21 years, 06 July 2022)

Online and Offline Learning

E-learning is a term used to describe online learning or learning that takes place online. Because of this situation, everyone who is in the world of education must be able to carry out teaching and learning activities using online media. This provides a significant change for all parties involved. During online learning, many applications emerged and became famous in the world of education, such as the Zoom application and Google Meet. This application is used to help students and teachers learn and teach from a distance.



Figure 3. A picture of a smartphone represents that blended learning cannot be separated from the use of gadgets

to provide a comfortable learning process.

As mentioned earlier, blended learning is a type of learning model that combines online and offline modes. Devices such as smartphones are essential in blended learning to ensure an enjoyable learning experience. In addition, the use of smartphones is now an attractive learning tool used to improve teaching and learning in distance education. Its use makes course delivery flexible and lets students use online learning platforms, get to course materials, and talk to each other digitally.

The comparison of the two online learning methods on this theme is based on the advantages and disadvantages of online and offline learning. Learners' experiences in online learning can also be divided into offline learning, which concentrates on learning processes that do not occur simultaneously, and online learning, which emphasizes the use of web conferencing facilities to facilitate concurrent learning processes. Students are required to use online learning tools.

"I think by studying online, I can see other opportunities in a truly online environment. However, I think offline classes are superior to online because I can meet friends and get to know my lecturers directly. The main reason I feel this way is because the blended learning approach allows me to explore areas that I couldn't do with the traditional approach." (Alice, female, 20 years, 06 July 2022)

The learning management system (LMS) run by universities is the main tool for online learning. Some participants liked online education because of its convenience and interactive features. In addition, they reported that it was easy for them to understand the material in online learning.

"In my opinion, this online class helps me understand the material because I like to write or take notes on the material explained by the lecturer. In addition, because in the online system I can record material or record classes that I attend, I can review it again. From there, I think it is very easy to comprehend the material." (Alice, female, 20 years, 06 July 2022)

"I think most online assignments help me comprehend the material presented, but there are assignments that I think are

less helpful for me in comprehending the material that the lecturer is trying to convey." (Noura, female, 21 years, 06 July 2022)

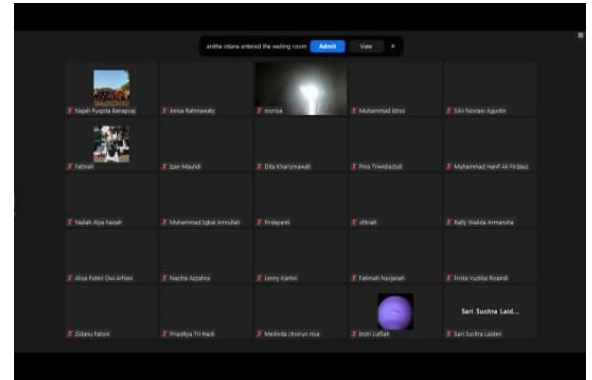


Figure 4. A picture of an online meeting is used to express the low level of social interaction between students and the lecturer and also between students and each other.

Figure 4 illustrates how the lack of social interaction between students and lecturers and between students and other students can make online learning inefficient. This challenges lecturers to track student progress and learning outcomes as the learning activity takes place. The smooth teaching and learning process can be hampered for both lecturers and students. Learners also note that a significant problem in online learning is that it consumes a lot of data and relies heavily on signal strength. They note that online education is difficult for students, especially those who have to return to their homes that are not supported by a stable internet connection.

"I think online learning is different from offline classes where we can directly interact with the material being taught to maximize comprehension of the material. In online learning, there are obstacles such as the internet network, so maybe we need to be extra careful in comprehending the material being taught." (Tio, male, 23 years, 06 July 2022)

However, it seems that students who are more passive in online classes benefit more when learning is done offline. They argue that offline discussions give them the opportunity to participate more actively in learning. This is because offline learning almost never uses

an internet connection, so it is considered more cost-effective than online learning.

"What I like is traditional or face-to-face learning because in this learning we can interact directly with lecturers, so that learning can be maximized without interference such as internet networks or anything. Not only that, we can also create emotional or chemical reactions in the classroom and create an interesting classroom atmosphere. (Handy, male, 20 years, 06 July 2022)

The Future of Blended Learning

Learning is done online, namely, digital-based distance learning techniques based on internet networks and web servers. Online learning has grown rapidly thanks to technological advances and the emergence of various learning management systems (LMS). However, students still need face-to-face learning techniques even though the growth of e-learning is extraordinary. It is still important for student to interact with other



achieve its goals.

Figure 5. Pen to represent Pedagogical Content Knowledge and Funds of Knowledge.

This photo shows that in blended learning, a lecturer must have Pedagogical Content Knowledge (PCK), which will foster a positive learning environment among students. To maintain students' interest and desire in science, a lecturer must recognize certain information and use it to produce positive effects in the learning environment. Each teaching scenario should be designed to take into account the diverse characteristics of learners, including their backgrounds, interests, experiences, and learning styles. The ability of lecturers to comprehend their background, culture, language, and knowledge will create a more interesting learning environment and allow two-way

communication between lecturers and students. The learning environment will be much better if students' and professors' wide ranges of knowledge are combined so that they complement each other.

Incorporating the concept of a "funds of knowledge" into the classroom shows that education actively advances the idea of the social relationship between home and school. This will foster trust between students and lecturers in the educational process (Barton, A.C., & Tan, E. 2009). Basu and Barton (2007) mention that the strategic partnership between the two must consider the method that will be used to achieve the learning objectives. In other words, having a good relationship between lecturers and students will encourage them to follow the learning process and increase their enthusiasm for learning. If there is no correlation between the two, there will be a shortage in the application of learning methods. This will certainly be an obstacle to the success of BL.

In its implementation, blended learning not only requires the readiness of infrastructure and lecturers but also of students and parents. Improved support for free internet access and/or Wi-Fi is required to improve online learning applications in the future. The support offered by both the government and/or universities is not sufficient to enable them to successfully participate in online learning. To make learning more successful, it's important to make sure there are enough facilities to support blended learning.

"In my opinion, stakeholders in institutions should be able to complete learning media that support so that students' learning can be fulfilled without any difficulties that we encounter in improving infrastructure. In essence, the campus must be able to complete the necessary facilities to increase its effectiveness and comfort together. (Tio, male, 23 years, 06 July 2022)

In blended learning, it is not only lecturers who need to prepare the right technology. Online learning is most effective when the tools work properly. In this mode, all users must ensure that the smartphone's speaker, camera, or other features work properly.

"In my opinion, campus facilities such as WiFi and computers should be more complete so that they can be used by many students, because I feel WiFi is still a

challenge for all students to use when classes are offline. This is because the application of blended learning requires the use of technology, which requires a supporting internet network. " (Noura, female, 21 years, 06 July 2022)

The quality of the material taught to students determines the quality of education. To achieve success in blended learning, the way the material is delivered is just as important. Lecturers should be able to distinguish between lessons that are more suitable for e-Learning and lessons that would be better taught in a traditional setting. As a result, lecturers will be better prepared to present content for e-learning.

"Perhaps I should suggest that the approach be modified to make it more interesting so that learners will listen to and comprehend what the speaker is saying. Lecturers should also allow more ways so that these students can comprehend what the lecturer is saying." (Handy, male, 21 years, 06 July 2022)

The idea of blended learning allows lecturers to communicate the subject matter offered online in a more interesting and interactive way so that it is more detailed and attracts the attention of students. Intelligent Because they can make educational materials that can be used according to the way each student learns, lecturers become more imaginative. Lecturers can use interactive films, podcasts, PowerPoint presentations, and resources in e-book format as examples of interactive media.

"In my opinion, the use of technology by older instructors needs to be further enhanced to ensure that learning is as smooth as possible." (Harry, male, 20 years, 06 July 2022)

"I think for the development of blended learning in online classes, it is better to prioritize applications that have already been taught to students, for example, Google Classroom. And before using the application, I, as a student, hope there is a tutorial first, to make it easier for students to use the application. Second, in offline classes, lecturers must use more interesting strategies. " (Alice, female, 20 years, 06 July 2022)

DISCUSSION

Benefits and Challenges of Blended Learning

The blended learning theme's benefits and challenges explained the advantages and disadvantages of blended learning in general. The results of the study illustrate that students provide varied responses regarding the benefits and challenges of using a blended learning approach. Through blended learning, students can participate in learning anytime and anywhere. Students stated that blended learning allowed them to take more of the learning resources they wanted. They understand that it is their duty to absorb and understand the material in order to actively apply what they have learned. It is very important for students to practice what they have learned as per constructivism ideas put forward by Piaget and Vygotsky (Woo and Reeves, 2007). In constructivist learning, students create their own body of knowledge based on unique experiences, which they then directly apply to the situation at hand. In addition, positive feedback from students also shows that the blended learning model helps them learn more. This is related to studies that claim blended learning improves students' understanding (Campbell, et al., 2008; Sung, et al., 2008).

However, the challenge felt by students is the asynchronous nature of online communication, which causes a lack of communication and social engagement between lecturers and students. This is where communication and social engagement are important in building and supporting online communities of learners. This is related to Amanda R. Hurlbut's (2018) finding that regardless of the instructional format, communication, interaction, and specific feedback from lecturers are the keys to perceived student success. In addition, this study revealed that some participants considered the lack of access to internet network speed. Some technical problems, such as low internet access, frustrate students because they prevent them from participating in online discussions (King, 2002; Welker and Berardino, 2005; Hara and Kling, 2000; 1999). According to McVeigh (2009), students who follow blended learning need more resources and support. When using the blended learning model, students need to know how important it is to have a reliable way to connect to the internet.

Online and Offline Learning

The second theme, online and offline learning, went into greater detail about the differences and similarities between the two blended learning approaches. The results show that online learning is a more efficient learning method for students

who live far from their campus or university. Students believe that using online learning resources will enable them to study more efficiently. This is in line with Richardson & Swan (2003) saying that online students can communicate with their lecturers, interact with classmates, access learning resources, and complete assignments from any location with Internet access. But on the other hand, online learning has various obstacles. The first is the lack of distance learning support in information and communication technology (ICT) infrastructure. This is because not all parts of Indonesia, especially remote areas, have access to internet services. Second, the transfer of knowledge that takes place in the teaching and learning process and is carried out online between educators (lecturers) and students (students) does not work as it should. For example, students just complete attendance without talking to the lecturer. There are also lecturers who only provide learning resources in the form of documents that are used as teaching materials without providing in-depth explanations. The third point is that because there is no face-to-face interaction, online learning has an effect on the lack of student supervision.

According to research findings, offline learning can be more effective in the classroom because it gives students the opportunity to interact directly with their lecturers and classmates. This is in addition to the fact that students will understand the material better when they are doing learning activities. With the cooperation of various parties, the learning objectives of the application of blended learning can be achieved optimally (Putri & Adha, 2020). Blended learning is seen as helping, entertaining, encouraging, and motivating students. These elements, however, are not sufficient to foster a conducive environment for learning. In other words, lecturers who adopt a blended learning environment must motivate students to participate more in the environment and must look for ways to encourage social relations through increased collaboration. Training is also needed to give lecturers in this system the knowledge and skills they need (Toquero, 2020).

Conclusion and further research

This study found that blended learning has many benefits for students. Two benefits, in particular, are its versatility and accessibility. When it is convenient for them, students can participate in the program. The majority of students think that blended learning will significantly help them learn more and improve their academic performance. However, these components are not sufficient to

create a learning environment. An important advance needed for the implementation of blended learning is better internet access. Educational institutions need to make sure that all students have equal access to online learning and learn the skills and knowledge they need to live in the modern world.

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