

The Students' and Teachers' Perceptions of English Language Learning through Learning Management System (LMS)

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ABSTRACT

The aim of this research is the students in SMPN 2 Jember. SMPN 2 Jember is the school that uses a Learning Management System in teaching with SPADA Online Learning as the application is used as teaching and learning media. The result and findings of this research can be an academic contribution to be used by future researchers who are interested in blended learning using a Learning Management System (LMS). the researcher employed qualitative as the research design. By using a case study, the researcher collected the data from interviews with the teachers and gave questionnaires to the students. There are 126 students from the 7th and 8th grades of SMPN 2 Jember were taken as the main data. The result of this research is this research finds LMS has many interests from the students. The students felt that the LMS was easy to operate. LMS makes it very easy for the students to understand the subject and to support blended learning then the students are more focused on reading and studying when I used SPADA Online Learning. LMS also makes students feel happy in learning because they can do and learn everywhere. students do not have limitations in using LMS. The weakness perceived in LMS is when a lot of students use the application, sometimes the program is low then the application cannot work well. Once, in LMS SPADA Online Learning the teacher cannot give feedback to the students by using LMS.

Keywords: Learning Management System, students' perception, teachers' perception

INTRODUCTION

Communication and information technology are developed to improve educational quality and accessibility. In educational systems where devices are used, the development of the technology has an impact on learners' learning methods, learning styles, and teaching approaches; one of them is the use of mobile

learning in the educational process. The practicality of smaller and lightweight devices, the availability of space and time for learning, the adaptation of material to individual requirements, and the promotion of relationships between learners and teachers are all advantages of mobile learning. Furthermore, mobile learning has the potential to improve mobility by adapting the learning strategy and delivering a more individualized and learner-centered experience. To enter a variety of occupations today, students must have at least a basic understanding of technology, and academic institutions are responsible for instilling that expertise (Aslam et al., 2020, Jr Myers, 2021). Technology is essential for both students and educators to improve their understanding of future education. Based on Yahya (2021), the existence of information technology infrastructure can also encourage increased effectiveness of online learning. This can be due to information technology infrastructure, which includes equipment, networks, and internal system reliability which plays an important role in supporting and realizing the online learning process.

One of the most crucial steps in the teaching and learning process is method selection based on Farikha (2023). The method must be appropriate for the students' situations and objectives. The growth of technology is another factor that contributes to the improvement of education. According to Saragih (2019), blended learning is a popular and latest educational method that can be used to develop digital education 4.0. It combines offline teaching and learning, often known as face-to-face learning, with online teaching and learning, or blended learning. According to Zohirovna (2022) blended learning leads students to gain some control over time, pace, trajectory, and place. In this method, students are tried to lead themselves in the learning process. In the implementation of blended learning in the English class of SMPN 2 Jember is using a Learning Management System (LMS) as a platform to support the learning process.

According to Erbas (2021), information about teaching English with online learning technology is important, as well as how to integrate technology into everyday teaching. It helps teachers understand online learning technology and improve teaching; then, how online learning technology can help the process of teaching and learning. Nowadays, people can use digital school as represented by online learning. In some schools, digital school is represented by using some applications in learning and teaching media. The media that is usually used is a Learning Management System (LMS). Learning Management systems are now self-evident and are being offered in many universities worldwide and are an integral part of teaching-learning (Vrieling et al., 2018; Alfalah et al., 2020; & Mustapha et al., 2023). A Learning Management System is an application that motivates students to increase their learning. As online learning is the only means to acquire knowledge if the teachers and students are removed from the learning

environment, it makes sense that learning management systems (LMS) were initially designed for distance education. To support face-to-face and hybrid delivery, their use could be expanded.

In this research, there are some research gaps from the previous research. The first previous research is from Rachman, et al. (2021) their research aims to determine the perception of teachers and students towards the implementation of blended learning in English, at a high school in Bandung. The research method used mixed methods, then the participants were teachers and students randomly from nine senior high schools across the city of Bandung. The next previous study is from Ali & Sofa (2018), in their research about students' perception of the implementation of combining the features of face-to-face instruction and online learning via *Edmodo* in their large English class. In their study, the researcher focused on an application that *Edmodo* learning management system application. The subject from Ali's research is from students IAIN Pekalongan and there are 46 students as a subject.

Another research conducted by Farikha and Hamida (2023) investigated the students' perceptions and problems with using the blended learning method in English class. This research told the problems with blended learning at the University of Islam Kadiri (UNISKA). The research method was analyzed qualitatively and the data analysis technique used a descriptive technique. This study was conducted by 18 students from an English subject in an electric class. In other research based on Mustapha (2023), the current study assesses self-regulated learning and motivational techniques to close this gap in two academic fields. This study investigated the foundation and effectiveness of self-regulated learning in an LMS that supports students in achieving their academic objectives. In contrast to conventional face-to-face courses taught at Nigerian high-learning institutions, applying technologically driven approaches to learning with self-regulated learning methodologies could significantly boost learner motivation and learning achievement. The methodology that is used by Mustapha is a quasi-experimental design from the Borno State University Faculty of Art and Education. In this case, the researcher uses questionnaires and interviews to the students' and teachers' perspectives on learning English using the Learning Management System.

The subject of this research is the students in State Junior High School of 2 Jember (SMPN 2 Jember). SMPN 2 Jember is the school that uses the Learning Management System in teaching with SOL (SPADA Online Learning) as the application is used as teaching and learning media. The materials for the students have been shared by the teachers using LMS. The students can access the material from the website and also open LMS from their mobile phones. The teachers can use LMS as a medium for teaching subjects. On the other hand, examinations for

students also use LMS. It makes the examination more practical since it is easier to use a mobile phone or computer.

In addition, SMPN 2 Jember is one of the digital schools that use technology in teaching students. SMPN 2 Jember uses technology to help the students learn the material from the educators. The students can access the material before they learn in school. The facilities in the school also support the digital school such as access points, smart TVs, computers, and mobile phones. This paper examines the perception of using LMS at SMPN 2 Jember including the convenience of the system and usability by using blended learning.

There are two kinds of significance in this research: theoretical significance and practical significance. Theoretically, the result and findings of this research can be an academic contribution to be used by future researchers who are interested in blended learning using a Learning Management System (LMS).

Practically, the researcher hopes that this research will give some benefits and contribution to the school or further research, especially to improve the teachers and students in learning and teaching English using the Learning Management System (LMS).

METHOD

In this research, the researcher employed a qualitative research design. By using a case study, the researcher collected the data from interviews with the teachers and gave questionnaires to the students. The reason for using this research design is that this study measures the students' and teachers' perceptions of using LMS in blended learning.

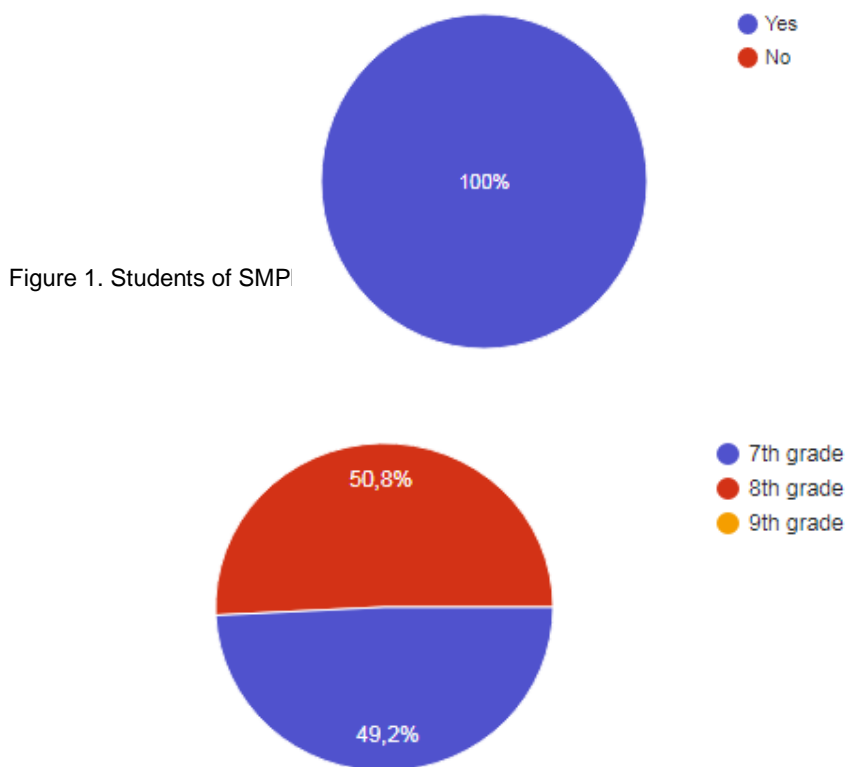
There are 126 students from the 7th and 8th grades of SMPN 2 Jember were taken as the main data. The students got the questionnaire from the researcher. The researcher also interviewed the EFL teachers from SMPN 2 Jember. An in-depth interview was conducted with the teachers. It is aimed at gathering more in-depth data on teachers' perceptions of the difficulties and benefits of using LMS in EFL teaching. The reason for this is that the students from SMPN 2 Jember are members of the Learning Management System.

The procedures to conduct this research were illustrated as follows. The first step is designing the instrument which was adopted from Ulya and Mercy (2022) by Google form. To know the students' perceptions, the researcher shared the instrument with the 7th and 8th grade students as the participants. The participants filled out the questionnaire. Whereas, the teachers' perception was measured by a deep interview. Then, the researcher presented the findings and discussed them in the discussion section deeply.

RESULT AND DISCUSSION

Students' perception of English language learning by using SPADA Online Learning

To find out the students' perception, the researcher gave the questionnaires to the students from the 8th grade and 7th grade. Before being required to fill in the answers related to the research, the students were asked to fill in their identity in the form. It consists of the school and the grades as diagrammed in the figure below.



The diagram above shows that 100% of students are from SMPN 2 Jember. 126 students were answering the instrument. 64 (50, 8%) students are from 8th grade while 62 (49, 2%) students are from 7th grade.

The first and the second questions of the questionnaire ask about the students' feelings while learning English by using SPADA LMS. This first question is given to the students to ask whether they like English or not.

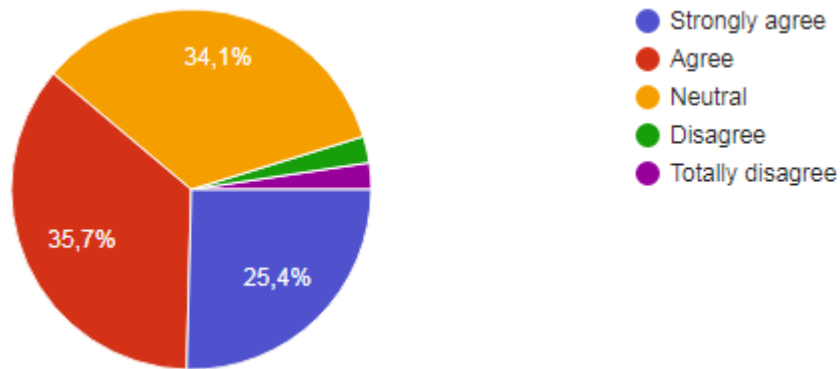


Figure 3. The answers to the question “I like English.”

From the diagram above, the total response to the statement “*I like English*” is positive since there are 32 (25, 4%) students answered strongly agree and 45 (35, 7%) students chose to agree. Meanwhile, 43 (34, 1%) students chose neutral. It seems that they are not so sure to think of English as their favorite subject. The students who do not like English are quite small as it is only illustrated in a few parts of the diagram where only 3 (2,4%) disagree and 3 (2,4%) strongly disagree. The result of the second question, “*I like the English subject which learned by SPADA Online Learning*” is illustrated in the figure below.

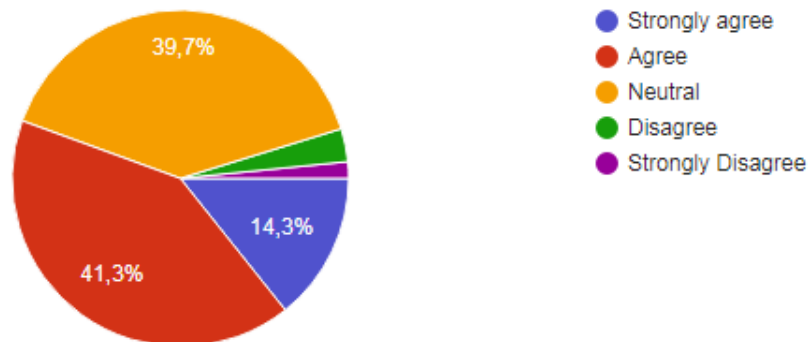


Figure 4. The answers to the second statement “like English subjects which are learned by SPADA Online Learning.”

The result of the second statement is the same as the first one. The total positive response of the students who strongly agree and agree is still dominating even though the neutral choice in this statement got the bigger number compared to the previous statement before, which is 39,7 % of students. Meanwhile, only 4 students who choose disagree (3,2%) and 2

(1,6%) strongly disagree. The result of the third question can be seen in the diagram below.

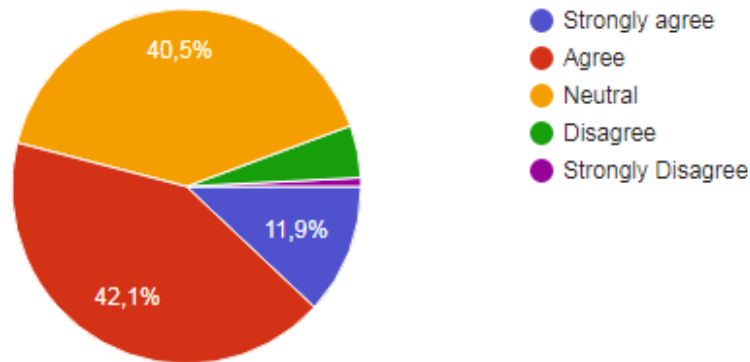


Figure 5. The result of the third statement "I like using SPADA Online Learning for blended learning, especially for English."

As indicated from the figure above, the result of the third statement "I like using SPADA Online Learning for blended learning, especially for English" presents that there are 6 (4, 8%) students disagree and 1 (0, 8%) student is strongly disagreeing with English using SPADA Online Learning for blended learning. That shows that 7 (5, 6%) students dislike English using SPADA Online Learning for blended learning. On the other hand, 51 (40, 5%) students answered neutral. Then, students who answered agree are 53 (42, 1%) students and 15 (11, 9%) students answered strongly agree. The result shows that 68 (54%) students like using SPADA Online Learning for blended learning, especially for English learning.

In the fourth question, the students were asked to choose the answer from the statement and the answer is illustrated below.

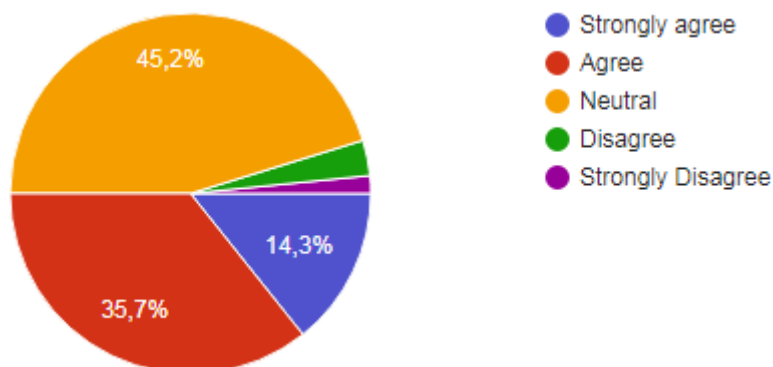


Figure 6. The result of the fourth statement “Learning English becomes more fun by using SPADA Online Learning.”

The diagram shows 2 (1, 6%) students are strongly disagreeing and 4 (3, 2%) students are disagreeing. That was shown that 4, 8% of students are not happy learning English by using SPADA Online Learning. On the other hand, 57 (45, 2%) of 126 students answered neutral. It seems they are not sure about their feelings when using SPADA Online Learning to learn English. Whereas, 45 (35, 7%) students agree with the statement, and 18 (14, 3%) students strongly agree with the statement. From the answered instruments it means 50% of the students feel happy in learning by using SPADA Online Learning.

The next statement in the questionnaire tends to know how easy SPADA Online learning is to operate on the students’ devices. The result is diagrammed below.

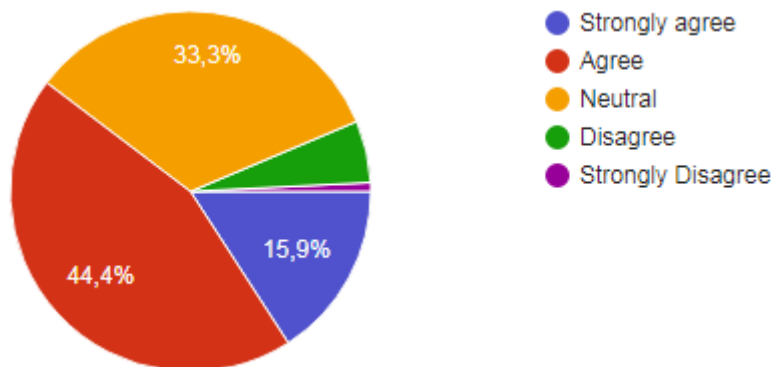


Figure 7. The result of the fifth statement “SPADA Online Learning is very easy to operate to support blended learning.”

The result from the diagram shows that 1 (0, 8%) student strongly disagreed, 7 (5, 6%) students disagreed, and 42 (33, 3%) students answered *neutral*. It means that 8 (6, 5%) students told SPADA Online Learning is difficult to operate to support blended learning. There are 56 (44, 4%) students who agree that SPADA Online Learning is very easy to operate to support blended learning. However, there are 20 (15, 9%) students who strongly agree that SPADA Online Learning is very easy to operate to support blended learning. The result from the fifth question is that 76 (60, 3%) students said SPADA Online Learning is very easy to operate to support blended learning. It means SPADA Online Learning is

very easy for the students to understand the subject and to support blended learning.

The result for the next statements, the features contained in the “SPADA Online Learning can help in learning English more interactively”, is diagrammed below.

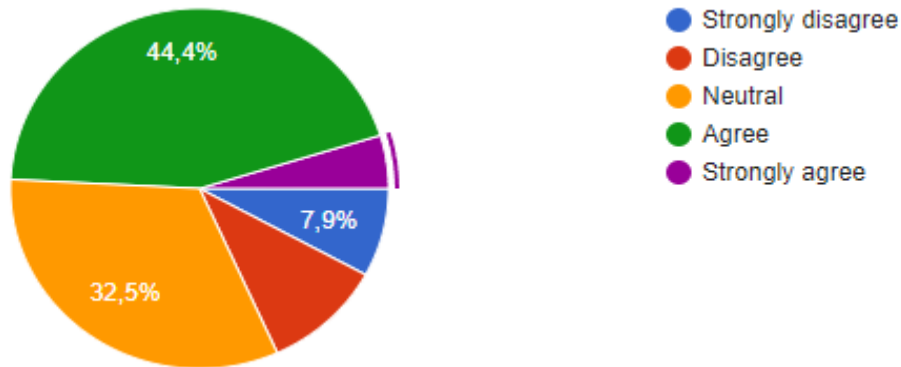
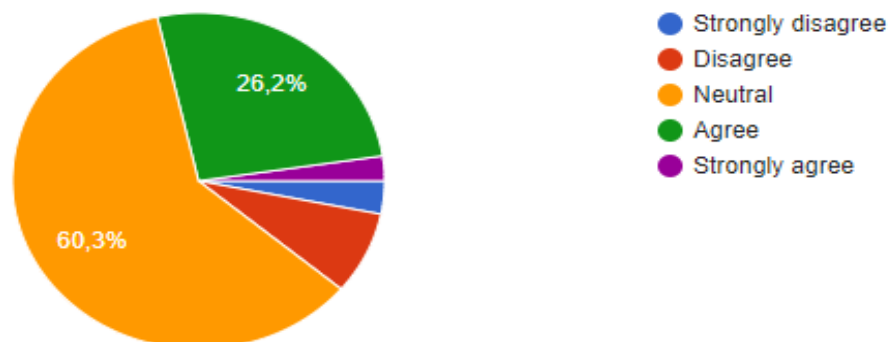


Figure 8. The result of the sixth statement “SPADA Online Learning can help in learning English more interactively.”

From the diagram, it is presented that there were 56 (44,4%) students who agree and 6 (4,8%) students strongly agree. It means there are more than 50% of students who have a positive attitude. 41 (32, 5%) students chose neutral. 13 (10, 8%) students disagreed, and 6 (4, 8%) students strongly disagreed.

The result of the next statement of the questionnaire, “I have focused more on reading and studying when I used SPADA Online Learning”, can be



seen below.

Figure 9. The result of the next statement of the questionnaire, “The students have more focused on reading and studying when I used SPADA Online Learning.”

From the diagram above, there are 76 (60,3%) students answered neutral and it is the most-voted answer by the students. It seems that most students stated that SPADA online learning is not the main factor that determines their focus. Meanwhile, 33 (26,2%) students chose to agree and only 3 (2,4%) students strongly agreed. As for the rest, students who chose disagree are 10 (7,9%) and 4 (3,2%) chose strongly disagree.

The next two statements ask about the difficulty and the limitations of using Spada Online Learning. In the statement *"I had difficulties, especially in using and accessing SPADA Online Learning"*, most students admitted they had no difficulty, it can be proved by 45 (35,7 %) students who chose to disagree and 16 (12,7 %) students who strongly disagree. Here, 48 (38,1%) students are not sure they have difficulty in assessing *SPADA Online Learning*. Whereas, from 126 students, only 17 students said they have difficulty in assessing Spada online learning.

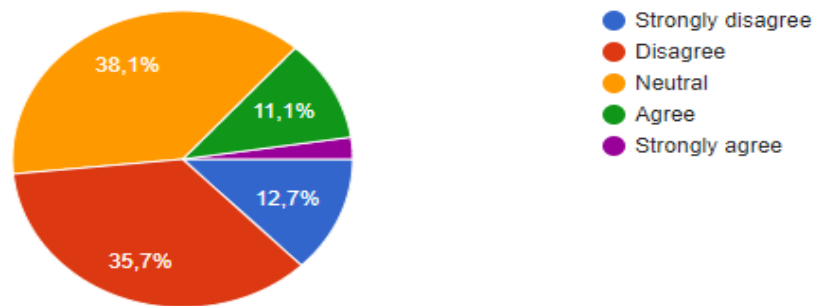


Figure 10. The result of the statement *"I had difficulties, especially in using and accessing SPADA Online Learning"*.

The statement, *"I have limitations in using SPADA Online Learning, such as a laptop, internet network, and others"*, got positive responses from the students. Of 126 students, only 17 students said they have limitations, while others admitted have no limitations in using Spada online learning. The result is figured out below,

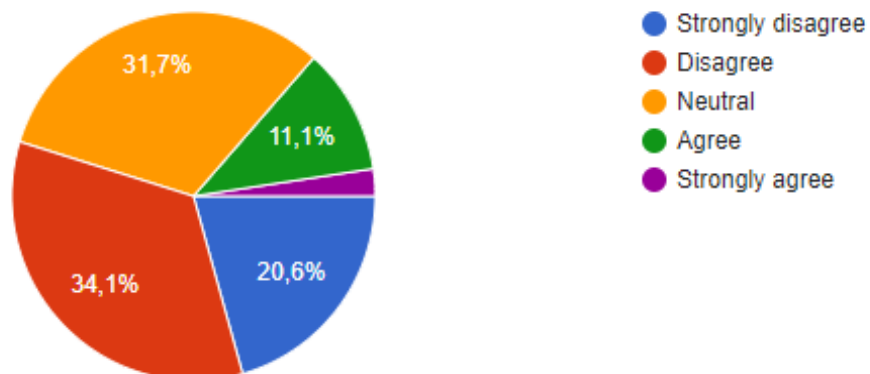


Figure 11. The result of the statement, "I have limitations in using SPADA Online Learning, such as a laptop, internet network, and others, get a positive response from the students."

From the diagram above, it can be seen that 26 (20,6%) students strongly disagree, and 43 (34,1%) students disagree. While 40 (31,7%) students chose neutral. Of the students who had a negative response only 17 students, 14 (11,1%) agreed and 3 (2,4%) strongly agreed.

The last statement of the questionnaire, the teacher's active role in learning English and providing feedback, got the most positive response from the students since 99 out of 126 students chose agree and strongly agree. The result is figured out below,

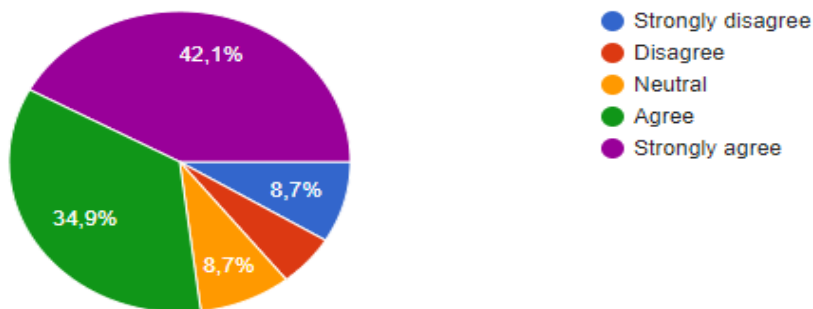


Figure 12. The result of the statement, "The teachers play an active role in learning English and provide feedback."

From the diagram above, it can be seen that there are 11 (8,7%) students who strongly disagree and 7 (5,6%) students who disagree. While 11 (8,7%) students chose neutral. 44 (34,9 %) students agree and 53 (42,1%) students strongly agree. As a result, the students who had negative responses were only 17 students.

Teachers' perception of English language learning by using SPADA Online Learning

The researcher also interviewed the English teachers in the school to know their perspective towards SPADA Online Learning as the LMS used in teaching and learning.

The strengths of LMS SPADA Online Learning by the teachers during teaching and learning English

It was found from the interview that SPADA Online Learning brings many strengths for the teachers. One of which is the easiness for the teachers to share teaching materials and give assignments to the students. The teachers do not have to meet face-to-face with students because this

website can be accessed anywhere and anytime which saves more time. Besides, the teachers also have a 'question bank'. With this feature, the teachers do not need to type the question from the beginning if they want to give the same questions or they just need to give editing if it is needed. As a 'question bank', the teachers can store materials that have been taught in the 'material bank'.

The second benefit is bank material. If we teach in the same grade with different classes we only change to different classes. (Teacher 1)

The students can learn the next material because the teachers share the next material from LMS media. It lets the students know what their material for the next exam is. On the other hand, the teachers can control the students from LMS.

The third benefit for the teachers is they can give students assignments using LMS then they can see whether the students learn or not. (Teacher 2)

Another strength provided by this LMS is that it can give the score directly after the students submit the assignment.

By using this LMS, we as the teacher automatically get the students' scores so we don't need to check for the second time. (Teacher 2).

The teacher also confirmed that this LMS can reduce financial matters since the students do not need paper to submit the tasks. The task can be submitted by the students in the form of PDF, word, or direct answer in the column provided on the website. When the students are asked to do a task, the teacher usually sets the time limitation. The teachers usually give 24 hours or even 2 days.

The weakness of LMS SPADA Online Learning by the teachers during teaching and learning English

From the result of the interview with the teachers, it is revealed that the website is not IOS or Apple device friendly since it can only be opened through Android. In this case, the students who use an iPhone are welcome to do the task through a computer in the lab or they can borrow the Android smartphone of their classmates.

As with LMS in general, SPADA Online Learning also needs a good signal to access. Meanwhile, if there are too many users who access the website, it will be hard for the students to access it.

...if we use LMS together at the same time the program is low then the application cannot work well. (Teacher 1)

Another obstacle informed by the teachers is they cannot give feedback to the students. Consequently, if the teachers want to give the students feedback, they have to write it through Google Docs.

... On the other hand, there is a weakness in using LMS as the teacher cannot give feedback to the students by using LMS. (Teacher 2).

In line with the description above, this research finds LMS has many interests from the students. The students felt that the LMS was easy to operate. LMS makes it very easy for the students to understand the subject and to support blended learning then the students are more focused on reading and studying when I used SPADA Online Learning. LMS also makes students feel happy in learning because they can do and learn everywhere. On the other hand, students do not have limitations in using LMS.

The weakness perceived in LMS is when a lot of students use the application, sometimes the program is low then the application cannot work well. Once, in LMS SPADA Online Learning the teacher cannot give feedback to the students by using LMS.

Discussion

The focus of this study was to uncover the perception of students and teachers while they were learning English by using LMS SPADA Online learning as the media. According to the findings, most students tend to reflect positive responses towards SPADA Online Learning in learning English. In addition, the English teachers also stated the benefits and the weaknesses of the LMS.

Based on the results of the study, it was revealed that students and teachers tended to have high perceptions of LMS. This shows that the application of SPADA Online Learning in the learning process is going well. This is to research previously conducted by Multazam et al (2022) that there are many benefits of the use of LMS that can assist the students to access the material anytime and anywhere, because it is organized well, and students have a good perception of using LMS as a learning media.

Students also showed a positive response in using the LMS as a teaching medium along with the materials distributed by the teacher through the LMS. In addition, they revealed that SPADA Online learning was very easy to operate. SPADA Online learning also supports students to interact with classmates while learning English. Most of the students stated that by using SPADA Online learning, learning English became more focused and fun. But on the other hand, some students also disagreed. This indicates that the LMS is not a benchmark that determines their focus. However, this finding is different from the research conducted by Suhaimah & Setyowati (2021) where the respondent in their study stated that online learning is less effective and boring.

Moreover, in teachers' perception of this research, blended learning with an LMS enables teachers to better design and manage instructional resources. They can include multimedia resources, interactive exercises, and evaluations to accommodate various learning styles and levels. Then, efficient assessment and feedback on LMS platforms have features for automated assessments, allowing teachers to provide students with quick and objective feedback on their performance. This allows teachers to discover areas for improvement and provide feedback to learners to help them improve their language skills. According to Al - Al-Munawwarah (2014), there were three benefits of using ICT in the English teaching and learning process; namely, assisting the teachers to conduct interesting and enjoyable learning activities, promoting learner independence, and motivating the students to learn. LMS makes the teachers easy in teaching, assess, and motivate students to improve their skills.

Even though the LMS SPADA Online Learning brings a lot of benefits, the students and teachers also have to overcome the difficulties. Likewise, it is hard to access when the server gets too many users. Besides, some students have difficulty when they do not have data, and the students can not access the LMS by using IOS. This result is harmonized with the research findings by Multazam, et. al. (2022) where the common problems of LMS users are bad networks, not enough credit, error, etc.

In conclusion, SPADA Online learning brings a lot of benefits for the students and the teachers in English blended learning. the development of the application is needed since this application also has some weaknesses. It is of a good strategy if the application could be improved so that the users can be more pleasurable.

However, there have been several limitations of this research related to the limitation of getting the information from the teacher and the students took several times to answer the questionnaire. This study also focused on analyzing the teachers and the student's perceptions based on the convenience and usefulness of the LMS. Therefore, a larger and more detailed study can be conducted by further researchers to observe the effectiveness and more aspects of the LMS.

CONCLUSION

From this research, we know that LMS is very useful for teaching methods. This research finds LMS has many interesting feedbacks from the students. The students claimed that LMS is easy to operate, to understand the subject, and to

support blended learning. Many students also stated that they were more focused on reading and studying when they used SPADA Online Learning. Moreover, LMS also makes students feel happy in learning because they can learn and do the assignments everywhere.

On another hand, SPADA Online Learning cannot be accessed through IOS. Hence, IOS users must use Android or computer devices to access the LMS. Other weaknesses perceived in LMS are when a lot of students use the application, sometimes the program is low then the application cannot work well. Once, in SPADA Online Learning LMS the teacher cannot give feedback to the students by using LMS.

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