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# Implementation of Blended-Based Learning Management: A Multisite Study at Private Universities in Indonesia

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**ABSTRACT:** This study aims to describe the implementation of blended learning-based management and the advantages of blended learning implementation at UNISNU Jepara and UMK Kudus. This research uses a qualitative approach with a case study design. This descriptive research was conducted in UNISNU and UMK, Central Java, Indonesia. The participants are 35 lecturers, 30 students, and 5 IT staff. Data collection employs a range of techniques, including interviews, observation, and documentation. The data validity technique uses triangulation. Data analysis uses qualitative techniques. The research findings reveal that the management functions of blended learning-based English language learning at UNISNU and UMK encompass planning, implementation, monitoring, and evaluation, all while optimising each institution's human and educational resources. UNISNU and UMK have facilities for e-learning, support systems, information technology, internet networks, and Wi-Fi, which are sufficient to carry out blended learning. The results of this research strengthen Aerio's theory regarding the management functions of blended learning in higher education, with several limitations. Resources include human resources (lecturers and students), learning materials, instructional methods, and equipment (such as software). The benefits of BL learning at the PBI UNISNU and UMK study programs, as experienced by lecturers and students, include enhanced skills in online learning, literacy, lecturer-student interaction, and increased student participation.

**KEYWORDS:** blended learning-based, management, private university.

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## Introduction

Blended learning (BL) has become a trend in education, particularly in the field of learning. This learning model allows teachers and students to learn inside and outside the classroom. The basic principles of blended learning (hereafter referred to as BL) combine elements of blended learning with conventional learning to produce effective, efficient, and flexible learning (Jones et al., 2021).

BL is a learning model that combines conventional learning with e-learning, utilising electronic media. Combining the two traditional learning models and e-learning will produce effective learning because the two models can complement each other's shortcomings. BL combines the advantages of traditional learning methods with online learning, one of them being e-learning (Kacetl & Semradova, 2020).

Allan et al. (2019) state that BL is a classroom learning formula that combines conventional methods with e-learning by utilising computer-based or network-based learning media in the classroom and perhaps equipping it with an internet connection. Practically, BL-based learning offers additional direct benefits and flexibility compared to in-person learning, online learning, or using learning media from a class that supports interaction (Bykova et al., 2021).

In BL learning, lecturers and students adapt to advances in educational technology by lecturers and students while maintaining conventional methods (face-to-face). Learning blended learning is one way to address the weaknesses of traditional methods, with e-learning serving as an appropriate alternative learning process (Jones et al., 2021).

The BL method has two main components: online teaching (offline) and online education (online) through e-learning media. BL can take the form of multimedia technology, CD-ROM video streaming, virtual classrooms, voicemail, email, conference calls, text animations online, or streaming video combined with traditional forms of classroom and offline training (Hrastinski, 2019). Through BL, students learn in the school environment, at home, or in other settings (Castro, 2019).

Several state universities in major cities with sufficient human resources and facilities typically implement BL-based learning in Indonesia. This research was conducted at two private universities (PTS) in two towns, Nahdlatul 'Ulama Islamic University (UNISNU) Jepara and Muria Kudus University (UMK) in the northern coastal region of Central Java. Researchers used research sites at private Islamic universities as a novelty (novelty) research object to describe the implementation of blended learning.

Several studies have been conducted on BL-based learning. Thai (2019) researched the integration of BL in higher education. Sakina et al. (2020) researched BL in higher education, focusing on differences in needs and profiles. Ferdiansyah et al. (2021) and Darma et al. (2020) found that implementing BL in higher education is no longer done face-to-face or online but entirely online. Vallée et al. (2020) presented the results of a research study on learning concepts blended with traditional methods using case study approaches.

Research on BL in foreign language teaching was conducted by Rashida (2018) in research entitled "Learning Management System (LMS) in higher education institutions." Gao et al. (2020) conducted research entitled "The Effect of Blended Learning Platforms and Engagement on Students' Satisfaction - the Case from Tourism Management Teaching." Damanik (2020) explored BL as an innovative approach. BL is a creative concept that encompasses the advantages of traditional classroom teaching and ICT-supported learning, including offline

learning (offline) and online learning (online). Kant et al. (2021) discuss some potential Learning Management Systems (LMS) that can be used for the teaching and learning process in the context of higher education institutions, such as Moodle, as well as success factors for teachers and whiteboards. Mentari & Solikhah (2021) found that at the elementary, middle, and high school levels, BL in the pre-COVID-19 period could be carried out regularly in both face-to-face and media-based formats. It was online using internet platforms. Dakhi et al. (2020) conducted research entitled "Blended Learning: A 21st-century Learning Model at College.".

Based on previous research, this study's position differs from that of prior research. This research accommodates two variables: (1) blended learning based on face-to-face and media methods online help e-learning; (2) lecturer learning, which consists of planning, implementing, and evaluating learning components. This research focuses on implementing BL learning management functions in the aspects of planning, implementation, and evaluation at private universities, addressing several existing limitations as outlined by Aureo (2021) and exploring the benefits of BL-based learning at UNISNU and UMK.

This research applies learning management theory in higher education, including e-learning and blended learning management. The sources used in learning models in higher education are taken from the theories of Vrabec & Botosove (2020), Sinambela (2020), and Arifudin (2019), while the learning model is e-learning using Abdullayev's theory (2020), Gazal et al. (2018), and Ahmed (2008). Blended learning theory is taken from Singh (2021), Stepanova (2020), and Setiyawan et al (2019). As for management theory, blended learning is taken from Aureo (2021).

The researcher chose the two research locations for several reasons: (1) PBI Study Program UNISNU and UMK are two study programs that promote learning technology. The learning technology in question is BL-based learning. Both study programs have implemented learning online in English language learning; (2) In the PBI UNISNU study program, since its inception, it has established the slogan BL-based learning as a differentiator (distinction) from other study programs. UMK English Language Study Program has also implemented BL-based learning in English language learning; (3) UNISNU's English study program has widely used BL-based learning applications since 2013/2014 for lecturers. Recognition for the application of BL-based learning in PBI study programs has been obtained since the accreditation results were released. The English language study program at UMK has also implemented online learning since 2014. The leadership and Head of the study program have carried out socialisation and training on e-learning use to lecturers; (4) both have facilities for e-learning, information technology, internet networks, and adequate Wi-Fi.

### *Research Aim and Research Questions*

The purpose of this study is to describe the implementation of blended learning-based management and the advantages of blended learning implementation at UNISNU and UMK.

The research questions concern how blended learning-based learning management functions work and the benefits of blended learning in the English language study programs at UNISNU and UMK.

### *Method*

This research uses a qualitative approach with a case study design. This research is qualitative because it utilises narrative data, including explanations, arguments, logic, and facts, obtained from studies of the learning management implementation process (Cresswell, 2014). The case study design is appropriate because the

problem studied is specific and small-scale but analysed in depth. Case studies aim to examine programs, events, operations, procedures, or individuals in depth (Yin, 2016; Kyngäs, 2020). This research explores the functions and benefits of blended learning-based English language learning management in private universities.

This research was conducted at two private universities in the northern region of Central Java: Nahdlatul Ulama Islamic University (UNISNU) in Jepara and Muria Kudus University (UMK) in Central Java, Indonesia. The researcher limited the research to the English language study program at UNISNU and UMK. The research locations were determined based on purposive sampling.

This research involved 70 participants, comprising 35 lecturers, 30 students, and 5 IT staff members. Participants were selected based on capacity and availability when the research was conducted using purposive sampling techniques. The lecturers involved are lecturers who are used to teaching using BL. Students are selected based on their participation in taking BL-based courses. The selected students are studying in semesters 5, 6, and 7.

Researchers collected data through interviews, observations, and documentation. They used research instruments such as interviews, observation, and documentation guides. In this research, the researcher plays a key role (as a key instrument) in collecting and analysing data. Researchers process, explore, select, and determine the data type and analysis depth (Yin, 2016; Hamzah, 2021).

Researchers used document analysis, direct observation, and in-depth interviews as data collection techniques in data analysis. Primary data was obtained from direct interviews with participants. Secondary data for this research were obtained from three types of documents, namely: (1) BL implementation regulations, BL implementation SOPs, and BL implementation instructions; (2) curriculum, syllabus, Lecture Event Unit (SAP), BL Teaching Materials; and (3) archives, artefacts, and BL implementation notes. To check the validity of the data, researchers used triangulation techniques.

This research uses two types of data: narrative data from interviews and document analysis, and numeric data (numbers), which are answers to survey questionnaires and checklists in the form of frequencies, averages, and percentages. Narrative data was analysed using content analysis techniques. The numerical data were analysed using descriptive statistics (Cresswell, 2014) through frequencies, percentages, tables, and diagrams.

Next, the researcher compared and combined the findings obtained from sites 1 and 2. The researcher took steps by (a) formulating a proposition based on the findings of site one at UNISNU and site two at UMK, (b) comparing and combining the findings of the temporary theory of the two sites, and (c) formulating theoretical conclusions based on cross-site analysis as final findings (Yin, 2016).

## Research Results

The discussion of the research results is structured in accordance with the problem formulation, utilising a cross-site analysis approach. The discussion of the results of this research is directed at describing (1) the functions of BL-based learning management at UNISNU with UMK, which include planning, implementation, evaluation, and support of the BL learning system; and (2) the benefits of BL learning at UNISNU and UMK.

### 1. BL Learning Management Functions at UNISNU and UMK

a. BL Planning

The initial stage of BL-based learning is preparing learning tools that outline the program objectives, target students, and the proposed BL learning approach. The learning component involves the comprehensive use of online and web learning platforms supported by the institution. These roles require a learning function online, connecting to other systems, and creating new multimedia digital learning.

The differences in the flow of learning planning for the BL PBI study program at UNISNU and UMK are presented in Table 4.1 below:

**Table 1: Differences in BL Learning Planning Flow**

*UNISNU PBI study program with UMK*

| STEPS | UNISNU | UMK |
|---|---|---|
| 1 | Designing the composition and frequency of a one-semester learning model (offline and online) | Preparation of learning tools by lecturers |
| 2 | Preparation of learning tools (Syllabus, RPS, RPP, materials, student assignment plans, course outline, and types of evaluation) | The lecturer must prepare the syllabus and RPS, including learning models (online, synchronous, or asynchronous, face-to-face). |
| 3 | Lecturers are required to upload learning tools on the platform e-learning. | Lecturers are required to prepare the RPS and submit it to the Head of the Study Program. |
| 4 | The design, preparation, upload of learning tools, and implementation of online and offline learning are fully regulated by MK lecturers. | The design, preparation, upload of learning devices, and implementation of online and offline learning are fully regulated by the LEMDIK UMK institution. |
| 5 | The Head of the Study Program monitors and evaluates the RPS through e-learning. | The Head of Study Program coordinates the RPS with the dean's knowledge and submits it to LEMDIK and the Quality Assurance Institute (TPM). |

Table 1 shows that the PBI UNISNU study program plans BL learning by designing the composition and frequency of learning models for one semester, in the form of face-to-face learning (F2F) and online learning (OL). At the beginning of the semester, lecturers are required to prepare learning tools, which include a syllabus, RPS, teaching process plan (RPP), teaching materials prepared for 1-16 times, student assignment plan (RTM), course outline, and types of evaluation. The RPS design format is prepared by accommodating two learning models: face-to-face and online.

Lecturers must upload learning tools to the e-learning platform for monitoring and evaluation by the Head of the study program. Using e-learning has functions: (1) as a means to distribute files or links (link) course material; (2) as a place for discussion about lecture material; (3) as a place for discussion about the learning process. E-learning can be complementary or a substitute. Learning with e-learning has the same position as face-to-face meetings (a substitute for face-to-face learning). With blended learning and the flipped classroom model, e-learning can be used by students to study initially or review material (remedial). In independent online learning, lecturers utilise platforms such as WhatsApp Groups (WAG), Facebook groups, and Instagram to serve as discussion media between lecturers and students, as well as among students. However, lecturers still use e-learning. The learning planning of PBI UNISNU lecturers has been implemented in accordance with the BL

learning theory.

The stage of organising BL learning must follow the SOP, which contains the following provisions: (1) activities e-learning included in the minutes; (2) student presence in learning e-learning recorded in attendance; and (3) class e-learning made by the lecturer himself on the page e-learning which the university has provided.

Organising BL learning is done using a model that replaces room and station rotation. For BL models of flipped classrooms, the lecturer provides activities asynchronously a few days before the face-to-face meeting, and then the face-to-face learning process is carried out. Learning blended learning is supported by study programs, faculty, and university regulations. These regulations direct BL learning to use station rotation, flipped classrooms, or several other models that can be applied. Universities also build supporting facilities in the form of e-learning and LMS.

In the PBI UMK study program, BL learning planning begins with the lecturer preparing learning tools. At the beginning of the semester, each lecturer is required to prepare a course syllabus and RPS. The RPS outlines the learning model that will be implemented over one semester, including online synchronous or asynchronous, and face-to-face learning options. The syllabus must include the use of e-learning to disseminate lecture materials, in addition to distributing them via WAG, Facebook, or email, to facilitate discussion of the lecture material and the learning process.

Next, the lecturer uploads the learning tools into the system e-learning SUNAN. The design, preparation, upload of learning devices, and implementation of online and offline learning are fully regulated by the LEMDIK UMK institution. Using e-learning has functions: (1) as a means to distribute files or links (link) course material; (2) as a place for discussion about lecture material; (3) as a place for discussion about the learning process. Regarding online learning, UMK lecturers are required to optimise the use of the SUNAN LMS to monitor leadership evaluations related to the intensity of LMS use in lectures.

The organisation of BL learning at UMK is carried out in stages from the study program, university, LEMDIK, and TPM levels. Each lecturer is required to prepare an RPS and submit it to the Head of the Study Program. The Head of the Study Program checks and provides legalisation for monitoring and evaluating initial learning. The study program will coordinate the RPS that the lecturer has developed in consultation with the dean, which will be submitted to LEMDIK and the Quality Assurance Institute (TPM). At the beginning of the semester, lecturers must fill in the syllabus, a quality assurance information system, as a form of monitoring and evaluation. Universities centralise the lecture or learning process through educational institutions (LEMDIK).

b. Implementation of BL Learning

In the UNISNU PBI study program, the implementation of BL learning shows serious management, starting with the formulation of Graduate Learning Outcomes (CPL) and curriculum distribution. This process is carried out by implementing curriculum and BL workshops, distributing MK, and preparing the study program's vision and mission. The implementation of BL learning is implemented in English MK. At this stage, the study program's vision and mission are synchronised, and compliance with government regulations is ensured.

UNISNU's BL-based learning began with online learning; no platform or type of program was applicable. The aim is to change conventional learning into online media-based learning. Learning in an online system is referred to as online learning, while learning outside of an online system is called offline learning. Online learning

is also referred to as WFH (work from home), where learning is carried out from home.

At the beginning of online learning implementation at UNISNU, the main obstacles included problems with media types, classroom learning, face-to-face arrangements, creating teaching materials, in-class evaluation, and adapting to courses. Before the pandemic, BL learning was conducted with students using Facebook and WhatsApp. After the WA application provides group facilities, online learning utilises the WA platform because group communication is faster and can be more easily monitored. Lecturers also utilise YouTube and Google Meet to deliver course materials for class discussions.

After the platform e-learning SIAkad was formed and made mandatory for lecturers, online-based learning began to be implemented in an orderly manner. UNISNU is starting to find patterns in the use of internet-based online learning. Using this initial platform gave rise to an initiative to conduct broader outreach to students, lecturers, employees, and the campus learning infrastructure. To strengthen the implementation of online learning, the UNISNU PBI study program included a mandatory course as a featuredistinguishing program of the program: Introduction to Blended Learning.

Related to the implementation of blended learning, on average, PBI lecturers already incorporate blended learning into their teaching. Several PBI UNISNU lecturers employ BL learning using models of the flipped classroom, which begins with online learning by students outside the classroom or at home, utilising content that has been previously prepared and uploaded by the lecturer via the LMS. After completing the online learning process outside of class, students deepen their understanding and practice solving questions in class with the lecturer and classmates.

Other lecturers conduct BL learning either synchronously or asynchronously. Before the face-to-face learning process, the lecturer uploads the material and shares it with the e-learning media or LMS, allowing students to download the materials and assignments. Students then access the material and write reflections on what they understand about the uploaded material. At face-to-face meetings, the lecturer asks students to discuss the material covered in the asynchronous activity within their groups. The lecturer finally gave the students independent assignments. To strengthen learning theory, the program incorporated blended learning courses.

In the PBI UMK study program, the implementation of BL learning differs slightly. Before the pandemic, face-to-face learning was equipped with tools such as attendance lists, rooms, and infrastructure like whiteboards or PowerPoint presentations, among other resources. Learning tools used by lecturers include LCD and PowerPoint media. Sometimes, the lecturer gives an introduction via video regarding the lecture material, which is then used as discussion material. The implementation of face-to-face learning organised by lecturers must be made known to the Head of the Study Program. Health protocols must be adhered to by both lecturers and students, taking into account the number of students attending face-to-face lectures and the available space.

Learning online has been implemented at UMK since 2014. Initially, the system used an internet-based platform, and then UMK implemented the SUNAN online learning system. Following the circular or instructions issued by the University leadership, the learning carried out by UMK in 2020 was a blended learning approach. Implementing BL-based learning at UMK until 2020 remains relatively straightforward. Lecturers for each course conduct online learning independently via e-learning SUNAN and hold face-to-face meetings (offline).

Socialisation and training, as well as blended learning and the Learning Management System (LMS), are

coordinated by LEMDIK (the Educational Institute) under the Chancellor, who has full authority. After several workshops, the lecturers began to understand the use of platforms and applications in SUNAN e-learning, which is used as a learning model.

Lecturers implement online learning through e-learning SUNAN. Lecturers must use SUNAN. Initially, e-learning SUNAN could have been considered more effective but also burdensome; however, lecturers began to adapt and smoothly utilise it as the leading learning platform. Lecturers may also use additional supporting tools, such as Zoom, Google Meet, video, WhatsApp video, WhatsApp Calls, and WhatsApp groups.

Implementing online learning through e-learning, both synchronous and asynchronous, aims to optimise the use of SUNAN LMS. For asynchronous learning, lecturers sometimes use the Padlet application (Padlet.com). This application provides enough space and helps students convey their assignments. For synchronous learning, lecturers use media.

BL learning depends on each lecturer because the university only provides a face-to-face learning policy a maximum of 4 times, and the rest is online learning, both asynchronous and synchronous. The variety of platforms used in SUNAN by MSEs includes internet-based online media, social media, as well as specific platforms such as Facebook, YouTube, TED, and Coursera. Some lecturers have used Zoom and Google Classroom, but they must still be structured. The situation became uncontrollable when universities implemented complete online learning during the pandemic.

The differences in the implementation of online learning at UNISNU and UMK are summarised in Table 2 below:

**Table 2**

*Differences in Implementation of Online Learning at UNISNU and UMK*

| UNISNU | UMK |
|---|---|
| BL learning regulations have been effective since 2014 as a study program distinction. | The BL learning regulation has been in place since 2020, during the pandemic. |
| Starting with digital learning | Multiple platform-based |
| At the start of the BL program, there was no platform | At the beginning of the BL program, the media used were Internet applications |
| Online learning is mandatory e-learning SIKad; lecturers may search for other social media platforms. | Online learning must be optimized for e-learning SUNAN |
| The lecturer regulates the implementation of face-to-face learning according to the syllabus. | Implementation of face-to-face learning with the knowledge of the Head of the Study Program and permission from LEMDIK |
| Google Zoom, Facebook, WA groups | Facebook, YouTube, TED, Coursera<br>Facebook, YouTube, TED, Coursera |
| The leadership policy regarding the composition of offline and online learning implementation is half-and-half (50:50). | Leadership policy regarding the composition of offline learning implementation: a maximum of 4 face-to-face meetings, the rest online |

Table 2 shows the learning variations online before the implementation of BL at both sites. Learning

management has changed from conventional to digital. The cause of this change was attributed to adjustments in the vision and mission of digital-based learning in higher education.

Generally mentioned by Griggs (2021), Alamri et al. (2021), Kacetl & Semradova (2020), and Dan Jones et al. (2021), BL involves a combination of online and face-to-face learning elements. Generally, BL involves additional content or materials for independent study, provision of learning materials via the Internet, access to video or audio broadcasts, email communication, discussion rooms, or face-to-face meeting plans.

At this stage, the PBI study program synchronises the vision, mission, and conformity with the Constitutional Court as the primary concern. After the platform is set up, the study program must formulate curriculum standards set by the Higher Education Service (Dikti) and arrange the format according to accreditation requirements. The study program started with a curriculum workshop and formulation of graduate learning outcomes (CPL) or learning outcomes. The vision and mission will encompass the curriculum, CPL, or CPMK, and ultimately, extend to study materials and courses.

Stepanova (2020) put forward three deep concepts of BL, namely the idea of pedagogy (Pedagogies), technology (technology), and learning theory (theories of learning). This notion is also reinforced by Hrastinski (2019), who states that the success of BL learning at universities depends on the institutional capacity to support the BL learning model and the existence of quality and well-designed institutional development programs. Singh (2021) explains that learning BL is a combination of conventional and online learning that complements each other to support student learning.

In the context of online discussion facilitation, Elliot (2021) also explains that online discussions can be carried out to provide peer tutorial facilities for fellow students. Shetu et al. (2021) also strengthen that online discussions or internal discussions, e-learning can be implemented with six of the seven good practices (good practice), namely contact between instructors and students, collaboration between students, active learning, feedback, communication, and talent representation.

c. Evaluation of BL Learning

The differences in BL learning evaluation between PBI UNISNU and UMK study programs are summarised in Table 3 below:

**Table 3**

*Differences in Evaluation of Online Learning at UNISNU and UMK*

| | **UNISNU** | **UMK** |
|---|---|---|
| 1 | The Head of the Study Program monitors and evaluates the RPS through e-learning. | The Head of Study Program coordinates the RPS with the dean's knowledge and submits it to LEMDIK and the Quality Assurance Institute (TPM). |
| 2 | E-learning is complementary (a substitute for face-to-face learning) | The SUNAN LMS for UMK lecturers must be optimized for use |
| 3 | Lecturers independently conduct online learning and may use apps such as WhatsApp, Facebook, YouTube, Instagram, etc. | The lecturer's online learning process must be conducted with the consent and permission of the Head of the Study Program and LEMDIK. |
| 4 | Two types of BL learning evaluation monitoring: | Universities centralize the online and offline lecture or |

| | | |
|---|---|---|
| | a. Monitoring the readiness of lecturers' learning equipment is carried out by the leadership (Head of the study program) at the beginning of the semester and is carried out systemically through e-learning SIAkad<br>b. Lecturers monitor student learning activities through the UNISNU LMS. | learning process through educational institutions (LEMDIK). |
| 5 | The Head of the Study Program and the GKM (Quality Control Group) team carry out face-to-face learning monitoring (offline) periodically through class visits according to schedule. | Online and offline lecturer learning is monitored by an authorized institution, namely LEMDIK. |

In the UNISNU PBI study program, BL learning evaluation experiences dynamics along with the development of the learning support system. Before stipulating the Chancellor's regulations regarding the use of e-learning UNISNU as the leading online learning platform, several lecturers initially used Google Meet at the beginning and end of learning sessions before exams (UTS and UAS). Discussions between lecturers and students, as well as among students, are also conducted via Google Meet, WhatsApp Groups, Facebook, or other similar applications. Lecturers independently search for and use online learning platforms as a form of feedback. After the rector's regulations are determined, lecturers' learning evaluations are carried out systematically through e-learning at UNISNU SIAkad. At the beginning of the semester, lecturers must upload learning tools, including the syllabus, RPS, teaching materials for meetings 1-16, lesson plans, and evaluation types, to the e-learning and LMS platforms.

There are two types of BL learning evaluation monitoring in the UNISNU PBI study program. First, the leadership (Head of the study program) monitors the readiness of lecturers' learning equipment at the beginning of the semester. It is done systematically through e-learning, as leaders can open lecturers' e-learning accounts. The Head of the Study Program evaluates the way lecturers assess learning achievement and evaluates the learning process through the results of internal discussions and e-learning. Internal lecturers conduct the supervision process through e-learning during the teaching and learning process. Second, lecturers monitor student learning activities through the UNISNU LMS. Learning evaluation blended learning. In asynchronous activities, the reflection model is used. Students must write down what they understand regarding the material that the lecturer has uploaded. At the face-to-face meeting, the lecturer then provides written and verbal evaluations of the feedback uploaded by students on e-learning.

Face-to-face learning monitoring (offline) at PBI UNISNU is conducted by the Head of the study program, in collaboration with the study program's GKM (Quality Control Team), periodically and sequentially according to the schedule in the middle of the semester, leading up to the Mid-Semester Examination (UTS). The Head of Study Program, accompanied by GKM personnel, enters the class that the course lecturer is teaching.

The evaluation of BL learning in the PBI UMK study program differs slightly. This difference is due to the initial readiness of the leadership in anticipating developments in learning technology, learning challenges during the pandemic, and the readiness of institutional funding to develop learning technology devices, including software (software) or hardware (hardware).

In the PBI UMK study program, BL learning is monitored and evaluated by the Head of the Study Program

as the leader. At the beginning of the semester, lecturers must prepare and upload learning tools, which include RPS, RPP, and course outlines. Monitoring of BL learning at UMK includes synchronous and asynchronous learning activities. Learning by lecturers is monitored by the authorised institution, namely LEMDIK. This institution utilises the management administration e-learning system, SUNAN, which enables comprehensive monitoring and evaluation of individual teaching activities by lecturers, both online and offline, from start to finish, as lecturers are required to use this system. When using synchronous learning, lecturers must write on SUNAN, such as Zoom or Google Meet.

The BL learning evaluation model in MSEs at the onset of the pandemic lacked systematic regulations. The evaluation was conducted by the Head of the study program, with permission from the LEMDIK institution. The Head of the Study Program carries out monitoring and assessment through lecturer accounts on the e-learning platform SUNAN. The monitoring and evaluation target is determining how many lecturers have accessed the SUNAN platform.

Evaluation of BL learning at UMK is carried out in (1) Distributing questions and collecting course assignment results from lecturers to students, which can be varied with facility e-learning; and (2) Mid-term exams (UTS) and Final Semester Exams (UAS) can be done online using media e-learning during the pandemic, but under normal circumstances, UTS and UAS are carried out offline (face-to-face). In evaluating and supervising BL learning, the Head of the study program evaluates how lecturers assess student learning achievement and the learning process through the results of discussions in e-learning. The supervision process is carried out during the teaching and learning process through internal lecturers' e-learning.

The similarity between the BL learning evaluation systems on both sites is that lecturers must upload learning tools before the start of the semester. However, the difference is the authority that carries out the monitoring. In the PBI UNISNU study program, monitoring is conducted by the Head of the study program through an e-learning account, which allows each lecturer to verify the completeness, suitability, and accuracy of their learning tools based on the study program's CPL. Face-to-face learning (offline) monitoring at PBI UNISNU is conducted by the Head of the study program, together with the study program's GKM (Quality Control Team), periodically and sequentially according to the schedule in the middle of the semester, leading up to the Mid Term Test (UTS). The Head of Study Program, accompanied by GKM personnel, enters the class that the course lecturer is teaching.

d. BL Learning Support System

Support systems are one component of online learning. Learning online involves combining computer support resources connected to the Internet. Learning online is carried out via computers with an Internet connection. Computer technology provides the necessary materials for students.

This sub-section presents the differences in BL learning support systems at the two sites, which are summarised in Table 4 below:

**Table 4: Differences in BL Learning Support Systemsat UNISNU & UMK**

| Information | UNISNU | UMK |
|---|---|---|

| | | |
|---|---|---|
| E-learning | UNISNU Academic Information System and Student Information System (SIAKAd and SIAma) | Sinau Tenanan (SUNAN) |
| Learning Management System (LMS) | LMS UNISNU | LMS SUNAN |
| Bandwidth | 550 Mbps or 60 KB per student | 1025 Mbps |
| Number of Servers and Capacity | Four servers – 1 Terabyte capacity | 15 servers-2, Terabyte capacity |
| Network | LAN & wifi—VPS services | LAN & wifi |
| Academic Portal | KRS, judiciary, grades transcript | KRS, judiciary, grades transcript |
| E-library | https://perpus.unisnu.ac.id/<br>https://siperpus.unisnu.ac.id/beranda/pencarian<br>https://siperpus.unisnu.ac.id/beranda/pencarian/penelitian | http://perpustakaan.umk.ac.id,<br>http://digilib.umk.ac.id<br>http://eprints.umk.ac.id<br>http://jurnal.umk.ac.id. |

Table 4 shows that both sites have adequate BL learning system support. Based on the table, UMK has slightly higher system support capabilities, as indicated by the number of servers and bandwidth capacity, compared to UNISNU. The network does not constrain the implementation of BL learning. Meanwhile, UNISNU, as a relatively new university, naturally adjusts its budget capabilities accordingly. Based on information from interviews with lecturers and students, BL learning can still run well even though there are sometimes problems with the signal and Wi-Fi at UNISNU.

Research by Oliveira et al. (2016) confirms that BL improves student academic achievement when accompanied by discipline and hard work. Rashida (2018) confirmed that the LMS system has been implemented to enable lecturers to apply it in their daily lectures. It is essential to identify student feedback as LMS users. This research also found that the challenges during the implementation of BL are responsibilities that must always be carried out. These challenges include (1) professional development of lecturers, (2) fulfilment of technology needs, (3) fulfilment of facility support, and (4) student needs. The facility support for BL development that institutions must provide encompasses not only BL infrastructure but also online networks that have developed rapidly. The facility is utilised for global development, institutional accreditation, and international professional development.

Based on the aforementioned gaps, this research offers novelty from three perspectives. First, BL theory, digital theory, and BL-based transformative English learning theory provide novelty in designing BL-based English teaching materials in PT. Second, the novelty of this research methodology can be attributed to the combination of the research type and the development of the instrument. Case study-based research, which emphasises qualitative exploration, must be developed multidimensionally based on technology, becoming a virtual ethnography. Third, the novelty of the research results shows that BL research only sometimes produces better performance in learning achievement, as has been found so far. The success of BL is also influenced by future challenges, which necessitate a more comprehensive approach to managing BL globally.

### 2. Benefits of BL Learning at UNISNU and UMK

In the UNISNU PBI study program, the benefits of BL learning are positive. The benefits of learning blended

learning are felt more by students, namely: (a) Students can carry out asynchronous and synchronous activities well. Most students already understand the material well and write reflections in asynchronous model BL learning activities. However, in the context of interaction between lecturers and students, face-to-face learning is more interactive than online learning. (b) Students are more active and independent in online learning than in face-to-face learning. Learning blended learning serves as a driver and complement to face-to-face learning, encouraging students to enhance their literacy. According to the lecturer, learning with Project learning improves and provides maximum learning benefits in MK speaking. In face-to-face learning, practice speaking using cooperative learning. Over the last two years, as planned by the Ministry of Education, Culture, Research, and Technology, learning has been directed towards using project-based learning and problem-based learning. (d) Students become more independent in asynchronous activities. In BL learning, students can access, download, and better understand the material the lecturer has prepared, (d) Students become better prepared for face-to-face learning because they first access the material, download it, and understand the material e-learning, which the lecturer has prepared better. Students are ready to engage in discussions during face-to-face learning to develop their critical thinking and creativity.

The benefits of BL learning in the PBI UMK study program felt by lecturers and students include: (a) Students participate excellently in online learning. Along with the development of LMS, online learning applications are synchronous, (b) Students become more flexible in interactions between lecturers and BL learning students, (c) Lecturers can freely prepare material; students can also prepare assignments, complete assignments, and read lectures and learning resources, (d) Lecturers also have time to provide feedback to students asynchronously, (e) Students can study the material first using the BL flipped classroom model.

## Conclusions

The management functions of BL-based English learning in the PBI UNISNU and UMK study programs include planning, implementation, monitoring, and evaluation, maximising each institution's human and educational resources. UNISNU and UMK have facilities for e-learning, support systems, information technology, internet networks, and Wi-Fi, which are sufficient for blended learning. The results of this research support Aerio's (2021) theory regarding blended learning management functions, which encompass planning, implementation, and evaluation in private universities, while addressing several existing limitations. The resources involved in the four management functions are human resources, materials, methods, and machines. The human resources department at BL Management College is a lecturer. Material resources are all the materials used in learning. Method resources are learning methods used to convey the main or sub-topic discussion. Machine resources are software used in this online meeting, which can be used to disseminate materials and facilitate discussions.

Lecturers and students at the PBI UNISNU and UMK study programs feel that BL learning increases skills in online education, literacy, lecturer-student interaction, and student participation.

## Implication

Following the characteristics of BL-based virtual systems and the practical need to use learning-based tools virtually, this research highlights the policy aspects that are the responsibility of policyholders at universities, namely the chancellor, dean, university IT manager, and faculty. The implication is that the chancellor, as the highest person responsible for the university, is obligated to establish policies that provide greater assurances for the system to be implemented effectively. The legal basis, infrastructure, and financial support need to be

transformed appropriately across all support units at the university. Deans and IT managers at faculties and universities ensure that the use of ICT to support the use of BL is carried out through ongoing training and coaching for both lecturers and students.

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