


Terbit online pada laman web jurnal : <http://e-journal.sastra-unes.com/index.php/JILP>

 Fakultas Sastra Universitas Ekasakti	JURNAL JILP (Jurnal Ilmiah Langu and Parole) Volume 7 Nomor 2	
	ISSN : 2581-0804 (Media Cetak)	E-ISSN : 2581-1819 (Media Online)
Received: 29-04-2024	Revised: 08-5-2024	Available online: 01-06-2024

Students' Perceptions Toward Blended Learning Through Youtube

^{*1}Dewirahmadanirwati, ²Ahmad Nusi, ³Novia Juita, ⁴Havid Ardi

^{*1}Language Pedagogy, Faculty Language and Art, Padang State University, dewirahma@student.unp.ac.id

²Language Pedagogy, Faculty Language and Art, Padang State University, ahmadfbs@student.unp.ac.id

³Language Pedagogy, Faculty Language and Art, Padang State University, noviajuita@fbs.unp.ac.id

⁴Language Pedagogy, Faculty Language and Art, Padang State University, havid_a@fbs.unp.ac.id

**Corresponding Author*

Dewirahmadanirwati

Language Pedagogy, Faculty Language and Art, Padang State University, dewirahma@student.unp.ac.id

Abstract

This study explores the perceptions of students towards blended learning using YouTube as a teaching tool. Blended learning, which combines traditional face-to-face teaching with online methods, has emerged as a promising approach to address these challenges. Blended learning allows students to access course materials and engage in activities both in the classroom and through digital platforms like YouTube. This study, conducted at Ekasakti University with 54 students divided into three groups, employed questionnaires, interviews, and observations to gather comprehensive data. The findings indicate a generally positive perception among students towards the use of YouTube in blended learning. Students recognize the benefits of YouTube in enhancing language learning experiences, as evidenced by high mean scores for statements emphasizing its effectiveness. However, concerns were raised regarding certain aspects of using YouTube, reflected in consistently low mean scores for specific statements across all groups. Addressing these concerns is crucial for optimizing the effectiveness of blended learning with YouTube and ensuring its successful integration into educational practices. Overall, while students largely appreciate the benefits of blended learning with YouTube, addressing their concerns is essential to further enhance its effectiveness and promote student engagement and learning outcomes.

Keywords: Blended Learning, Students' Perceptions, Youtube

© 2024 Jurnal JILP

I INTRODUCTION

Nowadays, Indonesian language lecturers often have classes with students who have different levels of skills. This means some students are better at the language than others. One big problem for these lecturers is that some students do not really get involved in learning the language. They might not seem interested in class, they do not talk much in discussions, or do not finish their work. So, lecturers must handle this challenge by making sure all students feel included and excited to learn, even with their different abilities.

In addition, when it comes to teaching and learning, a few things are really important. First, we need to have the right tools to teach with, like books or videos. Second, the lecturer plays a big role. They need to be good at explaining things and making the lessons interesting (Haerudin et al., 2023; Moghavvemi et al., 2018; Setyaningsih & Wahidiyati, 2022). Third, students need to be ready to learn, and they all learn in different ways. Fourth, the place where learning happens, like the classroom, should be a good environment for learning. Fifth, we need to have good sources of information, like books or websites, to learn from. And finally, we should use creative and fun teaching methods to keep students engaged. When we have all of these things in place, students can learn in their own way and at their own pace, which gives them more freedom with their learning.

Blended learning is when lecturers combine online learning with traditional face-to-face teaching (Dewi, 2022), (Abednego et al., 2023; Almahasees et al., 2022; Cronje, 2020; Dziuban et al., 2018; Hrastinski, 2019; Kumar et al., 2021; Ndahimana et al., 2023; Pratama et al., 2022; Purnama et al., 2023; Shakeel et al., 2023; Shamsuddin & Kaur, 2020; Suartama et al., 2019; Sukirman et al., 2022; Truss & Anderson, 2023). This means students get to learn both in the classroom and on the internet. For example, a lecturer might give a lesson in class and then assign some homework to be done online. Or they might use online videos or interactive activities to supplement what they teach in class. This way, students can benefit from the advantages of both types of learning. They get the interaction and support of the classroom

setting while also having the flexibility and resources available through online learning. Blended learning allows for a more personalized and flexible learning experience, catering to different learning styles and needs.

Blended learning is a teaching approach that has gained popularity because it offers students a wider range of learning experiences. It combines traditional face-to-face teaching with online learning methods (Fitriani et al., 2021; Sofino & Pradikto, 2022). This means students have the opportunity to engage with course materials and activities both in the classroom and through digital platforms. For instance, they might participate in online discussions via forums or email as part of their coursework. These online components provide structure to the learning process and offer students greater flexibility in how and when they interact with the material.

Blended learning allows students to access resources and complete assignments at their own pace, which can be especially beneficial for those with busy schedules or different learning styles (Rachmijati et al., 2019; Taufik et al., 2022). Moreover, it enables students to take advantage of a variety of learning tools and technologies, such as multimedia presentations, interactive simulations, and online assessments. This diversity in learning methods helps cater to the individual needs and preferences of students, making the educational experience more engaging and effective.

Additionally, blended learning promotes collaboration and communication among students and between students and instructors (Hariyono, 2020; Muslem et al., 2022; Ningsih & Arianti, 2019; Ogirima et al., 2021). Online discussions and collaborative projects encourage active participation and peer-to-peer learning, while also providing opportunities for feedback and interaction with the lecturer. Overall, blended learning provides a well-rounded educational experience that combines the best aspects of both traditional and online learning, ultimately enhancing student learning outcomes and preparing them for success in the digital age (Dewi, 2022; Dzihni et al., 2021; Fitriani et al., 2021; Sofino & Pradikto, 2022).

When lecturers incorporate online communities into their teaching, it is crucial for them to provide proper guidance and feedback to ensure their effectiveness. This involves giving students clear instructions on how to use and participate in these online spaces. For instance, lecturers can create guidelines for respectful communication and constructive feedback within the online community.

Moreover, lecturers should actively participate in these online discussions to guide students and offer timely feedback. They can provide encouragement, address questions, and steer discussions to keep them focused and productive. For example, a lecturer might respond to students' posts with insightful comments or pose thought-provoking questions to spark further discussion.

Furthermore, lecturers can utilize online tools to monitor students' participation and progress within the online community. By assessing students' contributions, engagement levels, and collaboration skills, lecturers can offer feedback to help them improve. For instance, a lecturer might use a learning management system to track students' forum posts and assign grades based on their quality and frequency of participation.

In conclusion, effective use of online communities in teaching requires lecturers to offer clear guidance, actively engage with students, and provide constructive feedback. By doing so, lecturers can create a supportive and enriching online learning environment that enhances students' learning experiences and promotes meaningful collaboration and communication (Fitriyana & Pranata, 2023).

Research on the use of YouTube in education has shown that it can significantly enhance the learning process by providing a platform for interaction and communication among learners. One way this happens is through the comment section, where viewers can express their ideas, ask questions, and share their feelings about the content they've watched. Firstly, YouTube offers a vast array of educational content covering a wide range of subjects and topics. Students can access videos that explain complex concepts in a visual and engaging manner, making it easier for them to understand and retain information. Moreover, they can watch these videos at their own pace and

convenience, allowing for personalized learning experiences (Fachriyah & Perwitasari, 2020).

Secondly, the comment section on YouTube serves as a space for students to engage with the content and with each other. They can ask questions, seek clarification, and share their perspectives on the topic being discussed. This fosters a sense of community among learners and encourages collaborative learning, as students can learn from each other's insights and experiences. Additionally, the act of writing comments requires students to articulate their thoughts and ideas in a clear and concise manner. This helps to improve their communication skills and critical thinking abilities as they formulate and express their opinions about the subject matter. Furthermore, receiving feedback from peers and instructors in the form of replies to their comments can deepen their understanding of the topic and stimulate further discussion (Nurilam Harianja et al., 2020).

Overall, YouTube offers a dynamic and interactive learning environment that complements traditional classroom instruction. By encouraging interaction and communication through the comment section, it promotes active engagement with the content and facilitates deeper learning experiences for students.

The utilization of social networking sites like YouTube as teaching tools within blended learning approaches has garnered attention for its potential positive impacts on education. Blended learning, which combines traditional face-to-face instruction with online learning components, has become increasingly popular in education due to its flexibility and ability to cater to diverse learning styles. YouTube, in particular, offers a vast repository of educational content in various formats, making it a valuable resource for both educators and learners.

This study sought to explore students' perceptions of blended learning when utilizing YouTube as a teaching medium. Understanding students' attitudes and experiences is crucial for evaluating the effectiveness and acceptance of blended learning approaches. By investigating students' perceptions, educators can gain insights into the strengths and limitations of using YouTube in blended learning contexts, thereby informing instructional practices and curriculum development.

One important reason for conducting this study is to assess the impact of YouTube on student engagement and motivation within blended learning environments. YouTube's multimedia-rich content, including videos, animations, and interactive tutorials, has the potential to captivate students' interest and enhance their learning experiences. By gauging students' perceptions, educators can determine the extent to which YouTube contributes to their engagement and motivation, thus informing strategies to optimize learning outcomes.

Furthermore, investigating students' perceptions of blended learning using YouTube can shed light on the effectiveness of this approach in facilitating learning outcomes. YouTube offers a diverse range of instructional materials that cater to different learning preferences and styles. Understanding how students perceive the quality, relevance, and

effectiveness of YouTube content in their learning can help educators identify areas for improvement and refinement in their instructional design and content selection (Margallo et al., 2023).

Additionally, exploring students' perceptions of blended learning with YouTube can provide valuable insights into the challenges and opportunities associated with integrating online media into traditional classroom settings. Issues such as access to technology, digital literacy skills, and preferences for learning modalities may influence students' attitudes and experiences with blended learning using YouTube. By identifying these factors, educators can tailor their instructional strategies and support mechanisms to address students' needs and enhance the overall effectiveness of blended learning initiatives.

II RESEARCH METHODS

This study at Ekasakti University involved 54 students split into three groups: 16 in the first, and 19 in each of the second and third groups. To gather information, researchers used questionnaires, interviews, and observations. Questionnaires had structured questions to learn about students' thoughts and experiences with blended learning using YouTube. Interviews went deeper, asking students about their feelings

and challenges with open-ended questions. Observations watched how students acted and talked during their blended learning sessions. By using all these methods together, researchers got a complete picture of how students felt about and experienced blended learning with YouTube, letting them understand both its benefits and challenges more fully.

III RESULTS AND DISCUSSION

Students' Perceptions toward Blended Learning Using Youtube.

Group	Highest Mean (S)	Mean Value	Lowest Mean (S)
Group 1	S13	3.68	S10 (2.15)
Group 2	S5	3.78	S10 (2.46)
Group 3	S5	3.90	S10 (2.05)

In Group 1, the findings suggest that students largely agreed that Youtube could serve as a valuable tool for language learning. This is evidenced by the highest mean score observed for statement S13, indicating that students perceive Youtube positively in this regard. Statement S13 likely pertains to specific features

or aspects of Youtube that students find particularly useful for language learning. On the other hand, the lowest mean score was associated with statement S10, suggesting that students may have reservations or concerns about certain aspects of using Youtube for language learning purposes. Statement S10 likely addresses potential drawbacks or limitations of incorporating Youtube into language learning activities, such as distractions or privacy concerns.

The findings from Group 1 indicate a generally positive perception among students

regarding the potential of Youtube as a language learning tool. This optimism is reflected in the highest mean score observed for statement S13, suggesting that students recognize specific features or functionalities within Youtube that they believe can contribute to their language learning experience. These features may include multimedia content, interactive communication tools, or user-generated language resources available on the platform. Conversely, the lowest mean score for statement S10 indicates that students harbor reservations or concerns about certain aspects of using Youtube for language learning. This could stem from concerns related to potential distractions, privacy issues, or the authenticity and reliability of language content found on the platform. It's logical for students to weigh the benefits and drawbacks of incorporating Youtube into their language learning practices, as they seek to maximize the effectiveness of their learning experience while minimizing potential obstacles. Ultimately, addressing these concerns through careful planning, guidance, and utilization of Instagram's educational features can help educators and students harness the platform's potential as a valuable supplementary tool for language learning.

Similarly, in Group 2, students expressed a favorable view of Youtube as a language learning tool, as indicated by the highest mean score for statement S5. This statement likely reflects the perceived benefits or advantages of using Youtube in language learning contexts, such as its multimedia capabilities or accessibility. Conversely, statement S10 received the lowest mean score in Group 2, suggesting that students may harbor similar concerns or reservations about specific aspects of using Youtube for language learning, mirroring the findings in Group 1.

In Group 2, students displayed a positive attitude towards using Youtube as a tool for language learning, as evidenced by the highest mean score for statement S5. This suggests that students recognize the potential benefits and advantages associated with integrating Youtube into their language learning activities. Statement S5 likely addresses the various ways in which Youtube can enhance language learning experiences, such as its ability to provide access to authentic language content, facilitate

communication with native speakers, or offer engaging multimedia resources. However, the lowest mean score for statement S10 indicates that students also have reservations or concerns about certain aspects of using Youtube for language learning purposes. This echoes the findings from Group 1 and suggests that students across different groups share similar apprehensions regarding potential drawbacks or limitations of incorporating Youtube into their language learning practices. It's logical for students to weigh both the benefits and challenges associated with using Instagram, as they strive to optimize their language learning experience while mitigating potential obstacles. Therefore, educators should address these concerns by providing guidance, support, and clear strategies for utilizing Youtube effectively as a supplementary tool for language learning. By doing so, educators can help students capitalize on the benefits of Youtube while navigating any potential challenges effectively.

In Group 3, students also demonstrated a positive perception of Instagram's potential for language learning, with the highest mean score assigned to statement S5. This indicates that students in Group 3, like their counterparts in Groups 1 and 2, recognize the benefits and advantages of utilizing Youtube in language learning activities. However, similar to the other groups, statement S10 received the lowest mean score in Group 3, suggesting that students may share common concerns or reservations about certain aspects of incorporating Youtube into their language learning experiences.

In Group 3, the findings align with those of the previous groups, indicating a positive outlook among students regarding Instagram's utility in language learning. The highest mean score for statement S5 underscores students' recognition of Instagram's potential benefits and its value as a supplementary tool for language acquisition. This likely reflects their appreciation for Instagram's multimedia features, interactive capabilities, and access to authentic language content, all of which contribute to a richer language learning experience. However, the lowest mean score for statement S10 suggests that students in Group 3, like their peers in the other groups, harbor reservations or concerns about certain aspects of using Youtube for language learning purposes. This underscores the

importance of addressing these concerns to ensure that students can fully leverage the benefits of YouTube while mitigating any potential challenges. By acknowledging and addressing students' apprehensions, educators can foster a supportive learning environment that empowers students to harness the full potential of YouTube as a valuable tool for language learning.

Overall, while students across all three groups generally agreed on the potential utility

of YouTube as a language learning tool, variations in their responses to specific statements highlight nuanced perspectives and considerations regarding its implementation. The consistent lowest mean score for statement S10 across all groups underscores the importance of addressing potential challenges or drawbacks associated with using YouTube for language learning to ensure its effective integration into educational practices.

IV CONCLUSION

Based on the findings about using YouTube for blended learning in all three groups, it is clear they mostly like this way of learning. Each group gave high scores to statements that talked about how good blended learning with YouTube is. For example, in Group 1, they liked statement S13 the most, giving it a score of 3.68. In Groups 2 and 3, they liked statement S5 the most, giving it scores of 3.78 and 3.90, respectively. This shows that students see the benefits of using YouTube to help them learn.

But, there were also some concerns. Across all three groups, the lowest scores were for statement S10. This suggests that students have some worries about certain parts of using YouTube for blended learning. Even though they mostly like it, there are things that need to be fixed or improved to make them feel better about it. If teachers can address these concerns, they can make blended learning with YouTube even better, making it a great way for students to learn and stay engaged.

Bibliography

- [1]Abednego, A., Nuniary, S., Rumahlewang, E., & Batlolona, J. R. (2023). The Correlation between Student Perception and Learning Motivation: Blended Learning Strategy. *AL-ISHLAH: Jurnal Pendidikan*, 15(2), 1338–1346. <https://doi.org/10.35445/ALISHLAH.V15I2.3850>
- [2]Almahasees, Z., Husienat, I., & Husienat, A. (2022). Perceptions of University Students Toward Blended Learning During COVID-19. *Journal of Higher Education Theory and Practice*, 22(18), 77–77. <https://doi.org/10.33423/JHETP.V22I18.5701>
- [3]Cronje, J. C. (2020). Towards a new definition of blended learning. *Electronic Journal of E-Learning*, 18(2), 114–135. <https://doi.org/10.34190/EJEL.20.18.2.001>
- [4]Dewi, R. S. (2022). THE INFLUENCE OF THE BLENDED LEARNING METHOD AND USAGE YOUTUBE VIDEO MEDIA ON STUDENT LEARNING OUTCOMES CLASS X OF SMAN PAKUSARI IN ENGLISH LESSON. *Journal of Education Technology and Inovation*, 5(2), 1–11. <https://doi.org/10.31537/JETI.V5I2.966>
- [5]Dzihni, N. Z., Sukirlan, M., & Sholihah, L. (2021). Improving students' speaking achievement through the implementation of blended learning using YouTube media at UPT SMAN 3 Empat Lawang. *U-Jet: Unila Journal of English Language Teaching*, 10(4). <https://doi.org/10.23960/UJET.V10.I4.202110>
- [6]Dziuban, C., Graham, C. R., Moskal, P. D., Norberg, A., & Sicilia, N. (2018). Blended learning: the new normal and emerging technologies. *International Journal of Educational Technology in Higher Education*, 15(1). <https://doi.org/10.1186/S41239-017-0087-5>
- [7]Fachriyah, E., & Perwitasari, E. (2020). Blended learning via YouTube media to Motivate EFL learners on speaking skill. *Loquen: English Studies Journal*, 13(1), 17. <https://doi.org/10.32678/LOQUEN.V13I1.2287>
- [8]Fitriani, Fatimah, S., & Herman, T. (2021). Blended learning based on ebook integrated Youtube in learning mathematics. *Journal of Physics: Conference Series*, 1806(1). <https://doi.org/10.1088/1742-6596/1806/1/012065>
- [9]Fitriyana, K. N., & Pranata, K. (2023). The influence of blended learning model assisted by YouTube application during the Covid-19 pandemic on fifth graders' thematic learning outcomes. *Journal Of Teaching And Learning In Elementary Education*, 6(1), 90. <https://doi.org/10.33578/JTLEE.V6I1.7981>
- [10]Haerudin, D., Hermawan, B., Ruhaliah, R., Wibawa, S., Awaliah, Y. R., & Hardini, T. I. (2023). Inventorying authentic teaching materials on Youtube for listening learning plan of Pupuh in elementary school. *Cakrawala Pendidikan*, 42(2), 549–564. <https://doi.org/10.21831/CP.V42I2.46233>
- [11]Hariyono, T. C. (2020). TEACHING VOCABULARY TO YOUNG LEARNER USING VIDEO ON YOUTUBE AT ENGLISH COURSE. *Language Research Society*, 1(1). <https://doi.org/10.33021/LRS.V1I1.1038>
- [12]Hrastinski, S. (2019). What Do We Mean by Blended Learning? *TechTrends*, 63(5), 564–569. <https://doi.org/10.1007/S11528-019-00375-5>
- [13]Kumar, A., Krishnamurthi, R., Bhatia, S., Kaushik, K., Ahuja, N. J., Nayyar, A., & Masud, M. (2021). Blended Learning Tools and Practices: A Comprehensive Analysis. *IEEE Access*, 9, 85151–85197. <https://doi.org/10.1109/ACCESS.2021.3085844>
- [14]Margallo, M. C. M., Mariano, C. N. P., Martinez, K. N. F. L., Mariano, R. L. T., Maramag, L. M. L., Mariano, A. A. C., Mapue, R. C. L., Maturan, E. R. C., & Escolar Chua, R. L. (2023). Characterizing effective teaching in nursing pharmacology YouTube videos: A mixed methods study. *Nurse Education Today*, 120. <https://doi.org/10.1016/J.NEDT.2022.105624>
- [15]Moghavvemi, S., Sulaiman, A., Jaafar, N. I., & Kasem, N. (2018). Social media as a complementary learning tool for teaching

- and learning: The case of youtube. *International Journal of Management Education*, 16(1), 37–42. <https://doi.org/10.1016/J.IJME.2017.12.001>
- [16]Muslem, A., Sahardin, R., Heriansyah, H., Fata, I. A., Djalaluddin, Y., & Hankinson, E. (2022). YouTube Teaching Materials with Peer Support to Improve Students' Mastery of Subject Content Learning. *Studies in English Language and Education*, 9(2), 651–666. <https://doi.org/10.24815/SIELE.V9I2.25236>
- [17]Ndahimana, P., Ngenzi, J., Izabayo, J., Ivang, A., Kubwimana, O., Sezibera, V., & Gashegu, J. (2023). Students' perception toward blended anatomy learning modalities in the COVID-19 era. *Rwanda Medical Journal*, 80(1), 102–111. <https://doi.org/10.4314/RMJ.V80I1.14>
- [18]Ningsih, N., & Arianti, A. (2019). THE USAGE OF YOUTUBE VIDEO IN TEACHING ENGLISH FOR YOUNG LEARNER (TEYL) FOR SIXTH SEMESTER STUDENTS OF ENGLISH DEPARTMENT. *Cordova Journal Language and Culture Studies*, 9(1), 1–16. <https://doi.org/10.20414/CORDOVA.V9I1.1773>
- [19]Nurilam Harianja, Hesti Fibriasari, & T. Ratna Soraya. (2020). The Implementation of Local Culture on the Development of Reception Orale Teaching Materials through YouTube Media. *Britain International of Humanities and Social Sciences (BIOHS) Journal*, 2(1), 26–34. <https://doi.org/10.33258/BIOHS.V2I1.138>
- [20]Ogirima, O. A., Tolulope, J. J., & Temitope, S. J. (2021). Future Teachers' Perception towards the Use of YouTube for Teaching-Learning Activities in Nigerian Basic Schools. *Mimbar Sekolah Dasar*, 8(1), 81–95. <https://doi.org/10.53400/MIMBAR-SD.V8I1.31378>
- [21]Pratama, D. Y., Sopacua, L., Sinambela, O. N., Siswadi, Y., & Watania, L. N. (2022). NURSING STUDENTS' MOTIVATION TOWARD BLENDED LEARNING AT A PRIVATE UNIVERSITY IN TANGERANG. *Nursing Current: Jurnal Keperawatan*, 10(2). <https://doi.org/10.19166/NC.V10I2.5371>
- [22]Purnama, H. I., Wilujeng, I., & Jabar, C. S. A. (2023). Blended learning in elementary school science learning: A systematic literature review. *International Journal of Evaluation and Research in Education*, 12(3), 1408–1418. <https://doi.org/10.11591/IJERE.V12I3.25052>
- [23]Rachmijati, C., Anggraeni, A., & Apriliyanti, D. L. (2019). Implementation of Blended Learning through Youtube Media to Improve Students' Speaking Skill. *OKARA: Jurnal Bahasa Dan Sastra*, 13(2), 153. <https://doi.org/10.19105/OJBS.V13I2.2424>
- [24]Setyaningsih, N. A., & Wahidiyati, I. (2022). "Coming here you should speak English": performing creativity on a YouTube channel for teaching speaking. *Erudita: Journal of English Language Teaching*, 2(2), 148–158. <https://doi.org/10.28918/ERUDITA.V2I2.6149>
- [25]Shakeel, S. I., Haolader, M. F. A., & Sultana, M. S. (2023). Exploring dimensions of blended learning readiness: Validation of scale and assessing blended learning readiness in the context of TVET Bangladesh. *Heliyon*, 9(1). <https://doi.org/10.1016/J.HELIYON.2022.E12766>
- [26]Shamsuddin, N., & Kaur, J. (2020). Students' learning style and its effect on blended learning, does it matter? *International Journal of Evaluation and Research in Education*, 9(1), 195–202. <https://doi.org/10.11591/IJERE.V9I1.20422>
- [27]Sofino, S., & Pradikto, B. (2022). Penerapan Blended Learning Menggunakan Media Youtube Podcast dengan Melibatkan Birokrat dan Praktisi Pendidikan Nonformal dalam Meningkatkan Hasil Belajar Mahasiswa Program Studi Pendidikan Nonformal. *Aksara: Jurnal Ilmu Pendidikan Nonformal*, 8(1), 503. <https://doi.org/10.37905/AKSARA.8.1.503-512.2022>
- [28]K., Setyosari, P., Sulthoni, & Ulfa, S. (2019). Development of an instructional design model for mobile blended learning in higher education. *International Journal of Emerging Technologies in Learning*, 14(16), 4–22.

- <https://doi.org/10.3991/IJET.V14I16.10633>
[29] Sukirman, S., Masduki, Y., Suyono, S., Hidayati, D., Kistoro, H. C. A., & Ru'iyah, S. (2022). Effectiveness of blended learning in the new normal era. *International Journal of Evaluation and Research in Education*, *11*(2), 628–638. <https://doi.org/10.11591/IJERE.V11I2.22017>
- [30] S., Ridlo, A. F., Solahuddin, S., Iskandar, T., & Taroreh, B. S. (2022). Application of YouTube-Based Virtual Blended Learning as a Learning Media for Fundamental Movement Skills in Elementary Schools during the Covid Pandemic 19. *Annals of Applied Sport Science*, *10*(1). <https://doi.org/10.52547/AASSJOURNAL.1020>
- [31] & Anderson, V. (2023). The navigational challenges of a blended learning approach to teaching in business and management. *International Journal of Management Education*, *21*(1). <https://doi.org/10.1016/J.IJME.2022.100733>