PREFERRED LEARNING MODEL IN STUDYING ENGLISH AS A FOREIGN LANGUAGE DURING POST- PANDEMIC PERIOD: BLENDED LEARNING, ONLINE LEARNING, OR FACE TO FACE?

Nengah Dwi Handayani 1
Putu Kerti Nitiasih 2
I Made Sutama 3
Ni Made Ratminingsih 4

ABSTRACT

Objective: Before and During the Covid-19 pandemic, students in Indonesia experienced face to face learning, online learning, and blended learning. Since the students have experienced those three learning models, this study was conducted to investigate the learning model that is preferred by the students during post-pandemic period and identify the reasons why they chose a particular learning model in learning English as a foreign language context.

Method: To achieve that research objective, this study was conducted by following a mixed-methods study method, the sequential explanatory design. The researchers started this study by collecting the quantitative data to identify the learning models preferred by the university students in Bali when they have an English class during post-pandemic period. Then, it was followed by collecting qualitative data to explain why the students preferred a certain learning model for the English class. The respondents of the study were 100 lecturers and 200 university students. The researchers collected the study data through questionnaires and interviews. The questionnaires were delivered using Google Forms, and the interviews via Google Meet.

Results and Discussion: The study reveals that most lecturers and students preferred the blended learning model to teach and learn English. In general, the selection of the learning model preferred by the lecturers and students was influenced by educational and health factors. Therefore, it can be concluded that the students’ preference on selecting a learning model is not influence by the educational reasons only.

Research Implications: Face to face instruction is crucial in an education process, because a real teacher-student interaction will happen through face to face instruction. Thus, blended learning is more preferable by the students than e-learning.

Originality/Value: Previous studies on blended in Indonesia were conducted to reveal the effectiveness of blended learning education for the broader use of blended learning in modern learning. Only a few studies were conducted to reveal their effectiveness in limited face-to-face learning during the post-pandemic of Covid-19. Therefore, this study mainly focused on investigating the effectiveness of blended learning during the implementation of limited-face to-face learning in Indonesia during the post-pandemic of the covid-19 pandemic. This study was necessary because the findings can guide educators to develop a more effective learning environment.

Keywords: Blended Learning, Lecturer, Model, Technology.

1 Ganesha University of Education, Singaraja, Indonesia. E-mail: dwi.handayani.3@undiksha.ac.id
Orcid: https://orcid.org/0000-0002-6886-9576
2 Ganesha University of Education, Singaraja, Indonesia. E-mail: kertinitiasih@undiksha.ac.id
Orcid: https://orcid.org/0000-0003-4016-0757
3 Ganesha University of Education, Singaraja, Indonesia. E-mail: made.sutama@undiksha.ac.id
Orcid: https://orcid.org/0000-0001-5023-8576
4 Ganesha University of Education, Singaraja, Indonesia. E-mail: made.ratminingsih@undiksha.ac.id
Orcid: https://orcid.org/0000-0001-9367-2196
RESUMO

Objetivo: Antes e durante a pandemia de Covid-19, os estudantes na Indonésia vivenciaram aprendizagem presencial, aprendizagem on-line e aprendizagem combinada. Dado que os alunos experimentaram esses três modelos de aprendizagem, este estudo foi realizado para investigar o modelo de aprendizagem preferido pelos alunos durante o período pós-pandemia e identificar as razões pelas quais escolheram um determinado modelo de aprendizagem no contexto da aprendizagem de inglês como língua estrangeira.

Método: Para atingir esse objetivo de pesquisa, este estudo foi conduzido seguindo um método de estudo de métodos mistos, o desenho explicativo sequencial. Os pesquisadores iniciaram este estudo coletando dados quantitativos para identificar os modelos de aprendizagem preferidos pelos estudantes universitários de Bali quando têm aulas de inglês no período pós-pandemia. Em seguida, seguiu-se a coleta de dados qualitativos para explicar por que os alunos preferiram determinado modelo de aprendizagem para a aula de inglês. Os entrevistados do estudo foram 100 professores e 200 estudantes universitários. Os pesquisadores coletaram os dados do estudo por meio de questionários e entrevistas. Os questionários foram entregues por meio do Google Forms e as entrevistas pelo Google Meet.

Resultados e Discussão: O estudo revela que a maioria dos professores e alunos preferiu o modelo blended learning para ensinar e aprender inglês. Em geral, a seleção do modelo de aprendizagem preferido pelos professores e alunos foi influenciada por fatores educacionais e de saúde. Portanto, pode-se concluir que a preferência dos alunos na escolha de um modelo de aprendizagem não é influenciada apenas por motivos educacionais.

Implicações de pesquisa: O ensino presencial é crucial em um processo educacional, porque uma interação real entre professor e aluno acontecerá por meio do ensino presencial. Assim, o ensino combinado é mais preferido pelos alunos do que o e-learning.


Palavras-chave: Blended Learning, Professor, Modelo, Tecnologia.
Preferred Learning Model in Studying English as a Foreign Language During Post-Pandemic Period: Blended Learning, Online Learning, or Face to Face?

Resultados y Discusión: El estudio revela que la mayoría de profesores y estudiantes prefirieron el modelo de aprendizaje semipresencial para enseñar y aprender inglés. En general, la selección del modelo de aprendizaje preferido por profesores y estudiantes estuvo influenciada por factores educativos y de salud. Por lo tanto, se puede concluir que la preferencia de los estudiantes al seleccionar un modelo de aprendizaje no está influenciada únicamente por razones educativas.

Implicaciones de la investigación: La instrucción cara a cara es crucial en un proceso educativo, porque a través de la instrucción cara a cara se producirá una interacción real entre maestro y estudiante. Por lo tanto, los estudiantes prefieren el aprendizaje combinado que el aprendizaje electrónico.

Originalidad/Valor: Se realizaron estudios previos sobre el aprendizaje combinado en Indonesia para revelar la eficacia de la educación de aprendizaje combinado para el uso más amplio del aprendizaje combinado en el aprendizaje moderno. Sólo se realizaron unos pocos estudios para revelar su eficacia en el aprendizaje presencial limitado durante la pospandemia de Covid-19. Por lo tanto, este estudio se centró principalmente en investigar la eficacia del aprendizaje combinado durante la implementación del aprendizaje presencial limitado en Indonesia durante la pospandemia de la pandemia de covid-19. Este estudio fue necesario porque los hallazgos pueden guiar a los educadores a desarrollar un entorno de aprendizaje más eficaz.

Palabras clave: Aprendizaje Semipresencial, Docente, Modelo, Tecnología.

1 INTRODUCTION

Nowadays, technological information has become the basis of human life, including in the field of education (Sari & Prasetyo, 2021). The world is currently entering the era of industrial social revolution 5.0. In the era of the industrial revolution 4.0, some things happen without limits through unlimited computing and data technology. It happens because of the internet's development and massive digital technology as the backbone of human-machine movement and connectivity (Karim, 2018).

Along with the advancement of education technology, education systems in Indonesia have changed considerably since the pandemic spread throughout the country, which has impacted all levels of society, including the Education sector (Wargadinata et al., 2020). Teaching and Learning Activities before the pandemic were generally carried out using various facilities and learning resources available where all students and lecturers could meet face to face every active day of the week. However, after the Covid-19 pandemic came, these meetings could not be held at schools (Rahayu & Wirza, 2020). Therefore, the Minister of Education and Culture stipulates an education policy in the emergency period for the spread of Covid-19, which is about changing the learning process from face-to-face to online learning by fulfilling.
certain conditions. Changes in learning activities require all education actors to adapt. Learning activities adjustments consider the availability of existing facilities and resources (Putra et al., 2020).

The changes in the learning system to online learning are a good thing for education development in Indonesia to a certain degree in using education technology, although the drawbacks due to the spread of the pandemic cause various social and economic problems. However, most Indonesian lecturers are now familiar with the online learning system, and their ability to use technology in teaching improved dramatically (Widiastuti, 2018). The Covid 19 pandemic has inadvertently motivated many educators to dive deeper, particularly in understanding digital technology, which has been limited to the internet and email, and even then, only for specific objectives. This online learning method incentivizes lecturers to use technology and break free from the comfortable zoon (Putra et al., 2020).

With recent advancements in technology, educators can use various platforms to streamline the learning process, including Google Classroom, Google Meet, Zoom, and a variety of other platforms. Online learning enables lecturers to maximize student achievement by conducting more effective learning to suit students' learning conditions (Liguori & Winkler, 2020). Advances in technology, particularly the internet and various communication tools such as cell phones, laptops, smartphones, and other similar devices, can make it easier for people to carry out various activities and studies. In the New Normal era, where learning is done online rather than face-to-face, technology can help in the learning process (Tallent-Runnels et al., 2006).

With the availability of sophisticated technology, the community should be able to utilize technology to meet their needs effectively. When technology is used correctly, it positively impacts its users. For example, a student may need help finding reading reference books; however, with technology, students may look for references from a variety of reputable sources, and they are not just focused on books (Arend, 2019). The Covid-19 viral outbreak, as we all know, has stopped students from attending face-to-face lectures, causing the learning process to be slightly interrupted. However, with the help of technology, this difficulty may be solved, and students can follow the online learning process (Kearns, 2012). Lecturers are required to be able to use technology effectively. Of course, lecturers face other issues while using online learning.

During the Covid-19 epidemic, numerous changes occurred in the realm, not just in terms of techniques and curriculum content. Students' abilities nowadays are necessary to adapt to changing circumstances and obstacles (Abidah et al., 2020). Lecturers encountered various
challenges during online learning since Indonesian education needed to be more flexible to keep up with the times. When the Covid-19 pandemic struck, adjusting to the digital era intensified (Timmis et al., 2016). Many things must be prepared in this new period of education, particularly in the application of learning. Adopting new regular learning must undoubtedly occur in an operational and functional learning process that allows for optimal learning (Dziuban et al., 2018). The learning technique is unquestionably different from the initial learning process. How the learning process is packaged for students significantly impacts how relevant learning is for the student's development.

Since the success of the delivery of vaccines to the community, a limited face-to-face learning policy has been established. One of these policies is to allow schools to choose between restricted face-to-face learning and distance learning by enforcing rigorous health guidelines (Enkenberg, 2001). Face-to-face studying still requires lecturers to implement online learning to keep up with students' learning demands and supply all curriculum-required learning materials. Lecturers must be able to effectively manage their time in order for face-to-face learning to be effective. Blended learning is one learning model that combines face-to-face and online learning (Anthony et al., 2020).

Blended learning combines the advantages of online learning, scheduled face-to-face activities, and real-world experience (Gladhkova et al., 2019). Blended learning includes diverse modes of delivery, instructional models, and learning styles, as well as several media possibilities for discussion between the facilitator and the individual being taught. Blended learning is a blend of face-to-face and online instruction, but it goes beyond that to include social engagement (Eliyasni et al., 2019). This model is particularly efficient for increasing classroom efficiency and allowing for more outside-of-classroom conversation or study of knowledge.

Blended learning has specific characteristics covering (1) a learning process that combines various learning models, learning styles, and the use of various information and communication technology-based learning media, (2) a combination of independent learning via online with face-to-face learning by facilitators with their students, (3) learning is supported by effective learning from the method of delivery, learning methods, and learning styles, (4) when it comes to students at school, in blended learning parents and lecturers also have an essential role in students' learning. Lecturers are facilitators, while parents are motivators in their children's learning (Nortvig et al., 2018).

The elements of blended learning, which includes both online and face-to-face learning, are: (a) face-to-face in class, (b) independent study, (c) usage of applications (web), (d) tutorials,
(e) cooperation, and (f) evaluation. In managing these factors, the facilitator also serves as a mediator (Ma et al., 2019). Students are given instructions on how to utilize the application by the facilitator. The facilitator also delivers the material in the same way as face-to-face learning does but only uses the media for supplemental material or to give students assignments that must be structured (Oweis, 2018).

Undoubtedly, technologies used in the teaching and learning process improve student performance. More information can be gathered using technology, and information sharing can occur within the campus and across the globe. The flexibility and accessibility of the method make it more exciting and challenging (Dey & Bandyopadhyay, 2019). It provokes the learners to complete their assignments within the allotted time. The current generation of learners is digital natives. They were born with the internet and are now transitioning from the old to the new, more participatory, collaborative web-based technology.

Several studies have been conducted concerning blended learning, revealing that the model could develop students' learning competence (Attard & Holmes, 2020; Han & Ellis, 2019; Portillo & Lopez de la Serna, 2021). However, most studies were conducted to reveal the effectiveness of blended learning education for the broader use of blended learning in modern learning. Only a few studies were conducted to reveal their effectiveness in limited face-to-face learning during the post-pandemic of Covid-19. Therefore, this study mainly focused on investigating the effectiveness of blended learning during the implementation of limited-face to-face learning in Indonesia during the post-pandemic of the covid-19 pandemic. This study was necessary because the findings can guide educators to develop a more effective learning environment.

2 METHOD

This study followed a mixed-method approach with sequential explanatory design to describe the actual phenomena of the learning strategies employed by lecturers in Indonesia. The study was conducted during the pandemic of Covid-19. Since this study was conducted using sequential explanatory design, the study was started with quantitative data collection and followed with qualitative data collection to explain the quantitative data results (Creswell & Creswell, 2018). The quantitative data collection was done by using questionnaire. The questionnaires aims mainly to identify lecturers’ and students’ preference on the three learning strategies, face-to-face, e-learning, or blended learning. Besides, the questionnaire also identify the major reason why the lecturers and the students preferred a certain leaning model. During
the quantitative data collection, four hundred respondents were selected using quota sampling technique. The respondents were 200 lecturers and 200 students in two different universities in Bali, Indonesia. They were asked to answer the questionnaire through Google form.

After the researchers collected and analysed the quantitative data, the qualitative data collection was conducted to identify the reasons why the lecturers and the students prefer a certain learning model than the others. The selected lecturers and students to be interviewed were purposively selected to represent the whole respondents. They were interviewed through Google meet and conducted in a very relaxed situation to ensure that they provided the appropriate information according to the existing phenomena.

The collected data were analysed descriptively using interactive data analysis model, that consisted of three steps, data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 2014). Data analyses were started by doing a reduction process which means summarizing, choosing the primary data, focusing on the essential things, looking for themes and patterns, and discarding unnecessary ones. The presentation of data was done in the form of brief descriptions to make it easier to understand the phenomenon. Data verification is carried out where the researcher tries to find patterns, themes, relationships, similarities, things that often arise, and the data obtained to conclude the findings. The data that have been concluded were verified during the research. Verification is an examination of the veracity of a report to ensure its validity. In this study, the data validation technique used was triangulation with sources. Triangulation with sources means comparing and double-checking the degree of trustworthiness of information obtained through an online survey and interviews.

3 RESULTS

During the post-covid-19 pandemic, schools in Indonesia implemented several learning models, such as online learning, face-to-face learning, and blended learning. In this section, the study's results were briefly elaborated, and the data were discussed to better understand the study's findings. The present study used a questionnaire and interviews to collect the data. Based on the questionnaire analysis of the data, the data can be summarized and can be presented as in Table 1.
Preferred Learning Model in Studying English as a Foreign Language During Post-Pandemic Period: Blended Learning, Online Learning, or Face to Face?

Table 1

Learning Models Chosen by the Lecturers

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>FF</th>
<th>EL</th>
<th>BL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The chosen learning model for conducting the learning process</td>
<td>7%</td>
<td>13%</td>
<td>80%</td>
</tr>
<tr>
<td>2.</td>
<td>More effective in helping the student to achieve the learning objectives</td>
<td>95%</td>
<td>0%</td>
<td>5%</td>
</tr>
<tr>
<td>3.</td>
<td>More effective in making the students become motivated to study</td>
<td>82%</td>
<td>1%</td>
<td>17%</td>
</tr>
<tr>
<td>4.</td>
<td>More effective in making the student participate in the learning process</td>
<td>88%</td>
<td>0%</td>
<td>12%</td>
</tr>
<tr>
<td>5.</td>
<td>More efficient in the planning process and learning preparation</td>
<td>96%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>6.</td>
<td>More efficient in the use of time for the learning process</td>
<td>60%</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>7.</td>
<td>More efficient in the use of learning supporting tools</td>
<td>82%</td>
<td>11%</td>
<td>7%</td>
</tr>
<tr>
<td>8.</td>
<td>More efficient in doing the evaluation</td>
<td>50%</td>
<td>34%</td>
<td>7%</td>
</tr>
<tr>
<td>9.</td>
<td>More effective in preventing Covid-19 transmission</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>10.</td>
<td>More efficient in the use of personal protective equipment to prevent Covid-19 transmission</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Data Analysis Result
Note: FF= Face to Face, EL= E-Learning, BL= Blended Learning

The summary of data from the questionnaire in Table 1 shows that 80 lecturers, or 80%, implemented blended learning. It was understandable that the spread of Covid-19 was still very high in certain areas. There were 13 lecturers, or 13% of school lecturers, who conducted online learning and 7 educators, or 7% of school lecturers, who conducted face-to-face learning. The percentage shows that most respondents implemented blended learning to deliver the learning activities.

However, when viewed from statements regarding effectiveness and efficiency, it can be seen that most lecturers state that face-to-face instruction is more effective and efficient from a pedagogical perspective compared to online learning and blended learning. However, they preferred implementing blended learning during the Covid-19 pandemic. This cannot be separated from the fact that lecturers not only consider effectiveness and efficiency in the learning process but also consider the pandemic conditions and try to keep suppressing the spread of Covid-19. From the results of the questionnaire, it can also be seen that lecturers believe that e-learning has better effectiveness in preventing the transmission of Covid-19. However, judging from the effectiveness of the pedagogical aspect, lecturers feel that blended learning is better than e-learning. In addition, from the data, it can also be understood that lecturers are willing to carry out more complex planning, preparation, and evaluation. This is done to ensure that learning can continue to run effectively and, at the same time, suppress the spread of Covid-19. In other words, lecturers consider the blended learning model to be a win-win solution. Blended learning is more effective from a pedagogical aspect than online learning, and blended learning is also better in tackling the spread of Covid-19 than face-to-face learning.
The reasons lecturers choose blended learning over other learning models can be seen from the statements made during the interviews. Statements stating the effectiveness of blended learning from a pedagogical perspective can be seen from the excerpts of the interviews as the following.

"During the limited face-to-face learning, I implemented blended learning because it allows me to conduct online and face-to-face learning activities. My students learn effectively because I can use the limited time allocated for face-to-face learning since most of the materials have been discussed online" (Lecturer A)

“Blended learning is an effective learning model to be implemented when students only have limited time to learn in the class through face-to-face learning. We discussed most of the materials online” When we meet face-to-face, we only discussed the materials that students could not answer well” (Lecturer C)

“Well, I love to teach using blended learning because it enables me to teach online and face-to-face. My students like this learning model, too. My students learned most of the lessons online, and we discussed the ones they could not solve online. (Lecturer C)

"It is a great learning model. My students are active in learning because they already learn the material online. When we met face to face, we only talked over their problems in learning" (Lecturer D)

"Blended learning is just the perfect learning model to be implemented nowadays; it enables students to be more active and creative in learning because it allows students to learn online and use technologies in learning and discuss their problems during face-to-face learning" (Lecturer E)

The excerpts above showed that the lecturers found that blended learning is an effective learning model because students can learn the learning materials online and discuss their problems through face to face learning. Moreover, the learning model also effectively develops students' critical and creative thinking. The model is to improve students' learning because students can learn independently through the online system and then discuss the complex learning materials through face-to-face learning.

As previously stated, the blended learning model was also selected due to the influence of health and safety reasons. The statement stating that lecturers prefer lean learning due to considerations of preventing the spread of Covid-19 can be seen in the following statements.

"The spread of Covid-19 has not been completely controlled, so prevention efforts must continue. However, effective learning is also a must so that students are able to understand the material being taught well. So, blended learning becomes a smart solution." (Lecturer A).

"Learning must be done to achieve learning objectives. However, because we are still in a pandemic where face-to-face learning tends to have a higher risk of spreading,
learning through a blended learning model can be an appropriate choice for current conditions." (Lecturer B).

"By applying the blended learning model, we can ensure that learning has been carried out effectively and continue to carry out efforts to minimize the spread of Covid-19." (Lecturer C).

"Blended learning is a solution during a pandemic to continue to carry out effective learning and prevent the spread of Covid-19. Even though online learning is more effective for preventing the transmission of Covid-19, students are not yet ready for fully online learning." (Lecturer D).

From the statements above, it can be understood that lecturers choose to carry out learning using the blended learning model because they consider the effectiveness of learning in terms of achieving learning objectives and safety and health in terms of transmission of Covid-19. By implementing blended learning, lecturers hope that learning will continue effectively so that students can understand learning material well and, simultaneously, protect students from the spread of Covid-19.

### Table 2

**Learning Models Chosen by the Students**

<table>
<thead>
<tr>
<th>No</th>
<th>Statement</th>
<th>FF</th>
<th>EL</th>
<th>BL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The chosen learning model for conducting the learning process</td>
<td>63%</td>
<td>4.5%</td>
<td>32.5%</td>
</tr>
<tr>
<td>2</td>
<td>More effective in helping me to achieve the learning objectives</td>
<td>61%</td>
<td>13%</td>
<td>26%</td>
</tr>
<tr>
<td>3</td>
<td>More effective in making me become motivated to study</td>
<td>73.5%</td>
<td>6%</td>
<td>20.5%</td>
</tr>
<tr>
<td>4</td>
<td>More effective in making me participate in the learning process</td>
<td>51.5%</td>
<td>37%</td>
<td>11.5%</td>
</tr>
<tr>
<td>5</td>
<td>More efficient in the learning preparation</td>
<td>91%</td>
<td>5.5%</td>
<td>3.5%</td>
</tr>
<tr>
<td>6</td>
<td>More efficient in the use of time for the learning process</td>
<td>44.5%</td>
<td>36.5%</td>
<td>19%</td>
</tr>
<tr>
<td>7</td>
<td>More efficient in the use of learning supporting tools</td>
<td>93.5%</td>
<td>4%</td>
<td>2.5%</td>
</tr>
<tr>
<td>8</td>
<td>More efficient in doing the evaluation</td>
<td>58%</td>
<td>36%</td>
<td>6%</td>
</tr>
<tr>
<td>9</td>
<td>More effective in preventing Covid-19 transmission</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
<tr>
<td>10</td>
<td>More efficient in the use of personal protective equipment to prevent Covid-19 transmission</td>
<td>0%</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Data Analysis Result
Note: FF= Face to Face, EL= E-Learning, BL= Blended Learning

From the results of the questionnaires distributed to students, as shown in Table 2, it was found that most students also felt that learning through the face-to-face model was more effective from a pedagogical standpoint. This can be seen from the opinions of students, who stated that learning through face-to-face models could help them achieve learning objectives more, motivating them to learn and play an active role in the learning process. In addition, for preparation for learning and the need for learning support devices, it is also felt lighter if learning is done using a face-to-face learning model. Therefore, 63% of students stated that they...
prefer learning through face-to-face learning. However, the same as lecturers, students also believe that online learning is more effective in preventing the transmission of Covid-19. Thus, 32% of them also chose the blended learning model because it was considered effective and prevented the wider spread of Covid-19. This can be seen from several statements made by students during the interview. Following are some excerpts from student statements.

"Actually, I prefer face-to-face learning because I can gather with my friends and meet directly with the teacher, so I usually ask questions directly if there is something I don't understand. However, due to the Covid-19 pandemic, everything must be limited. So, learning with a blended learning model is the most feasible choice for now."

"Online learning has many obstacles, especially the situation at home, which is not often supportive because all family members are at home due to the Covid-19 pandemic. So it's often crowded and not conducive. If it's full face-to-face, you're also worried about contracting Covid-19. So the choice fell on blended learning to reduce the spread of Covid-19, but there are still face-to-face meetings."

"Blended learning is quite helpful for me to understand the subject matter because students are given material that must be learned before face-to-face meetings, and when face-to-face, students can directly discuss things that are not understood."

"All learning models have their advantages and disadvantages, but in the current condition of the Covid-19 pandemic, blended learning seems the best to apply. Students can study independently through the online system and then discuss with lecturers during face-to-face meetings. Blended learning also helps suppress the spread of Covid-19 because it limits face-to-face meetings."

4 DISCUSSION

Blended learning is alternative learning that is quite effective to implement in the post-covid pandemic. Keeping your distance to break the chain of the coronavirus can be done by applying blended learning (Dey & Bandyopadhyay, 2019). Learning activities have become more flexible because they can be accessed anytime and anywhere. Blended learning effectively develops 21st-century skills in students, including critical thinking, problem-solving, information literacy, and others.

Furthermore, combining online and offline learning or training can result in effective and efficient learning or training. Effectively, blended learning training is a balanced learning model between increasing insight and knowledge online and improving skills offline, while attitudes can be obtained from online and offline learning. Efficiently, the facilitator can arrange teaching materials in multimedia only once and can be used many times. Learners can access
online materials anywhere and anytime according to their needs and time availability. Likewise, with costs, students are only collected relatively quickly. They no longer discuss knowledge and insights but only improve skills.

In implementing blended learning, of course, many things need to be prepared in the application of learning. The things that need to be prepared in applying blended learning are aimed at making blended learning run properly (Pisoni, 2019). Learning planning must be prepared before the implementation of the learning is carried out. In this case, blended learning and learning planning are undoubtedly different from the usual learning done in madrasas starting from the syllabus, lesson plans, and the media used.

In this blended learning process, the learning activities were done by combining online and offline learning (Yeop et al., 2019). The learning process is certainly different from the usual learning carried out. Lecturers usually use it only for giving assignments and asking questions, while the steps for online learning are (1). learning begins according to the lesson schedule; all students participate in WhatsApp groups, then absent attendance by listing attendance signs (2). followed by praying in their respective places (3). opening a question-and-answer session related to material students need help understanding (4). they are giving assignments. Then the implementation of learning when offline (face to face) also differs between the post covid pandemics and ordinary conditions. In the post covid pandemic, learning only lasts two hours a day while still using health protocols (Dziuban et al., 2018).

In implementing learning, of course, it cannot be separated from assessment. Assessment is critical because it becomes evaluation material during the learning process. Three aspects must be assessed by a lecturer, namely: cognitive, affective, and psychomotor. The cognitive aspect is an assessment that measures the ability or knowledge of students, the affective aspect is an assessment that measures students' attitudes, and the psychomotor aspect is an assessment that measures the skills possessed by students (Widiastuti & Saukah, 2017).

Regarding the evaluation technique that we carried out during the blended learning process, we looked at the daily assignment scores, and we also looked at the test scores because then we could see whether the blended learning that we apply has a good effect. For the assessment of other aspects such as student attitudes, activity, and others, we see from their daily life at school. However, there is an increase in student activity because there is only a little time for learning. Hence, they ask as much as possible about the material they need help understanding. Assessment in learning aims to determine the extent to which the level of success of the lecturer in implementing the learning can be known through the student's learning outcomes.
Blended learning can adapt to the new normal. Blended learning can improve the teaching and learning process in an educational environment that is more responsive to the lifestyles of contemporary students (Sudiarta & Widana, 2019). The purpose of blended learning is to: (1) Help educators develop to be better in the learning process, according to learning styles and preferences in learning. (2) Provide opportunities for independent, practical, and growing learning that is practically realistic for lecturers and educators. (3) Increase scheduling flexibility for educators by combining the best aspects of face-to-face and online instruction. Face-to-face classes can be used to engage students in interactive experiences. At the same time, the online portion of educators can provide learning for students with multimedia content that is rich in knowledge at any time and anywhere as long as educators have internet access (Şentürk, 2021).

The benefits of blended learning can be demonstrated as (1) helping students develop project and time management skills, (2) developing a stronger sense of community among students than traditional/conventional or fully online training, and (3) supporting the provision of information and resources for students, (4) engage and motivate students through interactivity and collaboration, (5) synchronous technologies and allow students to communicate and collaborate outside of the classroom, (6) integrate the right technology and manage it effectively throughout the learning process, (7) minimize costs, flexibility in workforce placement, (8) opportunities to create training experiences that are personal, relevant and engaging, and (9) improvement of pedagogical practice.

Blended learning combines two different forms of learning: face-to-face learning and electronic learning (online). Blended learning can be an alternative solution for lecturers to solve problems in the learning process. So Blended learning can be interpreted as a learning process that, in its application, utilizes various approaches, media, and technology. Blended learning combines face-to-face (conventional learning, where there is the direct interaction between students and lecturers, and can exchange information about teaching materials), independent learning (study with various modules provided) and self-study online. The application of Blended learning does not just happen. The characteristics of the learning objectives to be achieved, relevant learning activities, and which activities are relevant to conventional and which activities are relevant to online learning are the basis for considering the application of the model. Therefore, blended learning is an effective model to develop students’ active learning in this new normal and the millennium era.

Social distancing arrangements are implemented to avoid and break the chain of the spread of COVID-19. The government allows face-to-face learning in schools in the green zone,
but with a limited number of students and study time. These space and time limitations require lecturers' creativity and innovation to implement strategies and learning media that align with the current situation. Combining face-to-face and online learning is alternative learning in the new era. The disadvantages of face-to-face and online learning can be overcome by combining the two into blended learning. Blended learning is alternative learning that lecturers can use in this era of globalization because it can be accessed anytime and anywhere without leaving face-to-face learning.

5 CONCLUSION

The sustainability of farming in Subak in urban areas must receive attention from various parties. This study provides an overview of variables that can influence the success of Subak management in urban areas in the future. The key variables for the sustainability of farming in Subak in urban areas come from the economic dimension, namely the type of agricultural product and the price of inputs. The sustainability variable from the ecological dimension is land area, and from the cultural dimension, it is agricultural ceremonies. The variables from these findings are likely to be a view of the future (foresight), that is, the choice of stakeholders in the sustainability of farming in Subak in urban areas in the future. Optimizing the learning process is essential to be conducted by school lecturers to achieve learning objectives. Appropriately selecting and implementing the learning model may lead to the success of learning activities. Even though most of the lecturers and the students believe that face to face learning model is the most effective one, blended learning has become the choice during the Covid-19 pandemic. It is because blended learning is considered more effective than online learning and could reduce the spread of Covid-19. Since this study is only limited to a descriptive study, a further study to prove the effectiveness of blended learning from pedagogical and health point of views are crucial to be conducted to get a more comprehensive results.

REFERENCES


Anthony, B., Kamaludin, A., Romli, A., Raffei, A. F. M., Phon, D. N. A. L. E., Abdullah, A.,


Preferred Learning Model in Studying English as a Foreign Language During Post-Pandemic Period: Blended Learning, Online Learning, or Face to Face?

https://doi.org/10.1155/2019/6791058


Miles, M. B., & Huberman, A. M. (2014). *Qualitative data analysis* (illustrate). SAGE.


Preferred Learning Model in Studying English as a Foreign Language During Post-Pandemic Period: Blended Learning, Online Learning, or Face to Face?

42(3), 454–476. https://doi.org/10.1002/berj.3215


